

OFFICIAL CATALOG

This *Catalog* contains information, policies, procedures, regulations and requirements that were correct at the time of publication and are subject to the terms and conditions of the Enrollment Agreement entered into between the Student and ECPI University. In keeping with the educational mission of the University, the information, policies, procedures, regulations and requirements contained herein are continually being reviewed, changed and updated. Consequently, this document cannot be considered binding. Students are responsible for keeping informed of official policies and meeting all relevant requirements. When required changes to the *Catalog* occur, they will be communicated through catalog addenda and other means until a revised edition of the *Catalog* is published.

The policies in this *Catalog* have been approved under the authority of the ECPI University Board of Trustees and, therefore, constitute official University policy. Students should become familiar with the policies in this *Catalog*. These policies outline student rights and responsibilities.

The University reserves the right and authority at any time to alter any or all of the statements contained herein, to modify the requirements for admission and graduation, to change or discontinue programs of study, to amend any regulation or policy affecting the student body, to increase tuition and fees, to deny admission, to revoke an offer of admission, and to dismiss from the University any student at any time, if it is deemed by the University to be in the best interest of the University, the University community, or the student to do so. The provisions of this publication are subject to change without notice and nothing in this publication may be considered as setting forth terms of a contract between a student or a prospective student and ECPI University.

The electronic *Catalog* is the official version as it is updated on a regular basis. A PDF *Catalog* is available for individuals who do not have access to the electronic *Catalog*. Downloadable PDF versions of the *Catalog* from 2012 to the present are available by clicking the All Catalogs link on this web page. Information from older catalogs is available upon request by contacting accreditation@ecpi.edu. The following *Catalog* inserts are available upon request:

Catalog Insert E – Faculty and Key Personnel
Catalog Insert F – Dental Assisting Handbook
Catalog Insert G – Diagnostic Medical Sonography Handbook
Catalog Insert H – Health Information Management Handbook
Catalog Insert I – Medical Radiography Handbook
Catalog Insert J – Physical Therapist Assistant Handbook
Catalog Insert K – Surgical Technology Handbook
Catalog Insert L – Masters of Science in Nursing Handbook
Catalog Insert M – Bachelor of Science in Nursing Handbook
Catalog Insert N – Associate Degree in Nursing Handbook
Catalog Insert O – Bachelor of Science in Nursing (Florida)
Catalog Insert P – Practical Nursing Handbook
Catalog Insert R – Emergency Medical Technician Handbook
Catalog Insert S – Bachelor of Science in Nursing (Traditional Track) Handbook

Equal Employment/Educational Opportunity. ECPI University is committed to maintaining an educational environment which welcomes and supports a diverse student body and staff. ECPI is an equal employment opportunity employer and educational provider and does not discriminate against any person because of race or color, religion or creed, sex or sexual orientation, gender identity or expression, national origin or ethnicity, age, disability, military service or veteran status, political affiliation or belief, marital status or pregnancy status.

This non-discrimination policy extends to all terms, conditions and privileges of admission to the University, enrollment in classes, student services, financial aid and employment as well as the use of all University facilities and participation in all University programs and activities. The University conducts its educational activities in accordance with provisions of

Title VI and VII of the Civil Rights Act of 1964, Title IX of the Educational Amendments of 1972, and Section 504 of the Rehabilitation Act of 1973. Harassment/discrimination will not be tolerated at ECPI and is considered a violation of institutional policy.

Inquiries regarding, or reports of alleged violations of this policy should be directed to:

Ms. Chery Salter
Title IX Coordinator/Section 504 Coordinator
ECPI University
5555 Greenwich Rd.
Virginia Beach, VA 23462
757.213.3523
TitleIX_Coordinator@ecpi.edu

Accreditation Liaison. The ECPI University accreditation liaison for the Southern Association of Colleges and Schools Commission on Colleges is Steve Whitten (email: swhitten@ecpi.edu).

ECPI University LLC is a Virginia limited liability company, whose principal place of business and principal office is located:

ECPI University	Phone: (757) 671-7171
University Administration	Fax: (757) 671-8661
5555 Greenwich Road	Email: info@ecpi.edu
Virginia Beach, Virginia 23462	Website: www.ecpi.edu

ECPI University stands for East Coast Polytechnic Institute, signifying its origin and ongoing commitment to technological advancement in all fields of study.

Publication date January 15, 2021



Welcome to ECPI University!

At ECPI University, we understand the aspirations of people who want a direct route toward their career goals. Since 1966, ECPI has been offering career-oriented programs. A sound educational background, combined with hands-on experience, is required to meet the needs of an ever-changing and increasingly highly skilled society. As a student at ECPI University, you must take responsibility for your learning and personal development.

We invite you to learn from the full range of experiences that you will have, both inside and outside the classroom. We encourage you to remain open to new experiences and to new ideas and to pursue excellence while striving for your intellectual, professional, technical and personal goals. In addition, we ask you to contribute to the learning process of others. Every learner benefits when other learners share ideas, insights, and experiences in the classroom. We encourage respectful dialogue about differences in opinion and perspectives, as these are central to the learning process.

In all activities at the University, we expect students to behave responsibly and to communicate with honesty and integrity.

We encourage you to learn more about ECPI University and our programs to see how we may be able to help you achieve your educational goals.

Sincerely,

Mark B. Dreyfus

Mark B. Dreyfus
President
ECPI University

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University Administration
5555 Greenwich Road
Virginia Beach, VA 23462
(757) 671-7171 or (800) 986-1200
www.ecpi.edu

VIRGINIA CAMPUSES

Virginia Beach – Main Campus
5555 Greenwich Road
Virginia Beach, VA 23462
(757) 671-7171

Online
(757) 213-3601

College of Health Science
Medical Careers Institute
5501 Greenwich Road #10
Virginia Beach, VA 23462
(757) 497-8400

College of Culinary Arts
Culinary Institute of Virginia
2428 Alameda Avenue #106
Norfolk, VA 23513
(757) 858-CHEF (2433)

Newport News – Branch Campus
1001 Omni Blvd #100
Newport News, VA 23606
(757) 838-9191

College of Health Science
Medical Careers Institute
(757) 873-2423

College of Culinary Arts
Culinary Institute of Virginia
11850 Merchants Walk #100
Newport News, VA 23606
(757) 858-CHEF (2433)

Northern Virginia – Branch Campus
10021 Balls Ford Road #100
Manassas, VA 20109
(703) 330-5300

Roanoke – Branch Campus
5234 Airport Road NW, #200
Roanoke, VA 24012
(540) 563-8000

Richmond – Branch Campus
Richmond/Moorefield Campus
800 Moorefield Park Drive
Richmond, VA 23236
(804) 330-5533

College of Health Science
Medical Careers Institute
(804) 521-0400

Richmond/Innsbrook Campus
4305 Cox Road
Glen Allen, VA 23060
(804) 934-0100

Richmond/Emerywood Campus
College of Health Science
Medical Careers Institute
2809 Emerywood Pkwy #400
Richmond, VA 23294
(804) 521-5999

NORTH CAROLINA CAMPUSES

Charlotte – Branch Campus
4800 Airport Center Parkway #100
Charlotte, NC 28208
(704) 399-1010

Greensboro – Branch Campus
7802 Airport Center Drive
Greensboro, NC 27409
(336) 665-1400

Raleigh – Branch Campus
4101 Doie Cope Road
Raleigh, NC 27613
(919) 571-0057

SOUTH CAROLINA CAMPUSES

Charleston – Branch Campus
7410 Northside Drive #100
N. Charleston, SC 29420
(843) 414-0350

Columbia – Branch Campus
250 Berryhill Road #300
Columbia, SC 29210-6467
(803) 772-3333

Greenville – Branch Campus
1001 Keys Drive #100
Greenville, SC 29615
(864) 288-2828

FLORIDA CAMPUS

Orlando (Lake Mary) – Branch Campus
660 Century Point
Lake Mary, FL 32746
(407) 562-9100

TEXAS CAMPUS

San Antonio – Branch Campus
4715 Fredericksburg Road
San Antonio, TX 78229
(210) 973-5205

The San Antonio, TX campus is pending approval by the Southern Association of Colleges and Schools Commission on Colleges.

Mission Statement

ECPI University provides a student-centered learning environment that promotes the enhancement of each student's professional and personal life through education.

Core Values

ECPI University is a private, multi-campus university founded in 1966 that operates in Virginia, North Carolina, South Carolina, Florida, and globally through the online delivery of its programs. The University has a compelling history, and our success is dependent upon the trust and confidence we have earned from students, employees, and the communities in which we operate. We deliver high quality education and student services and we are committed to the following four Core Values.

Excellence in academics.

- Curriculum designed to foster life-long learning and educational excellence by reinforcing critical thinking, teamwork, problem-solving and communication skills.
- Industry-relevant programs maintain rigorous academic standards and are complemented by robust student support services.
- Hands-on, applied learning complements a strong theoretical foundation that prepares our graduates for the workplace.
- Qualified faculty are academically credentialed and enrich the classroom experience with their industry experience.

Commitment to students.

- Selective admissions process ensures that incoming students make informed decisions regarding their educational investment and are prepared for postsecondary education.
- Dedicated professionals support the student experience and facilitate the achievement of individual student success.
- Meaningful internship experiences and opportunities for graduate employment are available as a result of our long-standing employer partnerships.
- Rigorous institutional effectiveness process promotes continuous improvement of the University.

Professionalism in action.

- Professional appearance, punctuality, attendance, and other behaviors that are appropriate to professional environments are valued and reinforced.
- Professional, civic, and ethical behaviors are promoted through the examples set by faculty and staff.

- Student-centered learning environment simulates the workplace and encourages collaboration with diverse groups to accomplish common goals.
- Opportunities for students to demonstrate professionalism by participating in on-site employer interviews, networking, and professional events including career fairs.

Innovation in Education

- Extensive use of technology is encouraged to enhance each student’s university experience.
- Convenient, year-round schedules allow graduates to complete their programs in a timely manner.
- Input is routinely sought from the dynamic communities we serve.
- Multiple approaches are encouraged to reach educational outcomes and maximize student success.

History of ECPI University

Founded in Norfolk, Virginia in 1966, ECPI University demonstrated early on its commitment to forward-thinking, market-based curriculum, being among the first to offer classes in the growing field of computer programming.

From that point forward, ECPI University has pursued a path of sustained growth based on addressing the needs of students and employers while playing a key role in the mid-Atlantic’s economic development.

The University eventually expanded its program offerings to include a variety of degrees in engineering technology, health sciences, nursing, business, and criminal justice. ECPI University also extended its reach by opening additional campuses and locations in Virginia, North Carolina, South Carolina, Florida, Texas, and through online programs. Degree programs at the associate, baccalaureate, and master’s degree levels were added as well. Successful student outcomes, including high graduation rates and program-related employment, were considered of primary importance. These values continue to serve the institution, its students, and graduates.

1966	ECPI opened in Norfolk, Virginia
1984	ECPI opened its second campus in Richmond, Virginia. (Subsequently, branches opened throughout Virginia, North Carolina and South Carolina.)
1987	Main campus relocated to Virginia Beach, Virginia.
1992	Began offering degrees in Health Sciences.
1998	Became accredited by the Southern Association of Colleges and Schools Commission on Colleges to award associate degrees. (Contact the Commission on Colleges at 1866 Southern Lane, Decatur, Georgia 30033-4097 or call 404.679.4500 for questions about the accreditation of ECPI University.)

2004	Following reaffirmation of accreditation, ECPI was accredited by the Southern Association of Colleges and Schools Commission on Colleges to award baccalaureate degrees.
2005	Additional baccalaureate degree programs and the use of distance learning technology were approved by the Southern Association of Colleges and Schools Commission on Colleges.
2006	Program offerings were expanded to include Culinary Science, Dental Assisting, Medical Radiography and Associate Degree in Nursing programs.
2011	Attained University status and accredited by the Southern Association of Colleges and Schools Commission on Colleges to offer a Master of Science Degree in Information Systems.
2013	Reviewed by Southern Association of Colleges and Schools Commission on Colleges and accreditation was reaffirmed. Next reaffirmation of accreditation review is scheduled for 2023.

Throughout its history, ECPI has maintained a strong relationship with industry and employers. Program advisory boards regularly meet and provide valuable feedback regarding employer needs and industry trends. This feedback often translates into curriculum revisions that add value and help to make the University's programs more effective.

Accreditation and Approvals

Accreditation - Institutional

ECPI University is accredited by the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) to award degrees and other credentials at the following levels: Associate, Baccalaureate, and Master's. Contact the Commission on Colleges at 1866 Southern Lane, Decatur, Georgia 30033-4097 or call 404.679.4500 for questions about the accreditation of ECPI University.

ECPI University's accreditation status includes all campuses (including branch campuses). ECPI University's accreditation is dependent on the continued accreditation of the parent campus located in Virginia Beach, Virginia. All campus sites, regardless of location or mode of delivery, are evaluated during reviews for the reaffirmation of accreditation. All other extended sites under the accreditation of the parent campus are also evaluated during such reviews.

State Licensure

Florida

ECPI University is licensed by the Commission for Independent Education, Florida Department of Education. Additional information regarding this institution may be obtained by contacting the Commission at 325 West Gaines Street, Suite 1414, Tallahassee, FL 32399-0400, toll-free telephone number (888) 224-6684.

North Carolina

ECPI University is licensed by the Board of Governors of the University of North Carolina to award degrees.

Degree-seeking students in North Carolina may contact the University of North Carolina System Office to file a complaint:

UNC System Office
State Authorization Unit
910 Raleigh Road
Chapel Hill, NC 27515
stateauthorization@northcarolina.edu
919-962-4558

ECPI University is licensed by the North Carolina State Board of Community Colleges to award diplomas. The North Carolina State Board of Community Colleges is not an accrediting agency.

South Carolina

ECPI University is licensed by the South Carolina Commission on Higher Education (1122 Lady Street, Columbia, SC 29201, telephone 803-737-2260, www.che.sc.gov).

Licensure by this Commission indicates only that minimum standards have been met and it is not an endorsement or guarantee of quality. Licensure is not equivalent to or synonymous with accreditation by an accrediting agency recognized by the U.S. Department of Education.

Texas

ECPI University, San Antonio is authorized by the Texas Higher Education coordinating Board to conduct courses, grant degrees, grant credit toward degrees, and to use certain protected academic terms in the State of Texas until expiration of its current grant of accreditation with the Southern Association of Colleges and Schools Commission on Colleges.

Students wishing to file a complaint with the Texas Higher Education Coordinating Board may contact the Board at the following web address: <http://www.thecb.state.tx.us/links/student-complaints/>. The rules governing student complaints may be found in Title 19 of the Texas Administrative Code, Sections 1.110-1.120, at the following web address: [http://texreg.sos.state.tx.us/public/readtac\\$ext.ViewTAC?tac_view=5&ti=19&pt=1&ch=1&sch=E&rl=Y](http://texreg.sos.state.tx.us/public/readtac$ext.ViewTAC?tac_view=5&ti=19&pt=1&ch=1&sch=E&rl=Y)

Virginia

ECPI University has authority issued from the State Council of Higher Education of Virginia to offer degrees, courses for degree credit, and programs of study leading to a degree.

National Council for State Authorization Reciprocity Agreements

ECPI University is an institutional participant in the National Council for State Authorization Reciprocity Agreements (SARA). SARA is an agreement among member states, districts and territories that establishes comparable national standards for interstate offering of post-secondary distance education course and programs. It is intended to make it easier for students to take online courses offered by post-secondary institutions based in another state. A directory of SARA states and institutions can be found at the following link: <https://nc-sara.org/directory>.



Note on student complaint resolution process: ECPI University's Student Grievance Procedures can be found in the Catalog's [Student Grievance Procedures](#) section. These procedures are applicable to all students, including those taking distance education under the aegis of the State Authorization Reciprocity Agreement (SARA).

All students are first encouraged to seek and exhaust resolution of grievances/complaints with University officials or through the anonymous third-party system. If those processes do not resolve the issues, ECPI recognizes that in all matters related to SARA, any student may then communicate a grievance/complaint directly to the State Council of Higher Education for Virginia (SCHEV), as noted below.

Complete a Student Complaint Form from <https://www.schev.edu/index/students-and-parents/resources/student-complaints> and submit the form to:

State Council of Higher Education for Virginia (SCHEV)
Private and Out-of-State Postsecondary Education (POPE)
101 N. 14th Street, 9th floor
James Monroe Building
Richmond, VA 23219
Telephone: (804) 371-2285 Fax: (804) 225-2604

State Nursing Board Approvals

Florida

The Bachelor to Bachelor of Science in Nursing and the Bachelor of Science in Nursing - Traditional Track programs at the ECPI University Orlando (Lake Mary), Florida campus are accredited by the Commission on Collegiate Nursing Education, One Dupont Circle, NW, Suite 530, Washington, DC 20036, (202) 887-6791.

Nursing education programs in Florida that hold specialized nursing accreditation by the Accreditation Commission for Education in Nursing (ACEN) or by the Commission on Collegiate Nursing Education (CCNE) are not regulated by the Florida Board of Nursing. Consumers are advised that the Board is not authorized to conduct site visits, and oversight of approved nursing education program quality measures is limited by Florida law.

North Carolina

The Associate Degree in Nursing has been granted initial approval by the North Carolina Board of Nursing at the ECPI University campus in Charlotte, North Carolina.

The Diploma in Practical Nursing is approved by the North Carolina Board of Nursing at the ECPI University campuses in Charlotte, Greensboro, and Raleigh, North Carolina.

South Carolina

The Diploma in Practical Nursing is approved by the South Carolina Department of Labor, Licensing and Regulation, South Carolina of Nursing at the ECPI University campuses in Greenville and North Charleston, South Carolina.

Virginia

ECPI University has received approval for the Practical Nursing (PN) program by the Department of Health Professions, Virginia Board of Nursing at the Newport News, Northern Virginia, Richmond/Emerywood, Roanoke, and Virginia Beach, Virginia campuses.

ECPI University has received approval for an Associate Degree in Nursing by the Department of Health Professions, Virginia Board of Nursing at the Newport News, Northern Virginia, Richmond/Emerywood, Roanoke, and Virginia Beach, Virginia campuses.

ECPI University has received initial approval for the Bachelor of Science in Nursing by the Department of Health Professions, Virginia Board of Nursing at the Virginia Beach campus.

Other Approvals

ECPI University is eligible to participate in federal Title IV financial aid programs administered by the U.S. Department of Education.

ECPI University is approved for the training of veterans and other eligible persons.

ECPI University in Virginia Beach is approved by the Federal Aviation Administration as an Approved Technical Operations in the FAA's Collegiate Training Initiative. This approval applies to the Electronics Engineering Technology associate and bachelor's degree programs at the Virginia Beach, Virginia campus.

ECPI University is an eligible institution to train students under the sponsorship of the Department of Vocational Rehabilitation.

ECPI University is authorized under federal law to enroll nonimmigrant alien students at ECPI University campuses in Newport News, VA; Northern Virginia, VA; Raleigh, NC; and Virginia Beach, VA.

Programmatic Accreditation

ECPI University has met the standards of accreditation for the following specialized or programmatic accreditation agencies that are recognized by the Council of Higher Education Accreditation and/or the US Department of Education. Copies of the accreditation approvals are available for inspection during regular business hours at the respective local campus.

Accrediting Bureau of Health Education Schools

The Medical Assisting programs at ECPI University are accredited by the Accrediting Bureau of Health Education Schools (ABHES) at the following ECPI University campuses: Newport News, Northern Virginia, Richmond, Roanoke, and Virginia Beach, Virginia; Charlotte, Greensboro and Raleigh, North Carolina; and Charleston, Columbia, and Greenville, South Carolina. This is a programmatic accreditation by ABHES, a recognized accrediting agency for allied health programs, including medical assisting. For more information, visit www.abhes.org.

The Surgical Technology programs are accredited by the Accrediting Bureau of Health Education Schools (ABHES) at the following ECPI campuses: Northern Virginia and Richmond, Virginia campuses. This is a programmatic accreditation by ABHES, a recognized accrediting agency for allied health programs including surgical technology. For more information, visit www.abhes.org.

Accrediting Bureau of Health Education Schools
7777 Leesburg Pike, Suite 314N
Falls Church, Virginia 22043
Telephone 703.917.9503

Accrediting Commission of the American Culinary Federation Education Foundation

The AAS in Culinary Arts degree is accredited by the Accrediting Commission of the American Culinary Federation Education Foundation (ACF) at the following ECPI University locations in Virginia: Norfolk and Newport News. This is a programmatic accreditation by ACF, a specialized accreditation agency for postsecondary educational programs in culinary arts and baking and pastry arts. For more information, visit www.acfchefs.org.

ACF requires assessment outcomes data to be available for all accredited programs, which can be found by clicking [here](#).

American Culinary Federation
180 Center Place Way
St. Augustine, Florida 32095
Telephone: (940) 824-4468

Commission on Accreditation for Health Informatics and Information Management Education

The Health Science/Health Information Management associate of applied science degree program is accredited by the Commission on Accreditation for Health Informatics and Information Management Education (CAHIIM) at ECPI University, Richmond, Virginia.

This is a programmatic accreditation by CAHIIM, a specialized accrediting agency for health informatics and health information management educational programs. For more information, visit www.cahiim.org.

Commission on Accreditation for Health Informatics and Information Management Education
233 N. Michigan Avenue; 21st Floor
Chicago, IL 60601-5800
Telephone: 312.233.1100

Commission on Collegiate Nursing Education

The Bachelor to Bachelor of Science in Nursing program is accredited by the Commission on Collegiate Nursing Education (CCNE) at the ECPI University Orlando, Florida campus. This is a programmatic accreditation by CCNE, an autonomous accrediting agency, contributing to the improvement of the public's health. For more information, visit <http://www.aacn.nche.edu/ccne-accreditation>.

The Master of Science in Nursing program is accredited by the Commission on Collegiate Nursing Education (CCNE) at the ECPI University Virginia Beach, Virginia campus. This is a programmatic accreditation by CCNE, an autonomous accrediting agency, contributing to the improvement of the public's health. For more information, visit <http://www.aacn.nche.edu/ccne-accreditation>.

Commission on Collegiate Nursing Education
655 K Street, NW, Suite 750
Washington, DC 20001
(202) 887-6791

Commission on Physical Therapy Education

The Physical Therapist Assistant program is accredited by the Commission on Accreditation in Physical Therapy Education (CAPTE) of the American Physical Therapy Association at the following ECPI campuses: Newport News and Richmond/ Emerywood, Virginia. This is a programmatic accreditation by CAPTE, a specialized accreditation agency for qualified entry-level education programs for physical therapists and physical therapist assistants. For more information, visit www.capteonline.org.

Commission on Accreditation in Physical Therapy Education
111 North Fairfax Street
Alexandria, Virginia 22314
Telephone 703.706.3245, email: accreditation@apta.org

Joint Review Committee on Education in Radiologic Technology

The Medical Radiography program is accredited by the Joint Review Committee on Education in Radiologic Technology at the following ECPI campuses: Newport News and Northern Virginia, Virginia. This is a programmatic accreditation by JRCERT, which is the only agency recognized by the United States Department of Education (USDE) and the Council for Higher Education Accreditation (CHEA), for the accreditation of traditional and distance delivery educational programs in radiography, radiation therapy, magnetic resonance, and medical dosimetry. For more information, visit <http://jrcert.org/>.

Joint Review Committee on Education in Radiologic Technology
20 N. Wacker Drive, Suite 2850
Chicago, IL 60606-3182
Telephone 312.704.5300, fax 312.704.5304
email: mail@jrcert.org

Graduates qualify to sit for the national exam of the American Registry of Radiologic Technologists (ARRT).

Accreditation Commission for Education in Nursing

The Bachelor of Science in Nursing (RN to BSN, degree completion program) at ECPI University is accredited by the Accreditation Commission for Education in Nursing (ACEN). This is a programmatic accreditation by ACEN, the specialized accreditation agency responsible for nursing education programs. For more information, visit <http://acenursing.org/>.

Accreditation Commission for Education in Nursing
3390 Peachtree Road NE, Suite 1400
Atlanta, Georgia 30326

ACEN formerly operated as NLNAC/National League for Nursing Accrediting Commission, Inc.

Commission on Accreditation of Allied Health Education Programs

The Emergency Medical Services - Paramedic program is accredited by the Commission on Accreditation of Allied Health Education Programs (www.caahep.org) upon the recommendation of the Committee on Accreditation of Educational Programs for the Emergency Medical Services Professions (CoAEMSP).

Commission on Accreditation of Allied Health Education Programs
9355 - 113th St. N, #7709
Seminole, FL 33775
727-210-2350
www.caahep.org

To contact CoAEMSP:

8301 Lakeview Parkway
Suite 111-312
Rowlett, TX 75088
214-703-8445
FAX 214-703-8992
www.coaemsp.org

The ECPI University Emergency Medical Services (EMS) program is accredited by the Virginia Department of Health Office of Emergency Medical Services (www.vdh.virginia.gov/emergency-medical-services) upon the recommendation of Division of Accreditation, Certification and Education.

Virginia Office of EMS
1041 Technology Park Drive
Glen Allen, VA 23059
804-888-9100
www.vdh.virginia.gov/emergency-medical-services

Academic Resource Partnerships

ECPI University is an approved CISCO Networking Academy (select locations).

ECPI University is an approved Citrix IT Academy which allows ECPI to offer Citrix training that prepares students for certification as part of the ECPI curriculum.

ECPI University is a VMware IT Academy and is authorized to use approved VMware IT Academy learning resources.

ECPI University is a member of the EMC Academic Alliance which offers colleges and universities around the globe unique 'open' educational resources that prepares graduates to fully leverage enhanced and emerging technologies in virtualized cloud environments.

Tuition Guaranty Bond (North Carolina and South Carolina only)

ECPI maintains tuition guaranty bonds of not less than \$10,000 each for the Charlotte, Greensboro, and Raleigh, North Carolina campuses. The Charlotte bond is on file with the Clerk of Superior Court, Mecklenburg County; the Greensboro bond is on file with the Clerk of Superior Court, Guilford County; and the Raleigh bond is on file with the Clerk of Superior Court, Wake County; and may be reviewed by an appointment with the respective Campus President.

ECPI maintains a tuition surety bond of not less than \$10,000 for the Charleston, Columbia, and Greenville, South Carolina campuses. The bonds are on file with the South Carolina Commission on Higher Education, License Division, and may be reviewed by an appointment with the respective Campus President.

University Governance

The University is governed by a Board of Trustees; members of the Board are Jonathan Bannett, Chair (New Jersey), Douglas Newman (New Jersey), Alfred Dreyfus, Barbara Larar, Lee Krumbein, and Finn Pincus, Ph.D. (all of Virginia). Members of the Board of Trustees may be contacted at ECPI University, 5555 Greenwich Road #600, Virginia Beach, Virginia 23462.

Campus Location Contact Information

University Administration
 5555 Greenwich Road
 Virginia Beach, VA 23462
 (757) 671-7171 or (800) 986-1200
www.ecpi.edu

Virginia Campuses

<p>Virginia Beach – Main Campus 5555 Greenwich Road Virginia Beach, VA 23462 (757) 671-7171</p> <p>Online (757) 213-3601</p>	<p>Newport News - Branch Campus 1001 Omni Boulevard #100 Newport News, VA 23606 (757) 838-9191</p> <p>College of Health Science Medical Careers Institute (757) 873-2423</p> <p>College of Culinary Arts Culinary Institute of Virginia 11850 Merchants Walk#100 Newport News, VA 23606 (757) 858-CHEF (2433)</p>	<p>Richmond - Branch Campus Richmond/Moorefield Campus 800 Moorefield Park Drive Richmond, VA 23236 (804) 330-5533</p> <p>College of Health Science Medical Careers Institute (804) 521-0400</p>
<p>College of Health Science Medical Careers Institute 5501 Greenwich Road #100 Virginia Beach, VA 23462 (757) 497-8400</p>	<p>Northern Virginia - Branch Campus 10021 Balls Ford Road #100 Manassas, VA 20109 (703) 330-5300</p>	<p>Richmond/Innsbrook Campus 4305 Cox Road Glen Allen, VA 23060 (804) 934-0100</p>
<p>College of Culinary Arts Culinary Institute of Virginia 2428 Alameda Avenue #106 Norfolk, VA 23513 (757) 858-CHEF (2433)</p>	<p>Roanoke - Branch Campus 5234 Airport Road, NW Roanoke, VA 24012 (540) 563-8000</p>	<p>Richmond/Emerywood Campus College of Health Science Medical Careers Institute 2809 Emerywood Pkwy # 400 Richmond, VA 23294 (804) 521-5999</p>

North Carolina Campuses

<p>Charlotte - Branch Campus 4800 Airport Center Parkway #100 Charlotte, NC 28208 (704) 399-1010</p>	<p>Greensboro - Branch Campus 7802 Airport Center Drive Greensboro, NC 27409 (336) 665-1400</p>	<p>Raleigh - Branch Campus 4101 Doie Cope Road Raleigh, NC 27613 (919) 571-0057</p>
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South Carolina Campuses

<p>Charleston - Branch Campus 7410 Northside Drive #100 N. Charleston, SC 29420 (843) 414-0350</p>	<p>Columbia - Branch Campus 250 Berryhill Road #300 Columbia, SC 29210-6467 (803) 772-3333</p>	<p>Greenville - Branch Campus 1001 Keys Drive #100 Greenville, SC 29615 (864) 288-2828</p>
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Florida Campus

Lake Mary - Branch Campus
660 Century Point
Lake Mary, FL 32746
(407) 562-9100

Texas Campus

San Antonio - Branch Campus
4715 Fredericksburg Road
San Antonio, TX 78229
(210) 973-5205

The San Antonio, TX campus is pending approval by the Southern Association of Colleges and Schools Commission on Colleges.

Virginia Campus Details

Virginia Beach, Virginia – Main Campus



5555 Greenwich Road
Virginia Beach, VA 23462
757.671.7171

2428 Alameda Avenue
Suite 106
Norfolk, VA 23513

5501 Greenwich Road
Suite 100
Virginia Beach, VA 23462

Online Campus
800.290.7177

College of Technology

College of Business

College of Criminal Justice

College of Health Science, Medical Careers Institute

College of Nursing

College of Culinary Arts

Virginia Beach is the main campus of ECPI University and offers associate, bachelor's and master's degree programs in a student-centered environment that promotes hands-on learning, schedule flexibility, and frequent faculty/student interaction. Equipment currently found on the job is utilized to further enrich student learning and valuable student learning resources are also available. Day, evening, and weekend classes are available for resident, online and hybrid classes.

ECPI Virginia Beach is nestled in the heart of Hampton Roads off of Newtown Road with a short drive to neighboring cities of Norfolk, Chesapeake, and Portsmouth. The Virginia Beach Campus has several off-campus locations that are conveniently located near Newtown Road and Interstate 264. These locations provide free student parking. Student housing assistance is also available.

Virginia Beach is home to some of the country's largest military installations, Norfolk Naval Base and Naval Air Station Oceana. Students are minutes from the beautiful beaches of the Virginian Beach oceanfront and exciting fishing of the Chesapeake Bay. The location is close to Virginia Beach's Town Center which offers diverse dining and shopping options.

ECPI's Online programs offer the same high quality education received by students in our traditional classrooms, ensuring students are provided with the education they need to keep in step with today's technology-based workplace.

Newport News, Virginia – Branch Campus



1001 Omni Boulevard
Newport News, VA 23606
757. 838.9191

11850 Merchants Walk
Suite 100
Newport News, VA 23606

College of Technology**College of Business****College of Criminal Justice****College of Health Science, Medical Careers Institute****College of Nursing****College of Culinary Arts**

The Newport News campus is located in one of the cities that make up beautiful Hampton Roads. The campus is located on the peninsula off of Omni Boulevard. Students are a short drive from Busch Gardens Amusement Park and historic Williamsburg. Newport News also offers students an exciting variety of cultural festivals throughout the year.

Northern Virginia – Branch Campus

10021 Balls Ford Road, Suite 100
Manassas, VA 20109
703.330.5300

College of Technology**College of Business****College of Criminal Justice****College of Health Science****College of Nursing**

The Manassas campus is located in Northern Virginia on Balls Ford Road. The location is a short drive or metro ride to our nation's capital, Washington DC. The location has an array of dining options within 20 minutes.

ECPI Manassas is active in the community, supporting the Virginia Renaissance Faire, Diabetes Step Out Walk and the SERVE Shelter which is part of the Northern Virginia Family Services.

Richmond (Moorefield) – Branch Campus



800 Moorefield Park Drive
Richmond, VA 23236
804.330.5533

College of Technology

College of Business

College of Criminal Justice

College of Health Science, Medical Careers Institute

The Moorefield campus is located on the south side of Richmond, Virginia, is easily accessible from anywhere in Chesterfield County and sits less than one mile from the intersection of Midlothian Turnpike (VA60) and the Powhite Parkway (VA76). The campus offers scenic tranquility with ponds, ducks, geese, shade trees, and limited traffic flow.

Richmond (Innsbrook) Campus



4305 Cox Road
Glen Allen, VA 23060
804.934.0100

College of Technology

College of Business

The Innsbrook campus is located in Henrico County's Innsbrook business park, centered in the lively west end of Richmond, Virginia. Innsbrook is Richmond's largest business park area, which also features a well-established group of restaurants.

Richmond's location on the James River is well known for its historic monuments, excellent dining, museums and outdoor events. Richmond is a short drive to the wine country and fabulous skiing and hiking trails of the Blue Ridge Mountain, as well as the great weekend destinations of the Atlantic coastline.

Richmond (Emerywood) Campus



2809 Emerywood Parkway, Suite 400
Richmond, VA 23294
804.521.5999

College of Health Science

College of Nursing

The Emerywood (West) Campus is located in the west end of Richmond, immediately adjacent to and visible from I-64, Exit 183C on Emerywood Parkway. ECPI Emerywood is located in Commerce Plaza on Emerywood Parkway with easy access to West Broad Street, Glenside Drive, and Exit 183A on Interstate 64.

Roanoke Branch Campus



5234 Airport Road
Roanoke, VA 24012
540.563.8000

College of Technology

College of Health Science

College of Nursing

The Roanoke Campus is centrally located in the Roanoke Valley, and is easily accessible from anywhere in Southwest Virginia. The campus is close to Interstate 81, Routes 460 and 220, and is a short distance from the scenic Blue Ridge Parkway, Allegheny Mountains, Smith Mountain Lake, and many historical sites including Mabry Mill, Mill Mountain Star, Appomattox, and George C. Marshall Research Library.

North Carolina Campus Details**Charlotte, North Carolina – Branch Campus**

4800 Airport Center Parkway, Suite 100
Charlotte, NC 28208
704.399.1010

College of Technology

College of Business

College of Health Science

College of Nursing

The Charlotte campus is located in the bustling metropolis of Charlotte on Airport Center Parkway, near the Charlotte-Douglas International Airport and Billy Graham Parkway. Charlotte is known for its southern hospitality and business opportunities, with a significant number of Fortune 500 companies in the area. Charlotte also provides a wide variety of social activities through numerous cultural fairs, Charlotte Hornets NBA team and Carolina Panthers NFL team, museums, parks and the National Whitewater Center. Charlotte offers students extravagant dining, shopping, and a big city feel.

Greensboro, North Carolina – Branch Campus

7802 Airport Center Drive
Greensboro, NC 27409
336. 665.1400

College of Technology

College of Health Science

College of Nursing

The Greensboro campus is located on Airport Center Drive near the Piedmont Triad International Airport. Local history buffs will enjoy visits to Guilford Courthouse National Military Park and events at the Greensboro Coliseum Complex.

The Greensboro location is active throughout the Piedmont Triad area of North Carolina. ECPI is a member of the Chambers of Commerce of the nine surrounding counties. Through a semi-annual Community Resource Fair, community organizations are invited to campus to discuss opportunities for students. For those looking for the next step in their lives, the campus hosts seminars on “First-Time Home Buyers” and “Start Your Own Business,” where students learn time and money management.

Raleigh, North Carolina – Branch Campus



4101 Doie Cope Road
Raleigh, NC 27613
919.571.0057

College of Technology

College of Criminal Justice

College of Health Science

College of Nursing

The Raleigh campus is located in the capital city of North Carolina and is surrounded by three prominent cities referred to as the Triangle: Raleigh, Durham and Chapel Hill. This area is known for academia, medicine, and technology. Within a few hours' drive students can reach the beach or mountains. Raleigh offers exciting attractions such as a professional hockey team, the Carolina Hurricanes, and great college football and basketball teams. Raleigh's local shopping, dining and theatre are also outstanding.

The faculty and students of ECPI Raleigh are very active in the community supporting causes like the American Cancer Society Relay for Life, Susan G. Komen Foundation, the Food Bank, United Way, and Kramden Institute.

South Carolina Campus Details**Charleston, South Carolina – Branch Campus**

7410 Northside Drive , # 101
North Charleston, SC 29420
843.414.0350

College of Technology**College of Business****College of Health Science****College of Nursing**

ECPI Charleston is located on Northside Drive in North Charleston, South Carolina (I-26 and Ashley Phosphate Rd/US 52 at exit 209). Charleston is one of the East Coast's hottest tourist attractions because of the rich history and beautiful beaches. Fill your weekends with a trip to Fort Sumter, the South Carolina Aquarium or touring the historic homes.

Columbia, South Carolina – Branch Campus

250 Berryhill Road #300
Columbia, SC 29210
803.772.3333

College of Technology**College of Health Science****College of Nursing**

The Columbia Campus is located one-half mile down the frontage road (Berryhill Road) off Bush River Road and is located in the area of South Carolina referred to as the "Midlands." Located in the center of the state, the location is a short drive from both the Atlantic Ocean or, in the other direction, the Appalachian Mountains.

Columbia has a number of recreational opportunities including boating and fishing on Lake Murray, a 50,000 acre man-made lake with over 500 miles of shoreline. Lake Murray is a natural wonder to explore and a true fisherman's challenge, hosting numerous professional fishing tournaments annually.

Greenville, South Carolina – Branch Campus



1001 Keys Drive #100
Greenville, SC 29615
864.288.2828

College of Technology

College of Business

College of Health Science

College of Nursing

ECPI Greenville is located off of Keys Drive. Greenville, South Carolina offers residents southern living at its finest with lots of outdoor recreation, hospitality, and great festivals and downtown events, including Fall for Greenville and Artisphere. The Greenville Zoo and many public parks provide great opportunities to enjoy the outdoors.

Florida Campus Details

Lake Mary Branch Campus



660 Century Point
Lake Mary, FL 32646
407.414.0350

College of Technology

College of Nursing

ECPI University Orlando and its College of Nursing are located in the charming City of Lake Mary, one of the fastest-growing communities in Central Florida. Located just north of Orlando on Interstate 4, Lake Mary offers all the

conveniences of the metropolitan area minus the traffic and congestion. From its many employment opportunities and excellent schools to outdoor fun and entertainment, Lake Mary offers a small-town feel that makes it an ideal location to attend nursing school. This campus boasts modern classrooms with advanced clinical simulation laboratories, equipped with a variety of human patient simulators and medical equipment designed to help nursing students master the practical, decision-making, and problem-solving skills required in the nursing environment.

Texas Campus Details

San Antonio Branch Campus



4715 Fredericksburg Road
San Antonio, TX 78229
(210) 973-5205

The San Antonio, TX campus is pending approval by the Southern Association of Colleges and Schools Commission on Colleges.

College of Technology

College of Health Science

ECPI University's San Antonio campus is located about 10 miles Northwest of downtown, just off the Connally Loop. Ranked as the seventh largest city in the nation by population, San Antonio is a great place to attend school, work, and play. It boasts a rich cultural history, along with an endless list of activities. From shopping to outdoor recreation, the arts, and a vibrant nightlife, San Antonio has it all.

Program Offerings by Campus

Those programs noted “online” are also available completely online through the Online campus.

Virginia Campuses

Virginia Beach

Master of Science degrees

Computer and Information Science

[Cybersecurity, Cyber Operations concentration \(online\)](#)

[Cybersecurity, Cybersecurity Policy concentration \(online\)](#)

[Information Systems \(online\)](#)

Business Administration

[concentration in Business Management \(online\)](#)

[concentration in Information Technology Management \(online\)](#)

Management

[concentration in Homeland Security Management \(online only\)](#)

[concentration in Human Resources Management \(online only\)](#)

[concentration in Organizational Leadership \(online only\)](#)

Nursing

[concentration in Family Nurse Practitioner \(online only\)](#)

[concentration in Nursing Education \(online only\)](#)

Systems Engineering

[concentration in Mechatronics \(online\)](#)

[concentration in Software Engineering \(online\)](#)

Bachelor of Science degrees

Business Administration

[concentration in Accounting \(online\)](#)

[concentration in Business Management \(online\)](#)

[concentration in Hospitality Management \(online only\)](#)

[concentration in IT Management \(online\)](#)

[concentration in Operations, Logistics, and Supply Chain Management \(online\)](#)

Computer and Information Science

[Cyber and Information Security Technology major, Cloud Computing track \(online\)](#)

[Cyber and Information Security Technology major, Cybersecurity track \(online\)](#)

[Cyber and Information Security Technology major, Digital Forensics Technology track \(online\)](#)

[Software Development major, Data Analytics track \(online\)](#)

[Software Development major, Mobile Development track \(online\)](#)

[Software Development major, Web Design & Development track \(online\)](#)

Criminal Justice

[concentration in Criminal Justice \(online\)](#)

[concentration in Crime & Intelligence Analysis \(online only\)](#)

[concentration in Digital Forensics \(online\)](#)

[concentration in Homeland Security \(online\)](#)

Cyber and Information Security Technology

[Cyber and Information Security Technology \(Degree Completion\)](#)

Electronic Systems Engineering Technology

[concentration in Electronic Systems \(online\)](#)

[concentration in Mechatronics \(online\)](#)

Food Service Management

[Food Service Management \(Degree Completion\)](#)

Health Science

[concentration in Healthcare Administration, Acute Care track \(online\)](#)

[concentration in Healthcare Administration, Long Term Care track](#)

[Radiologic Sciences \(Degree Completion - online only\)](#)

Mechanical Engineering Technology

[concentration in Mechanical Engineering Technology \(online\)](#)

Nursing

[Nursing, Traditional Track](#)

[Nursing, RN to BSN \(online only\)](#)

Organizational Leadership

[concentration in Operations, Logistics, and Supply Chain Management \(online only\)](#)

[concentration in Management, Human Resources Management track \(online only\)](#)

[concentration in Management, Leadership track \(online only\)](#)

[concentration in Management, Project Management track \(online only\)](#)

Associate of Science degrees**Computer & Information Science**

[concentration in Cyber and Information Security Technology \(online\)](#)

[concentration in Software Development \(online\)](#)

Electronics Engineering Technology

[concentration in Electronics Engineering Technology \(online\)](#)

[concentration in Mechatronics](#)

Engineering Technology

[Computer-Aided Drafting and Design](#)

Mechanical Engineering Technology

[concentration in Mechanical Engineering Technology \(online\)](#)

Associate of Applied Science degrees

[Baking and Pastry Arts](#)

[Culinary Arts](#)

[Culinary Arts and Applied Nutrition](#)

[Dental Assisting](#)

[Health Science-Medical Assisting](#)

Associate Degree in Nursing**Diplomas**

[Baking and Pastry Arts](#)

[Culinary Arts](#)

[Medical Assisting](#)

[Practical Nursing](#)

Certificates

Business Administration

[Lean Methodology and Project Management](#) (online)

[Financial Literacy for Business Professionals](#) (online)

Computer and Information Science

[Technical Support](#) (online)

[Linux System Administration](#) (online)

[Windows System Administration](#) (online)

[Cyber Defense and Ethical Hacking](#) (online)

Criminal Justice

[Law Enforcement Management](#) (online)

[Digital Forensics](#) (online)

[Foundations of Law Enforcement](#) (online)

Culinary Arts

[Food Service Financial Management](#) (online)

[Food Service Leadership](#) (online)

Engineering Technology

[Manufacturing Processes and CNC Programming](#) (online)

[CAD, Prototyping, and 3D Printing](#) (online)

[Pre-Engineering Math and Software Applications](#) (online)

[Digital Logic Systems](#) (online)

Newport News

Master of Science degrees

Computer & Information Science

[Cybersecurity, Cyber Operations concentration](#)

[Cybersecurity, Cybersecurity Policy concentration](#)

Business Administration

[concentration in Business Management](#)

[concentration in Information Technology Management](#)

Bachelor of Science degrees**Business Administration**

[concentration in Accounting](#)

[concentration in Business Management](#)

[concentration in IT Management](#)

[concentration in Operations, Logistics, and Supply Chain Management](#)

Computer & Information Science

[Cyber and Information Security Technology major, Cloud Computing track](#)

[Cyber and Information Security Technology major, Cybersecurity track](#)

[Cyber and Information Security Technology major, Digital Forensics Technology](#)

[Software Development major, Data Analytics](#)

[Software Development major, Mobile Development](#)

[Software Development major, Web Design & Development track](#)

Criminal Justice

[concentration in Crime and Intelligence Analysis](#)

[concentration in Criminal Justice](#)

[concentration in Digital Forensics](#)

[concentration in Homeland Security](#)

Cyber and Information Security Technology

[Cyber and Information Security Technology \(Degree Completion\)](#)

Electronic Systems Engineering Technology

[concentration in Electronic Systems Engineering Technology](#)

[concentration in Mechatronics](#)

Health Science

[concentration in Healthcare Administration, Acute Care track](#)

[concentration in Healthcare Administration, Long Term Care track](#)

Organizational Leadership

[concentration in Operations, Logistics, and Supply Chain Management](#)

[concentration in Management, Human Resource Management track](#)

[concentration in Management, Leadership track](#)

[concentration in Management, Project Management track](#)

Associate of Science degrees

Computer & Information Science

[concentration in Cyber and Information Security Technology](#)

Electronics Engineering Technology

[concentration in Electronics Engineering Technology](#)

[concentration in Mechatronics](#)

Engineering Technology

[Computer-Aided Drafting and Design](#)

Mechanical Engineering Technology

[concentration in Mechanical Engineering Technology](#)

Associate of Applied Science degrees

[Baking and Pastry Arts](#)

[Culinary Arts](#)

[Culinary Arts and Applied Nutrition](#)

[Dental Assisting](#)

[Diagnostic Medical Sonography](#)

[Emergency Medical Services](#)

[Health Science-Medical Assisting](#)

[Medical Radiography](#)

[Physical Therapist Assistant](#)

Associate Degree in Nursing

Diplomas

[Culinary Arts](#)

[Massage Therapy](#)

[Medical Assisting](#)

[Practical Nursing](#)

Certificates

Business Administration

[Lean Methodology and Project Management](#)

[Financial Literacy for Business Professionals](#)

Computer and Information Science

[Technical Support](#)

[Linux System Administration](#)

[Windows System Administration](#)

[Cyber Defense and Ethical Hacking](#)

Criminal Justice

[Law Enforcement Management](#)

[Digital Forensics](#)

[Foundations of Law Enforcement](#)

Culinary Arts

[Food Service Financial Management](#)

[Food Service Leadership](#)

Engineering Technology

[Manufacturing Processes and CNC Programming](#)

[CAD, Prototyping, and 3D Printing](#)

[Pre-Engineering Math and Software Applications](#)

[Digital Logic Systems](#)

Northern Virginia

Master of Science degrees

Computer & Information Science

[Cybersecurity, Cyber Operations concentration](#)

[Cybersecurity, Cybersecurity Policy concentration](#)

[Information Systems](#)

Bachelor of Science degrees

Business Administration

[concentration in Business Management](#)

[concentration in IT Management](#)

Computer & Information Science

[Cyber and Information Security Technology major, Cloud Computing track](#)

[Cyber and Information Security Technology major, Cybersecurity track](#)

[Cyber and Information Security Technology major, Digital Forensics Technology track](#)

[Software Development major, Web Design and Development track](#)

Criminal Justice

[concentration in Criminal Justice](#)

[concentration in Digital Forensics](#)

[concentration in Homeland Security](#)

Cyber and Information Security Technology

[Cyber and Information Security Technology \(Degree Completion\)](#)

Electronics Engineering Technology

[concentration in Mechatronics](#)

Associate of Science degrees

Computer & Information Science

[concentration in Cyber and Information Security Technology](#)

[concentration in Software Development](#)

Electronics Engineering Technology

[concentration in Electronics Engineering Technology](#)

Associate of Applied Science degrees

[Dental Assisting](#)

[Health Science-Medical Assisting](#)

[Medical Radiography](#)

[Surgical Technology](#)

Associate Degree in Nursing

Diplomas

Nursing

[Practical Nursing](#)

Richmond**Richmond/Moorefield****Master of Science degrees****Computer & Information Science**

[Cybersecurity, Cybersecurity Policy concentration](#)

Bachelor of Science degrees**Business Administration**

[concentration in Business Management](#)

[concentration in IT Management](#)

[concentration in Operations, Logistics, and Supply Chain Management](#)

Computer & Information Science

[Cyber and Information Security Technology major, Cloud Computing track](#)

[Cyber and Information Security Technology major, Cybersecurity track](#)

[Software Development major, Mobile Development track](#)

[Software Development major, Web Design and Development track](#)

Criminal Justice

[concentration in Criminal Justice](#)

[concentration in Digital Forensics](#)

Cyber and Information Security Technology

[Cyber and Information Security Technology \(Degree Completion\)](#)

Electronics Engineering Technology

[concentration in Electronics Engineering Technology](#)

[concentration in Mechatronics](#)

Associate of Science degrees**Computer & Information Science**

[concentration in Cyber and Information Security Technology](#)

Electronics Engineering Technology

[concentration in Electronics Engineering Technology](#)

Associate of Applied Science degrees

[Health Science, concentration in Health Information Management](#)

Diploma

[Massage Therapy](#)

Richmond/Innsbrook

Master of Science degrees

Computer & Information Science

[Cybersecurity, Cyber Operations concentration](#)

[Cybersecurity, Cybersecurity Policy concentration](#)

Bachelor of Science degrees

Business Administration

[concentration in Accounting](#)

[concentration in Business Management](#)

[concentration in IT Management](#)

Computer & Information Science

[Cyber and Information Security Technology major, Cloud Computing track](#)

[Cyber and Information Security Technology major, Cybersecurity track](#)

[Software Development major, Data Analytics track](#)

[Software Development major, Mobile Development track](#)

[Software Development major, Web Design and Development track](#)

Cyber and Information Security Technology

[Cyber and Information Security Technology \(Degree Completion\)](#)

Electronics Engineering Technology

[concentration in Electronics Engineering Technology](#)

[concentration in Mechatronics](#)

Associate of Science degrees

Computer & Information Science

[concentration in Cyber and Information Security Technology](#)

Electronics Engineering Technology

[concentration in Electronics Engineering Technology](#)

Richmond/Emerywood**Bachelor of Science degrees****Health Science**

[concentration in Healthcare Administration, Acute Care track](#)

[concentration in Healthcare Administration, Long Term Care track](#)

Associate of Applied Science degrees

[Dental Assisting](#)

[Diagnostic Medical Sonography](#)

[Health Science-Medical Assisting](#)

[Physical Therapist Assistant](#)

[Surgical Technology](#)

Associate Degree in Nursing**Diploma**

[Practical Nursing](#)

Roanoke**Bachelor of Science degrees****Computer & Information Science**

[Cyber and Information Security Technology major, Cloud Computing track](#)

[Cyber and Information Security Technology major, Cybersecurity track](#)

Cyber and Information Security Technology

[Cyber and Information Security \(Degree Completion\)](#)

Associate of Science degrees**Computer & Information Science**

[concentration in Cyber and Information Security Technology](#)

Associate of Applied Science degrees

[Health Science-Medical Assisting](#)

Associate Degree in Nursing**Diplomas**

[Practical Nursing](#)

North Carolina campuses

Charlotte

Bachelor of Science degrees

Computer & Information Science

[Cyber and Information Security Technology major, Cybersecurity track](#)

[Cyber and Information Security Technology major, Cloud Computing track](#)

Electronics Engineering Technology

[concentration in Electronics Engineering Technology](#)

[concentration in Mechatronics](#)

Associate of Science degrees

Computer & Information Science

[concentration in Cyber and Information Security Technology](#)

Electronics Engineering Technology

[concentration in Electronics Engineering Technology](#)

Associate of Applied Science degrees

[Health Science-Medical Assisting](#)

Associate Degree in Nursing

Diplomas

[Medical Assisting](#)

[Practical Nursing](#)

Greensboro

Bachelor of Science degrees

Computer & Information Science

[Cyber and Information Security Technology major, Cybersecurity track](#)

[Cyber and Information Security Technology major, Cloud Computing track](#)

Electronics Engineering Technology

[concentration in Electronics Engineering Technology](#)

[concentration in Mechatronics](#)

Associate of Science degrees

Computer & Information Science

[concentration in Cyber and Information Security Technology](#)

Electronics Engineering Technology

[concentration in Electronics Engineering Technology](#)

Associate of Applied Science degrees

[Health Science-Medical Assisting](#)

Diplomas

[Practical Nursing](#)

Raleigh

Bachelor of Science degrees

Computer & Information Science

[Cyber and Information Security Technology major, Cloud Computing track](#)

[Cyber and Information Security Technology major, Cybersecurity track](#)

[Software Development major, Data Analytics track](#)

[Software Development major, Mobile Development track](#)

Criminal Justice

[concentration in Criminal Justice](#)

[concentration in Homeland Security](#)

Electronics Engineering Technology

[concentration in Electronics Engineering Technology](#)

[concentration in Mechatronics](#)

Associate of Science degrees

Computer & Information Science

[concentration in Cyber and Information Security Technology](#)

Electronics Engineering Technology

[concentration in Electronics Engineering Technology](#)

Associate of Applied Science degrees

[Health Science-Medical Assisting](#)

Associate Degree in Nursing

Diplomas

[Practical Nursing](#)

[Medical Assisting](#)

South Carolina campuses

Charleston

Bachelor of Science degrees

Business Administration

[concentration in Business Management](#)

Computer & Information Science

[Cyber and Information Security Technology major, Cloud Computing track](#)

[Cyber and Information Security Technology major, Cybersecurity track](#)

[Software Development major, Mobile Development track](#)

[Software Development major, Web Design and Development track](#)

Cyber and Information Security Technology

[Cyber and Information Security Technology \(Degree Completion\)](#)

Electronics Engineering Technology

[concentration in Electronics Engineering Technology](#)

[concentration in Mechatronics](#)

Associate of Applied Science degrees

Computer & Information Science

[concentration in Cyber and Information Security Technology](#)

[concentration in Software Development](#)

Electronics Engineering Technology

[concentration in Electronics Engineering Technology](#)

Health Science

[Health Science-Medical Assisting](#)

Associate Degree in Nursing

Diploma

[Practical Nursing](#)

Columbia

Bachelor of Science degrees

Computer & Information Science

[Cyber and Information Security Technology major, Cloud Computing track](#)

[Cyber and Information Security Technology major, Cybersecurity track](#)

[Software Development major, Mobile Development track](#)

Cyber and Information Security Technology

[Cyber and Information Security Technology \(Degree Completion\)](#)

Health Science

[concentration in Healthcare Administration, Acute Care track](#)

[concentration in Healthcare Administration, Long Term Care track](#)

Associate of Applied Science degrees

Computer & Information Science

[concentration in Cyber and Information Security Technology](#)

[concentration in Software Development](#)

Electronics Engineering Technology

[concentration in Mechatronics](#)

Health Science

[Health Science, concentration in Health Information Management](#)

[Health Science-Medical Assisting](#)

Diplomas

[Practical Nursing](#)

Greenville

Bachelor of Science degrees

Business Administration

[concentration in Business Management](#)

[concentration in IT Management](#)

Computer & Information Science

[Cyber and Information Security Technology major, Cloud Computing track](#)

[Cyber and Information Security Technology major, Cybersecurity track](#)

[Software Development major](#)

Cyber and Information Security Technology

[Cyber and Information Security Technology \(Degree Completion\)](#)

Electronics Engineering Technology

[concentration in Mechatronics](#)

Health Science

[concentration in Healthcare Administration, Acute Care track](#)

[concentration in Healthcare Administration, Long Term Care track](#)

Associate of Applied Science degrees

Computer & Information Science

[concentration in Cyber and Information Security Technology](#)

Electronics Engineering Technology

[concentration in Electronics Engineering Technology](#)

Health Science

[Health Science-Medical Assisting](#)

Associate Degree in Nursing

Diplomas

[Practical Nursing](#)

Florida Campus

Orlando Lake Mary

Masters of Science degrees

Nursing

[Nursing, Family Nurse Practitioner](#) (pending implementation)

[Nursing, Nursing Education concentration](#)

Bachelor of Science degrees**Computer & Information Science**

[Cyber and Information Security Technology major, Cloud Computing track](#)

[Cyber and Information Security Technology major, Cybersecurity track](#)

[Software Development major, Mobile Development track](#)

[Software Development major, Web Design & Development track](#)

Electronics Engineering Technology

[concentration in Electronics Engineering Technology](#)

[concentration in Mechatronics](#)

Health Science

[concentration in Healthcare Administration, Acute Care track](#)

[concentration in Healthcare Administration, Long Term Care track](#)

Nursing

[Nursing \(BS to BSN\)](#)

[Nursing, Traditional Track](#)

Associate of Science degrees**Computer & Information Science**

[concentration in Cyber and Information Security Technology](#)

[concentration in Software Development](#)

Electronics Engineering Technology

[concentration in Electronics Engineering Technology](#)

[concentration in Mechatronics](#)

Associate of Applied Science degrees

[Diagnostic Medical Sonography](#)

Texas Campus

Bachelor of Science degrees

Computer & Information Science

[Cyber and Information Security Technology major, Cloud Computing track](#)

[Cyber and Information Security Technology major, Cybersecurity track](#)

[Software Development major Mobile Development track](#)

[Software Development major Web Design & Development track](#)

Electronics Engineering Technology

[concentration in Electronics Engineering Technology](#)

[concentration in Mechatronics](#)

Associate of Science degrees

Computer & Information Science

[concentration in Cyber and Information Security Technology](#)

[concentration in Software Development](#)

Electronics Engineering Technology

[concentration in Electronics Engineering Technology](#)

[concentration in Mechatronics](#)

Associate of Applied Science degrees

[Health Science - Medical Assisting](#)

Classrooms, Labs, Offices, and Equipment

Each campus and teaching location includes a variety of classrooms, labs, and equipment to meet the needs of students in the various program offerings. Instructional equipment is available according to the program curriculum so students can acquire an understanding of the kind of equipment they could expect to encounter in an entry-level position in their field. The equipment must be shared by students; accordingly, ECPI University cannot guarantee students hands-on use of the equipment beyond that called for in the curriculum. To complete the requirements of their programs, students may have to schedule use of the equipment outside normal class hours. Equipment may be used for class assignments only.

The facility of ECPI University Charlotte has fourteen classrooms, twelve computer labs, one science lab, two nursing simulation labs, two break rooms, two testing rooms, and two conference rooms. The two-story facility is approximately fifty thousand square feet.

The facility of ECPI University Greensboro is housed in a one-story building with approximately 31,000 square feet. There is a large fountain in front of the building, many trees, and parking on three sides. The campus contains a library,

a student break room, two electrical engineering technology labs, two medical assisting labs, two nursing labs, one science

lab, and fifteen classrooms equipped with student computers, an instructor computer and LCD projectors in each room. Additionally, the campus houses a front lobby, two testing rooms and administrative offices.

The facility of ECPI University Raleigh, in addition to administrative offices, has a Library, 15 classrooms, 15 computer labs, a science lab, electronic lab, mechatronics lab, 2 nursing simulation labs, a student lounge and a student computer room. The two-story facility is approximately forty-three thousand square feet.

The facility of ECPI University Orlando (Lake Mary), Florida branch campus consists of 19,200 square feet of leased space in a multi-tenant single story building located at 660 Century Point, Lake Mary, Florida.

The physical location of the proposed branch campus consists of 19,200 square feet of leased space in a multi-tenant single story building located at 660 Century Point, Lake Mary, Florida.

The campus incorporates both a wired and wireless computer network, for the use of both personal computers and laptops, administered by its own server. Six desktop computers are available in the library for student use. The branch has approximately 80 laptops that are available for student testing and student use in addition to the desktop computers provided in the library. All tables in the classrooms, labs, and library contain both power and data outlets.

The campus has two large combination classroom/labs and one larger classroom. Each of the classroom/labs contains at least 68 desk spaces for students. All student desk seating locations have both electrical power and data connections.

Classroom Lab 1 is approximately 50 x 58 feet and contains ten hospital beds with bedside tables and cabinets, low-fidelity, and medium-fidelity mannequins, as well as other necessary equipment. These mannequins and simulators can be used for various clinical tasks, including indwelling catheter insertion, naso-gastric tube insertion, wound care, assessment skills, and many other clinical tasks. There are currently 16 of these mannequins and simulators available for student instruction and training.

Classroom Lab 2, is 50 x 58 feet and contains six hospital beds with bedside tables and cabinets, low fidelity, medium-fidelity, and high-fidelity mannequins, as well as necessary equipment. These spaces simulate a hospital environment that, in addition to the hospital beds, contains individual headboards with simulated air and gas lines.

The larger dedicated classroom is approximately 58 x 56 feet in size, seats approximately 74 students and is outfitted with a multimedia cart, two mounted LCD projectors, and two large dry erase boards.

The campus also has a large Simulation Center which is approximately 32 x 52 feet in size and contains four hospital beds, four stretchers, bedside tables and cabinets, high-fidelity mannequins, a debriefing area and necessary supplies.

The facility has 14 private offices available for use by faculty and staff. There is also a large open area, approximately 1,800 square feet. Admissions, Student Finance, Student Records, and the Library have allotted office spaces. Also, there are two larger executive-type offices, one for the Program Director and the other for the Campus President, with an executive assistant's office located between them.

One conference room (seating for 10-12) is available for faculty and student use. There is a small student lounge area near the rear entrance to the facility with vending machines, a refrigerator/freezer, microwave, coffeemaker, etc.

Parking is readily available with 169 parking spaces designated for the campus. Three parking spaces are designated as handicapped parking.

Degree Overview

Master of Science overview

The Master of Science degree programs provide students with problem-solving, decision-making skills and strategic planning skills for the contemporary, global business world. Our curriculum is designed to bridge the gap between theory and practical application. Each graduate will possess a holistic technical education that facilitates entry into higher-level leadership and management positions commensurate with a technical lead, project and operations manager, or clinical/education director. Technical skills emphasized by the programs include data and information management systems related to the discipline, research analysis and application in a results-driven environment, information assurance, systems security best practices, and use of virtualization and simulation technologies.

Bachelor of Science overview

The Bachelor of Science degree programs consist of arts and science courses, core program courses, concentration courses, and electives. Arts and sciences courses teach students the essential elements of communication, mathematics, humanities, and the social sciences. Courses in the core program area and concentration courses prepare students with theory, skills, and specific outcomes necessary for success in their chosen career fields. Electives provide the student with an opportunity to concentrate on learning advanced techniques. Most programs offer externship opportunities for academic credit. The Bachelor of Science programs prepare graduates for entry-level careers as practitioners and managers in their respective fields.

Associate of Science and Associate of Applied Science overview

The associate degree programs consist of arts and science courses, core program courses, concentration courses, and electives. Arts and sciences courses teach students the essential elements of communication, mathematics, humanities, and the social sciences. Courses in the core program area and concentration courses prepare students with theory, skills, and specific outcomes necessary for success in their chosen career fields. Electives provide the student with an opportunity to concentrate on learning advanced techniques. Most programs offer externship opportunities for academic credit.

The Associate of Science is considered an academic degree and some students who earn an Associate of Science choose to continue their education in a bachelor's degree program. In South Carolina, the Associate of Applied Science in the technology fields are consistent, in content, with Associate of Science degrees offered in Virginia and North Carolina; however, due to state regulations, the degree conferred in these technology programs is the Associate of Applied Science. The Associate of Applied Science degree programs in all health science fields are considered terminal degrees without opportunity for transfer credit; however, students may enter bachelor's degrees with advanced standing for their earned work at the associate's level. The associate degree programs prepare graduates for careers as practitioners in their respective fields.

Diploma overview

Diploma programs offer those who are already working in an industry the opportunity to broaden and deepen their skills or learn basic skills needed to change careers. These students may be scheduled for courses with degree-seeking students in their respective program areas. Diploma programs do not include arts and sciences.

Programs of Study (CIP)

(Classification of Instructional Programs)

College of Technology

Computer and Information Science

[Computer and Information Science, Information Systems, MS \(11.0101\)](#)

[Computer and Information Science, Cybersecurity, Cyber Operations, MS \(11.1003\)](#)

[Computer and Information Science, Cybersecurity, Cybersecurity Policy, MS \(11.1003\)](#)

[Computer and Information Science, Cyber and Information Security Technology major, Cloud Computing track, BS \(11.1003\)](#)

[Computer and Information Science, Cyber and Information Security Technology major, Cybersecurity track, BS \(11.1003\)](#)

[Computer and Information Science, Cyber and Information Security Technology major, Digital Forensics Technology track, BS \(11.1003\)](#)

[Computer and Information Science, Software Development major, Data Analytics track, BS \(11.0202\)](#)

[Computer and Information Science, Software Development major, Mobile Development track, BS \(11.0202\)](#)

[Computer and Information Science, Software Development major, Web Design & Development track, BS \(11.0202\)](#)

[Computer and Information Science, Cyber and Information Security Technology concentration, AS \(11.1001\)](#)

[Computer and Information Science, Software Development concentration, AS \(11.0201\)](#)

[Computer and Information Science, concentration in Cyber and Information Security Technology, AAS \(11.1001\)](#)

[Computer and Information Science, concentration in Software Development, AAS \(11.0201\)](#)

[Cyber and Information Security Technology, Degree Completion, BS \(11.1003\)](#)

[Computer and Information Science, Technical Support, Certificate \(11.9999\)](#)

[Computer and Information Science, Linux System Administration, Certificate \(11.1001\)](#)

[Computer and Information Science, Windows System Administration, Certificate \(11.1001\)](#)

[Computer and Information Science, Cyber Defense and Ethical Hacking, Certificate \(11.1003\)](#)

Engineering Technology

[Computer-Aided Drafting and Design, AS \(15.1302\)](#)

[Electronic Systems Engineering Technology, Electronic Systems Engineering Technology, BS \(15.1202\)](#)

[Electronic Systems Engineering Technology, Mechatronics, BS \(15.0406\)](#)

[Electronics Engineering Technology, Electronics Engineering Technology, BS \(15.1202\)](#)

[Electronics Engineering Technology, Electronics Engineering Technology, AS \(15.1202\)](#)

[Electronics Engineering Technology, Electronics Engineering Technology, AAS \(15.1202\)](#)

[Electronics Engineering Technology, Mechatronics, BS \(15.0406\)](#)

[Electronics Engineering Technology, Mechatronics, AS \(15.0406\)](#)

[Engineering Technology, Manufacturing Processes and CNC Programming, Certificate \(15.0613\)](#)

[Engineering Technology, CAD, Prototyping, and 3D Printing, Certificate \(15.1302\)](#)

[Engineering Technology, Pre-Engineering Math and Software Applications, Certificate \(15.0000\)](#)

[Engineering Technology, Digital Logic Systems, Certificate \(15.0406\)](#)

Mechanical Engineering Technology

[Mechanical Engineering Technology, Mechanical Engineering Technology, BS \(15.0805\)](#)

[Mechanical Engineering Technology, Mechanical Engineering Technology, AS \(15.0805\)](#)

Systems Engineering

[Systems Engineering, Software Engineering concentration, MS \(14.2701\)](#)

[Systems Engineering, Mechatronics concentration, MS \(14.2701\)](#)

College of Business

Masters of Science in Management

[Management, Homeland Security Management, MS](#) (43.0302)

[Management, Human Resources Management, MS](#) (52.1001)

[Management, Organizational Leadership, MS](#) (52.0213)

Business Administration

[Business Administration, Management, MBA](#) (52.0201)

[Business Administration, Information Technology Management, MBA](#) (52.0201)

[Business Administration, Accounting, BS](#) (52.0301)

[Business Administration, Business Management, BS](#) (52.0201)

[Business Administration, Hospitality Management, BS](#) (52.0901)

[Business Administration, IT Management, BS](#) (52.1299)

[Business Administration, Operations, Logistics, and Supply Chain Management, BS](#) (52.0205)

[Business Administration, Lean Methodology and Project Management, Certificate](#) (52.0213)

[Business Administration, Financial Literacy for Business Professionals, Certificate](#) (52.0301)

Organizational Leadership

[Organizational Leadership, Human Resources Management, BS](#) (52.1001)

[Organizational Leadership, Leadership, BS](#) (52.0213)

[Organizational Leadership, Project Management, BS](#) (52.0213)

[Organizational Leadership, Operations, Logistics, and Supply Chain Management, BS](#) (52.0205)

College of Criminal Justice

[Criminal Justice, BS](#) (43.0104)

[Criminal Justice, Crime and Intelligence Analysis, BS](#) (43.0118)

[Criminal Justice, Digital Forensics, BS](#) (43.0116)

[Criminal Justice, Homeland Security, BS](#) (43.0104)

[Criminal Justice, Law Enforcement Management, Certificate](#) (43.0104)

[Criminal Justice, Digital Forensics, Certificate](#) (43.0104)

[Criminal Justice, Foundations of Law Enforcement, Certificate](#) (43.0104)

College of Health Science

Advanced Clinicals

[Diagnostic Medical Sonography, AAS](#) (51.0910)

[Radiologic Sciences \(Degree Completion\), BS](#) (51.0911)

[Medical Radiography, AAS](#) (51.0911)

[Physical Therapist Assistant, AAS](#) (51.0806)

[Surgical Technology, AAS](#) (51.0909)

Health Sciences

[Dental Assisting, AAS \(51.0601\)](#)
[Emergency Medical Services, AAS \(51.0904\)](#)
[Health Information Management, AAS in Health Science \(51.0707\)](#)
[Healthcare Administration, BS in Health Science \(51.0701\)](#)
[Massage Therapy, Diploma \(51.3501\)](#)
[Medical Assisting, AAS in Health Science \(51.0801\)](#)
[Medical Assisting, Diploma \(51.0801\)](#)

College of Nursing

[Nursing, concentration in Family Nurse Practitioner, MS \(51.3801\)](#)
[Nursing, concentration in Nursing Education, MS \(51.3801\)](#)
[Nursing, BS \(51.3801\)](#)
[Nursing, RN to BSN \(Degree Completion\) \(51.3801\)](#)
[Nursing, ADN \(51.3801\)](#)
[Practical Nursing, Diploma \(51.3901\)](#)
[Nursing, concentration in Health Systems Leadership \(Florida, quarter credit\), MS \(51.3801\)](#)
[Nursing, concentration in Nursing Education \(Florida, quarter credit\), MS \(51.3801\)](#)
[Nursing, BS to BSN \(Florida, quarter credit\), BS \(51.3801\)](#)

College of Culinary Arts

[Food Service Management \(Degree Completion\), BS \(52.0905\)](#)
[Baking and Pastry Arts, AAS \(12.0501\)](#)
[Baking and Pastry Arts, Diploma \(12.0501\)](#)
[Culinary Arts, AAS \(12.0503\)](#)
[Culinary Arts, Diploma \(12.0505\)](#)
[Culinary Arts, Food Service Financial Management, Certificate \(52.0905\)](#)
[Culinary Arts, Food Service Leadership, Certificate \(52.0905\)](#)
[Culinary Arts and Applied Nutrition, AAS \(12.0508\)](#)

College of Technology Computer and Information Science

Information Systems, Master of Science

Program Overview

The Master of Science in Information Systems program is designed to prepare students for leadership in information technology (IT). The program is focused on providing knowledge and skills to apply the principles and concepts related to the development and management of information systems and technology locally and globally. Students can earn a master's degree in 15 months through a year-round schedule.

The program is designed for IT professionals, executives, and baccalaureate degree graduates who realize the necessity of delivery value to customers. The degree provides students with theoretical, practical, and applied skills in computer-based information systems and the technologies that support them. Additionally, it offers a broad perspective of the business and management environments in which information system technologies play a strategic role.

Program Outcomes

The curriculum builds on a foundation of communication and problem solving, theoretical and applied understanding of basic technical concepts, protocols, and software/hardware components of information systems technologies. Students enhance their understanding and practical knowledge of desktop, mobile, and web technologies; software and mobile app development; database management; information assurance and information system security management; cloud computing and virtualization, and systems analysis. A capstone project is required.

Upon successful completion of this degree program, the graduate should be able to:

- Understand how basic software development and networking concepts apply to cloud computing and virtualization.
- Design, implement, and manage a complex relational database.
- Manage an information system project from conception through closure.
- Be aware of information assurance issues and the essential skills required to implement and maintain security in information systems.
- Evaluate the impact of information systems on business operations and prescribe remedies.
- Design and implement an information system using the appropriate programming paradigm and programming language.
- Design and implement desktop, mobile, and web applications.

For additional information about the program link to: <http://www.ecpi.edu/technology/program/information-systems-master-degree/>. To see Student Consumer Information link to: <https://www.ecpi.edu/student-consumer-services> which provides additional information on the future careers, success, cost, and financing for this program. For information on the University Completion and Graduation Rates, please see [About ECPI University](#) on the ECPI website.

About the Profession

Graduates of a graduate-level CIS degree program have many career options. They often have career paths that eventually lead them into IT management positions. They may manage complex IT projects, design computer systems using the most current information technologies, and develop innovative hardware and software system architectures. They may develop test plans and ensure their correct implementation. Graduates also may work as network architects or administrators who design computer networks, including wireless networks. Graduates of the M.S. in Information Systems degree program will be able to work in a wide variety of positions in business, industry, and government venues.

Possible job titles for an MSIS graduate include Desktop, Web, or Mobile Application Developer, vArchitect, Cloud Administrator, or Security Administrator. With significant, successful work experience in the field, management opportunities could be available to the graduate.

Some positions may require background checks, drug screenings, and/or security clearances, depending on the position and industry. Graduates will be expected to have good problem-solving and decision-making skills. Technical competency in Software Development, Database Design, Information Assurance, Cloud Computation, and Storage, Virtualization Technologies, and Mobile App Platforms is desirable.

Program Outline

To receive the Master of Science in Information Systems, student must earn 36 semester credit hours. The program requires a minimum of four semesters, 15 months or 60 weeks of instruction. The Program requirements are as follows:

Program Requirements

Core Curriculum

36 semester credit hours

IS510	Object-Oriented Programming	3
IS520	Database Management Systems	3
IS610	Mobile Application Development	3
IS630	Information Security Policy and Practice	3
IS670	Software Engineering	3
IS680	Information System Project Management	3
IS690	Special Topics in Information Systems	3
IS698	Information System Design Project I	3
IS699	Information System Design Project II	3
MSCS501	Cybersecurity Synopsis	3
MSCS615	Cloud Security	3
MSCS643	Cybersecurity Governance and Compliance	3

MSIS Externship Requirements

- To be successful in the IT field today, the industry requires that graduates have a degree, certifications, and work experience. The externship requirements for MSIS are intended for students with limited or no in-field work experience. The Program Director determines whether a student's education is best served through the externship requirements. If that is determined to be the case, then the externships are considered **required for graduation** from the MSIS program.

- No additional credit is earned. Each externship must be approved by the faculty course manager in advance of participation. Externships are pass/fail.
- Externships at the graduate level are work experiences (both paid/unpaid) that may include consultancy-type projects and/or applied research that solves problems. The externship courses prepare students with job application skills (COR 090 Career Orientation Seminar), provide practice in a virtual environment (EXT 550 Externship I), and enable students to perform in-field in a real job environment (EXT 600 Externship II and EXT 650 Externship III). Students apply what they have learned in class to the job (EXT 600 and EXT 650).
- Externships are work experiences designed to apply the material learned in class. The externships are open to international and domestic students. Students will be assigned a mentor throughout the externship. The program consists of up to three semesters of externship.
- Students must consult with their PDSO or DSO for clarification on the process and the requirements of USCIS and SEVP relative to the externship.

For International students, the externships are Curricular Practical Training (CPT). Regulations for CPT are as follows:

- CPT is integral to your major and the experience must be part of your program of study.
- When you enroll at the graduate level, your designated school official (DSO) may authorize CPT during your first semester if your program requires this type of experience. As your DSO for details.
- Your DSO will provide you a new Form I-20, "Certificate of Eligibility of Non-immigrant Student Status," that shows that the DSO has approved you for this employment.
- You can work on CPT either full-time or part-time.
- CPT requires a signed cooperative agreement or a letter from your employer.
- If you have 12 months or more of full-time CPT, you are ineligible for OPT, but part-time CPT is fine and will not stop you from doing OPT.

Source: <https://www.ice.gov/sevis/practical-training>

Additional Requirements

Self-Integration

0 semester credits

COR090	Career Orientation Seminar	0
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Externships

EXT550	Externship I	0
EXT600	Externship II	0
EXT650	Externship III	0

Cybersecurity, Master of Science

Cyber Operations

Cybersecurity Policy

Program Overview

The Master of Science in Cybersecurity program is designed to prepare students for leadership in information technology security. The program is focused on providing knowledge and skills to apply the principles and concepts related to the development and management of secure information systems and technology at the enterprise and individual levels, locally and globally.

The program is designed for IT professionals, executives, and baccalaureate degree graduates who realize the necessity of delivering value to customers through secure information technology systems. The degree provides students with theoretical, practical, and applied skills in computer-based information systems and the technologies that support them, as well as a broad perspective of the business and management environments in which information system technologies play a strategic role.

Program Outcomes

This degree program is based on the National Security Agency and the Department of Homeland Security program requirements for designation as a Center of Academic Excellence in Information Assurance/Cyber Defense. The curriculum builds on a foundation of communication and problem solving, theoretical and applied understanding of basic technical concepts, protocols, and software/hardware components of information systems technologies. Students enhance their understanding and practical knowledge of network security and research providing a particular emphasis on technologies and techniques related to specialized Cybersecurity (e.g., collection, exploitation, and response). These technologies and techniques are critical to intelligence, military and law enforcement organizations authorized to perform these specialized operations. A capstone project is required.

Upon successful completion of this degree program, graduates are able to:

- Summarize cybersecurity fundamentals and how they are interrelated and employed to achieve desired solutions and effective mitigation strategies.
- Analyze security and operational effects on structured network communications in wired and wireless environments.
- Select and securely implement large-scale distributed cloud systems.
- Evaluate classes of possible threats, consequences associated with each threat, and determine what actions can be taken to mitigate the threat
- Relate the legal issues governing cyber operations and the use of related tools, techniques, technology and data.
- Evaluate user behavioral and ethical impacts of various securities on the implementation of and perception of security mechanisms.
- Devise a defensive network architecture employing multiple layers of protection using technology appropriate for secure network.
- Analyze security implications of data center virtualization and storage technologies.
- Evaluate various applied cryptography solutions and key management systems.

For additional information about the program link to: <http://www.ecpi.edu/master-degrees>. To see the Student Consumer Information link to: <https://www.ecpi.edu/student-consumer-services> which provides additional information on the future careers, success, cost, and financing for master's programs. For information on the University Completion and Graduation Rates, please see [About ECPI University](#) on the ECPI website.

Cyber Operations

The Cyber Operations concentration focuses on the analysis, design, deployment, and monitoring of cyber technologies and techniques necessary to maintain the security posture of an organization. Graduates will have the skills to ensure operational continuity of large-scale organizations.

Upon successful completion of this degree program, the graduate should be able to:

- Apply advanced knowledge of cyber operations to manage information assurance and threat mitigation at the enterprise level.

Cybersecurity Policy

The Cybersecurity Policy concentration prepares graduates for the analysis, development, and enforcement of policies and procedures that contribute to the security of an organization’s system with the focus on people, processes, and technology. The course work focuses on the legal and regulatory factors that must be considered in administering cybersecurity policy.

Upon successful completion of this degree program, graduates are able to:

- Develop security policies to ensure compliance and manage risk in information security across a wide range of domains.

About Cybersecurity

Graduates of the Master of Science in Cybersecurity program will be hired by three distinct groups: 1) Private industry firms to assume a technical/administrative leadership role related to cybersecurity; 2) State and local government agencies to assume a technical/administrative leadership role in cybersecurity; 3) Institutions of higher education that need competent faculty members in cybersecurity, and other related knowledge areas.

Possible job titles for an M.S. Cybersecurity graduate include Cybersecurity Analyst, Penetration Tester, Data Center or Network Security Administrator, Information Systems Security Engineer, Risk Assessment and Vulnerability Analysis Manager. With significant, successful work experience in the field, management opportunities could be available to the graduate.

Recommended Certifications

Certifications are not required for completion of this program, however, ECPI encourages students to obtain all appropriate certifications to increase potential job opportunities. Recommended certifications are the Certified Information Systems Security Professional (CISSP), and Cisco Certified Network Associate (CCNA).

Program Outline

To receive the Master of Science in Cybersecurity, student must earn 36 semester credit hours. Required courses to be taken by everyone admitted to the program, include seven core courses (21 credit hours). Core courses build upon the knowledge support courses or appropriate experience. The program requires a minimum of four semesters, 15 months or 60 weeks of instruction. The Program requirements are as follows:

Program Requirements

Core Curriculum

21 Semester Credit Hours

MSCS501	Cybersecurity Synopsis	3
	or	
IS630	Information Security Policy and Practice	3
MSCS513	Human and Ethical Aspects of Cybersecurity	3
MSCS615	Cloud Security	3
	or	
IS640	Cloud Computing and Virtualization	3

MSCS521	Security Architecture & Design	3
MSCS624	Network Security and Intrusion Detection	3
MSCS654	Wireless and Mobile Security	3
MSCS680	Virtualization Security	3

Areas of Specialization Requirements

The specialization courses build upon the core courses and should be taken after the majority of core courses have been completed. Students must select a specialization of four courses (12 credit hours). Specializations include Cyber Operations and Cybersecurity Policy.

Cybersecurity Policy

12 Semester Credit Hours

MSCS641	Information Risk Management	3
MSCS643	Cybersecurity Governance and Compliance	3
MSCS645	Cybersecurity Strategies (Prevention and Protection)	3
MSCS647	Compliance and Audit	3

Cyber Operations

12 Semester Credit Hours

MSCS633	Applied Cryptography and Data Protection	3
MSCS635	Advanced Networking	3
MSCS637	Hardening Enterprise Cybersecurity Architecture: A Management Approach	3
MSCS639	Cyber Forensics	3

Electives

3 Semester Credit Hours

Electives

MSCS633	Applied Cryptography and Data Protection	3
MSCS635	Advanced Networking	3
MSCS637	Hardening Enterprise Cybersecurity Architecture: A Management Approach	3
MSCS639	Cyber Forensics	3
MSCS640	Cyber Forensics II	3
MSCS641	Information Risk Management	3
MSCS643	Cybersecurity Governance and Compliance	3
MSCS645	Cybersecurity Strategies (Prevention and Protection)	3
MSCS647	Compliance and Audit	3

MSCS Externship Track

- To be successful in the IT field today, the industry requires that graduates have a degree, certifications, and work experience. The Externship Track for MSCS is intended for students with limited or no in-field work experience. The Program Director determines whether a student's education is best served through the Externship Track. If that is determined to be the case, then the Externship Track is considered **Required for Graduation** from the MSCS program.
- No additional credit is earned. Each externship in the track must be approved by the faculty course manager in advance of participation. Externship are pass/fail.
- Externships at the graduate level are work experiences (both paid/unpaid) that may include consultancy-type projects and/or applied research that solves problems. The externship track prepares students with job application skills (COR 090 Career Orientation Seminar), provides practice in a virtual environment (EXT 550 Externship I), and enables the student to perform in-field in a real job environment (EXT 600 Externship II and EXT 650 Externship III). Students apply what they have learned in class to the job (EXT 600 and EXT 650).
- Externships are work experiences designed to apply the material learned in class. The externship track is open to international and domestic students. Students must maintain full-time graduate study while participating in the externship. Students will be assigned a mentor throughout the externship. The program consists of up to three semesters of externship.
- Students must consult with their PDSO or DSO for clarification on the process and the requirements of USCIS and SEVP relative to the externship.

For International students, the externships are Curricular Practical Training (CPT). Regulations for CPT are as follows:

- CPT is integral to your major and the experience must be part of your program of study.
- When you enroll at the graduate level, your designated school official (DSO) may authorize CPT during your first semester if your program requires this type of experience. As your DSO for details.
- Your DSO will provide you a new Form I-20, "Certificate of Eligibility of Nonimmigrant Student Status," that shows that the DSO has approved you for this employment.
- You can work on CPT either full-time or part-time.
- CPT requires a signed cooperative agreement or a letter from your employer.
- If you have 12 months or more of full-time CPT, you are ineligible for OPT, but part-time CPT is fine and will not stop you from doing OPT.

Source: <https://www.ice.gov/sevis/practical-training>

Program Outline

To receive the Master of Science in Cybersecurity, student must earn 36 semester credit hours. Required courses to be taken by everyone admitted to the program, include seven core courses (21 credit hours) and up to three semesters of externship. Core courses build upon the knowledge support courses or appropriate experience. The program requires a minimum of four semesters, 15 months or 60 weeks of instruction. The Program requirements are as follows:

Program Requirements

Core Curriculum

21 semester credit hours

MSCS501	Cybersecurity Synopsis	3
	OR	
IS630	Information Security Policy and Practice	3
MSCS513	Human and Ethical Aspects of Cybersecurity	3
MSCS521	Security Architecture & Design	3
MSCS615	Cloud Security	3
	or	
IS640	Cloud Computing and Virtualization	3
MSCS624	Network Security and Intrusion Detection	3
MSCS654	Wireless and Mobile Security	3
MSCS680	Virtualization Security	3

Self-Integration

0 semester credit hours

COR090	Career Orientation Seminar	0
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Cybersecurity Policy

12 semester credit hours

MSCS641	Information Risk Management	3
MSCS643	Cybersecurity Governance and Compliance	3
MSCS645	Cybersecurity Strategies (Prevention and Protection)	3
MSCS647	Compliance and Audit	3

Cyber Operations

12 semester credit hours

MSCS633	Applied Cryptography and Data Protection	3
MSCS635	Advanced Networking	3
MSCS637	Hardening Enterprise Cybersecurity Architecture: A Management Approach	3
MSCS639	Cyber Forensics	3

Electives

3 semester credit hours

MSCS633	Applied Cryptography and Data Protection	3
MSCS635	Advanced Networking	3
MSCS637	Hardening Enterprise Cybersecurity Architecture: A Management Approach	3
MSCS639	Cyber Forensics	3
MSCS640	Cyber Forensics II	3
MSCS641	Information Risk Management	3
MSCS643	Cybersecurity Governance and Compliance	3
MSCS645	Cybersecurity Strategies (Prevention and Protection)	3
MSCS647	Compliance and Audit	3

Externships

0 semester credit hours

EXT550	Externship I	0
EXT600	Externship II	0
EXT650	Externship III	0

Computer and Information Science, Bachelor of Science

Cyber and Information Security Technology major

Software Development major

Program Overview

The Bachelor of Science in Computer & Information Science (CIS) degree covers all aspects of the use of computers and information systems in today's organizations, including operating systems, software programs, networking, and security. There are two majors in the B.S. in Computer & Information Science degree: (1) Cyber and Information Security Technology and (2) Software Development. For the Cyber and Information Security Technology major, students can choose from the Cloud Computing track, the Cybersecurity track, Digital Forensics Technology track or 15 semester hours of electives. For the Software Development major, students can choose from the Web Design & Development track, the Mobile Development track, Data Analytics track or 14 semester credit hours of Software Development electives. These employer-driven, hands-on interactive educational programs equip students with cyber, networking, and software development skills required for career-entry positions in a wide range of companies.

Program Outcomes

Students in the B.S. in Computer & Information Science program develop planning, design, implementation, and support skills in operating systems, networking, software programs, and security. Students develop additional focused skills based on which major the student pursues. Students also learn principles of excellent customer service in order to assist clients with technical issues.

Upon successful completion of the Bachelor of Science in Computer & Information Science, graduates are able to:

- Design, implement, and evaluate computer-based solutions that incorporate the appropriate computing requirements identified through the analysis of specific organizational or computing problems
- Function effectively on teams to establish goals, plan tasks, meet deadlines, manage risk, and produce deliverables
- Apply written, oral, and graphical communication in both technical and non-technical environments
- Evaluate and use appropriate technical literature
- Engage in continuous professional development through user groups, associations, conferences, readings, research, and other channels
- Develop and apply ethical and legal best practices in the maintenance and security of information and systems
- Develop cloud computing tools

For additional information about the program link to: <http://www.ecpi.edu/technology/?intcmp=technology-btn>. To see the Student Consumer Information link to: <https://www.ecpi.edu/student-consumer-services> which provides additional information on the future careers, success, cost, and financing for this program. For information on the University Completion and Graduation Rates, please see [About ECPI University](#) on the ECPI website.

CYBER AND INFORMATION SECURITY TECHNOLOGY MAJOR

Cyber and Information Security Technology Major Overview

With the growth of the internet, organizations are networking and securing their internal computer resources and connecting to external internet-based resources. The pervasiveness of the internet presents new opportunities through cloud computing, virtualization, storage, and software defined networks that present challenges in Cybersecurity to defend critical network infrastructure against cyber threats.

This employer-driven, hands-on, interactive educational program equips students with the networking and security skills required for career-entry positions in a wide range of organizations. Students are introduced to a variety of operating system environments, networking technologies, and associated security practices.

Cyber and Information Security Technology Major Outcomes

In addition to the B.S. CIS Program Outcomes, students in the Cyber and Information Security Technology Major learn about installing, securing, testing, and maintaining computer networks.

Upon successful completion of the Cyber and Information Security Technology Major, graduates are able to:

- Plan, design, configure and administer a network and security infrastructure
- Maintain, monitor, and troubleshoot a network and security infrastructure
- Assess and implement technical and non-technical security controls to protect an organization from threats and vulnerabilities

Students can choose from one of four options:

- Cloud Computing Track - 15 semester credit hours
- Cybersecurity Track - 15 semester credit hours
- Digital Forensics Technology Track - 15 semester credit hours
- Cyber and Information Security Technology Electives - 15 semester credit hours

SOFTWARE DEVELOPMENT MAJOR

Software Development Major Overview

Computer programs tell the computer what to do, which database information to identify and access, how to process it, and what equipment to use. Programs vary widely depending upon the type of information to be assessed or generated.

This employer-drive, hands-in interactive educational program equips students with the computer programming and information processing skills required for career-entry positions in a wide range of organizations. Students are introduced to a variety of operating system environments and programming languages.

Software Development Major Outcomes

In addition to the BS CIS Program Outcomes, students in the Software Development Major learn how to manage projects, create interesting web pages, design and write a variety of programs, use and maintain databases, and understand and utilize computer networks.

Upon completion of the Software Development major, graduates are able to:

- Design and develop secure software solutions using object-oriented principles
- Develop integrated systems solutions using software, web, and mobile applications to access organizational databases
- Plan secure software solutions with customers

Students can choose from one of four options:

- Data Analytics Track - 14 semester credit hours
- Mobile Development Track - 14 semester credit hours
- Software Development Electives - 14 semester credit hours
- Web Design & Development Track - 14 semester credit hours

About Computer and Information Science

Graduates of a Computer & Information Science degree program have many career options. They often have career paths that eventually lead them into IT management positions, including software project management. They are able to design and implement computer software systems (including simulations, games, business applications, and other systems). They may develop test plans and then test software applications to ensure their correct implementation. Graduates also may work as security analysts, network architects, or administrators who design, implement, and maintain computer networks, including wireless networks.

Certain positions may require background checks, drug screening, and/or security clearances, depending on the position and industry.

Some entry-level job titles for a B.S. CIS graduate include Cybersecurity Operations and Maintenance Specialist, Digital Forensics Analyst, Network and Datacenter Administrator, Web Programmer, Virtual Server Administrator, Storage Technology Manager, Computer Programmer, Software Developer, Application Programmer, Mobile App Developer, Systems Analyst, Database Programmer, and Systems Administrator. CIS graduates are required in many industries, so employment could be expected in most any military or business setting.

Recommended Certifications

Certifications are not required for completion of this program; however, ECPI encourages student to obtain all appropriate certifications to increase potential job opportunities. ECPI provides students in this program with vouchers which allow the student to take certification exams at a greatly reduced cost. Available certifications for this program include Microsoft, Cisco, EC-council, and Oracle certifications, A+, Network+, Linux+, and Security+.

Program Outline

To receive the Bachelor of Science in Computer and Information Science, the student must earn 120 semester credit hours. The program requires a minimum of eight semesters, 30 months or 120 weeks of instruction. Program requirements are as follows:

Program Requirements

Core Curriculum

28 semester credit hours

BUS121	Introduction to Business	3
BUS472	Applied Project Management	3
BUS472L	Applied Project Management LAB	1
CIS126	Introduction to Programming	3
CIS142	Introduction to Cloud Solutions	3
CIS150	Introduction to Networking	3
CIS206	Linux Administration	3
CIS212	Principles of Cybersecurity	3
CIS223	Introduction to Databases	3
	***ONE OF THESE TWO COURSES:	
CIS123	Introduction to Scripting	3
CIS228	Service Desk Fundamentals	3

Arts and Sciences*

31 semester credit hours

CAP480	Arts and Sciences Capstone	3
COM115	Principles of Communication	3
ENG110	College Composition	3
ENG120	Advanced Composition	3
HUM205	Culture and Diversity	3
MTH131	College Algebra	3
MTH140	Statistics	3
PSY105	Introduction to Psychology	3
PSY220	Positive Psychology	3

***ONE LECTURE COURSE AND CORRESPONDING LAB FROM THE FOLLOWING:

PHY120	Physics	3
PHY120L	Physics LAB	1
	OR	
BIO122	Environmental Biology	3
BIO122L	Environmental Biology LAB	1

**For allowable substitutions of arts and sciences courses, see the Arts & Sciences Department page.*

Self-Integration

9 semester credit hours

CIS106	Introduction to Operating Systems	3
CIS108	Office Applications	2
COR191	Career Orientation	1
FOR110	Essentials for Success	3

CYBER AND INFORMATION SECURITY TECHNOLOGY MAJOR

Required Courses

37 semester credit hours

CIS101	Computer Configuration I	3
CIS202	Introduction to Routing and Switching	3
CIS202L	Introduction to Routing and Switching LAB	1
CIS204	Intermediate Routing and Switching	3
CIS207L	Routing and Switching LAB	1
CIS225	Network Protocols and Services	3
CIS245	Windows Client and Server	3
CIS245L	Windows Client and Server LAB	1
CIS251	Advanced Windows Server	3
CIS256	Windows Active Directory	3
CIS256L	Windows Active Directory LAB	1
CIS321	Network Scripting	3
CIS403	Ethical Hacking	3
CIS425	Advanced Defense and Countermeasures	3
	***ONE OF THESE TWO COURSES:	
CIS495	Cyber and Network Security Capstone	3
CIS490	Bachelor's Externship-CIS	3

Cloud Computing Track

15 semester credit hours

CIS242	AWS Academy Cloud Foundations	3
CIS253	Network Virtualization Fundamentals	3
CIS253L	Network Virtualization Fundamentals Lab	1
CIS305	Advanced Linux Administration	3
CIS305L	Advanced Linux Administration LAB	1
CIS343	AWS Academy Cloud Architecting	3
CIS491	Externship-CIS Sr. I-a	1

Cybersecurity Track

15 semester credit hours

CIS220	Storage Area Networks and Disaster Recovery	3
CIS220L	Storage Area Networks and Disaster Recovery LAB	1
CIS230	Advanced Cybersecurity	3
CIS305	Advanced Linux Administration	3
CIS411	Ethical Hacking II	3
CIS425L	Advanced Defense & Countermeasures LAB	1
CIS491	Externship-CIS Sr. I-a	1

Digital Forensics Technology Track

15 semester credit hours

CJ106	Criminal Law I	3
CJ125	Criminal Procedure	3
CJ200	Investigations	3
CJ310	Digital Forensic Analysis	3
CJ315	Mobile Device Forensics	3

Elective Courses

15 semester credit hours

CIS123L	Introduction to Scripting Lab	1
CIS230	Advanced Cybersecurity	3
CIS242	AWS Academy Cloud Foundations	3
CIS253	Network Virtualization Fundamentals	3
CIS253L	Network Virtualization Fundamentals Lab	1
CIS282	Web Interface Design	3
CIS305	Advanced Linux Administration	3
CIS305L	Advanced Linux Administration LAB	1
CIS311	Web Site Management and Security	3

CIS311L	Web Site Management LAB	1
CIS328	Email Services	3
CIS343	AWS Academy Cloud Architecting	3
CIS425	Advanced Defense and Countermeasures	3
CIS425L	Advanced Defense & Countermeasures LAB	1
CIS490	Bachelor's Externship-CIS	3
CIS491	Externship-CIS Sr. I-a	1
CIS492	Externship-CIS Sr. I-b	1
CIS493	Externship-CIS Sr. I-c	1
CIS494	Externship-CIS Sr. II	2
EET251	Computer Configuration II	3
EET251L	Computer Configuration II LAB	1
EET282	Wireless Security	3

SOFTWARE DEVELOPMENT MAJOR

Required Courses

38 semester credit hours

CIS121	Logic and Design	3
CIS126L	Introduction to Programming LAB	1
CIS213	Javascript	3
CIS224	Server-Side Scripting with PHP	3
CIS226	Introduction to Object Oriented Programming	3
CIS250	Structured Query Language	3
CIS282	Web Interface Design	3
CIS332	Mobile App Development I	3
	***ONE OF THESE THREE COURSES:	
CIS214	Object-Oriented Programming Using C#	3
CIS215	Object-Oriented Programming with C++	3
CIS218	Object-Oriented Programming Using JAVA	3
	***ONE OF THESE TWO COURSES:	
CIS317	Advanced Object-Oriented Programming Using C#	3
CIS319	Advanced Object-Oriented Programming Using Java	3
	***ONE OF THESE TWO COURSES:	
CIS420	System Analysis and Design	3
CIS422	Software Engineering	3
	***ONE OF THESE TWO COURSES:	
CIS480	Software Development Capstone	3
CIS490	Bachelor's Externship-CIS	3

***ONE LECTURE COURSE AND CORRESPONDING LAB FROM THE FOLLOWING:

CIS435	SQL Server	3
CIS435L	SQL Server LAB	1
	OR	
CIS436	Oracle PL/SQL	3
CIS436L	Oracle PL/SQL LAB	1

Data Analytics track

14 semester credit hours

CIS123	Introduction to Scripting	3
CIS326	Introduction to Data Analytics	3
CIS376	Data Analytics Tools	3
CIS469	Data Analytics Methods and Modeling	3
CIS469L	Data Analytics Methods and Modeling LAB	1
CIS473L	Advanced Data Analytics LAB	1

Mobile Development Track

14 semester credit hours

CIS367	Advanced Server Side Scripting with PHP II	3
CIS432	Mobile App Development II	3
CIS494	Externship-CIS Sr. II	2
	***ONE OF THESE THREE COURSES:	
CIS214	Object-Oriented Programming Using C#	3
CIS215	Object-Oriented Programming with C++	3
CIS218	Object-Oriented Programming Using JAVA	3
	***ONE OF THESE TWO COURSES:	
CIS317	Advanced Object-Oriented Programming Using C#	3
CIS319	Advanced Object-Oriented Programming Using Java	3

Web Design and Development Track

14 semester credit hours

CIS334	Interface Design I	3
CIS334L	Interface Design I LAB	1
CIS360	Web Application Development	3
CIS367	Advanced Server Side Scripting with PHP II	3
CIS453	Interface Design II	3
CIS453L	Interface Design II LAB	1

Elective Courses

14 semester credit hours

CIS101	Computer Configuration I	3
CIS123L	Introduction to Scripting Lab	1
CIS214	Object-Oriented Programming Using C#	3
CIS215	Object-Oriented Programming with C++	3
CIS218	Object-Oriented Programming Using JAVA	3
CIS242	AWS Academy Cloud Foundations	3
CIS311	Web Site Management and Security	3
CIS311L	Web Site Management LAB	1
CIS317	Advanced Object-Oriented Programming Using C#	3
CIS319	Advanced Object-Oriented Programming Using Java	3
CIS326	Introduction to Data Analytics	3
CIS334	Interface Design I	3
CIS334L	Interface Design I LAB	1
CIS360	Web Application Development	3
CIS367	Advanced Server Side Scripting with PHP II	3
CIS370	Cloud Application Development	3
CIS376	Data Analytics Tools	3
CIS420	System Analysis and Design	3
CIS421	Design Patterns	3
CIS422	Software Engineering	3
CIS432	Mobile App Development II	3
CIS435	SQL Server	3
CIS435L	SQL Server LAB	1
CIS436	Oracle PL/SQL	3
CIS436L	Oracle PL/SQL LAB	1
CIS453	Interface Design II	3
CIS453L	Interface Design II LAB	1
CIS469	Data Analytics Methods and Modeling	3
CIS469L	Data Analytics Methods and Modeling LAB	1
CIS470	CIS Project	4
CIS473L	Advanced Data Analytics LAB	1
CIS490	Bachelor's Externship-CIS	3
CIS491	Externship-CIS Sr. I-a	1
CIS492	Externship-CIS Sr. I-b	1
CIS493	Externship-CIS Sr. I-c	1
CIS494	Externship-CIS Sr. II	2
EET251	Computer Configuration II	3
EET251L	Computer Configuration II LAB	1

Computer and Information Science, Associate of Science

Cyber and Information Security Technology concentration

Software Development concentration

Program Overview

The A.S. in Computer and Information Science (CIS) degree covers all aspects of the use of computers and information systems in today's organizations, including operating systems, software programs, networking, and security. There are two concentrations in the A.S. in Computer and Information Science degree: (1) Cyber and Information Security Technology and (2) Software Development. These employer-driven hands-on interactive educational programs equip students with cyber, networking and software development skills required for career-entry positions in a wide range of companies.

Program Outcomes

Students in the A.S. in Computer and Information Science program develop implementation and support skills in operating systems, networking, software programs, and cybersecurity. Students develop additional focused skills based on which concentration the student pursues. Students also learn principles of excellent customer service to assist clients with technical issues.

Upon successful completion of the Associate of Science in Computer and Information Science, graduates are able to:

- Use processes, tools, and technologies required to solve computing problems common to the profession
- Function effectively as a member of a team to meet deadlines and produce deliverables
- Apply written, oral, and graphical communication in both technical and non-technical environments
- Identify and use appropriate technical literature
- Engage in continuous professional development through user groups, associations, conferences, readings, research, and other channels
- Apply ethical best practices in the maintenance and security of information and systems
- Use cloud computing tools

For additional information about the program link to <http://www.ecpi.edu/technology/?intcmp=technology-btn>. To see the Student Consumer Information link to: <https://www.ecpi.edu/student-consumer-services>, which provides additional information on the future careers, success, cost, and financing for this program. For information on the University Completion and Graduation Rates, please see Information [About ECPI University](#) on the ECPI website.

In 1.5 years, through our year-round schedule, you can earn an Associate of Science in Computer and Information Science or an Associate of Applied Science in Computer and Information Science (South Carolina only).

About Computer and Information Science

Graduates with a computer and information science degree have many career options. They often implement computer software systems including business applications. They may test software applications to ensure their correct implementation. Graduates also may assist network architects with design, implementation, and maintenance of computer networks, including wireless networks.

Some positions may require background checks, drug screening, and/or security clearances, depending on the position and industry. Student must have a general education background related to database programming including: Database Development, ASP.Net, SQL, C#, Object Oriented Design, MS Access, SQL Server, Oracle, Java, HTML, and Web

Development. A student should also have examples of work, as well as other related skills to include MS Office, OS, and Certifications.

Some entry-level job titles for associate degree graduates include Help Desk Analyst, PC Technician, Technical Support Analyst, Hardware Technician, Systems Administrator, Network Administrator, Programmer Analyst, entry-level Database Programmer, entry-level Programmer Analyst, entry-level Application Developer, entry-level Web Programmer, entry-level Mobile Programmer, Assistant Game Programmer, entry-level .Net Programmer. CIS graduates are required in many industries, so employment opportunities exist in military, business, medical, and government settings.

Recommended Certifications

Certifications are not required for completion of this program; however, ECPI encourages student to obtain all appropriate certifications to increase potential job opportunities. ECPI provides students in this program with vouchers which allow the student to take certification exams at a greatly reduced cost. Available certifications for this program include Microsoft, Cisco, and Oracle certifications, Linux+, A+, Network+, and Security+.

Program Outline

To receive the Associate of Science in Computer and Information Science or the Associate of Applied Science in Computer and Information Science (SC only), the student must earn 70 semester credit hours. The program requires a minimum of five semesters, 16 months or 65 weeks of instruction. The Program requirements are as follows:

Program Requirements

Core Curriculum

21 semester credit hours

CIS126	Introduction to Programming	3
CIS142	Introduction to Cloud Solutions	3
CIS150	Introduction to Networking	3
CIS206	Linux Administration	3
CIS212	Principles of Cybersecurity	3
	***ONE OF THESE TWO COURSES:	
BUS121	Introduction to Business	3
CIS290	Associate's Externship-CIS	3
	***ONE OF THESE TWO COURSES:	
CIS123	Introduction to Scripting	3
CIS228	Service Desk Fundamentals	3

*[CIS290](#), [CIS291](#), [CIS292](#), [CIS293](#), and [CIS294](#) do not transfer to the BS program.

**A combination of the following CIS externship courses may be substituted in lieu of [CIS290](#), provided that they total 3 credits: [CIS291](#), [CIS292](#), [CIS293](#), [CIS294](#).

Arts and Sciences*

15 semester credit hours

COM115	Principles of Communication	3
ENG110	College Composition	3
HUM205	Culture and Diversity	3
MTH131	College Algebra	3
PSY105	Introduction to Psychology	3

*For allowable substitutions of arts and sciences courses, see the Arts & Sciences Department page.

Self-Integration

9 semester credit hours

CIS106	Introduction to Operating Systems	3
CIS108	Office Applications	2
FOR110	Essentials for Success	3
COR191	Career Orientation	1

Cyber and Information Security Technology Concentration**Cyber and Information Security Technology Concentration Overview**

Organizations have ever-increasing requirements to allow users to connect to various information systems both inside and outside the organization. Organizations are also challenged by increasingly sophisticated attempts to attack their data files. Computer networking defines the combination of hardware and skills required to provide secure access to data for individuals and organizations.

This employer-driven, hands-on, interactive educational program equips students with the networking and security skills required for career-entry positions in a wide range of organizations. Students are introduced to a variety of operating system environments, networking technologies, and associated security practices.

Cyber and Information Security Technology Concentration Outcomes

In addition to the A.S. CIS Program Outcomes, students in the Cyber and Information Security Technology Concentration learn about installing, securing, testing and maintaining computer networks.

Upon successful completion of the Cyber and Information Security Technology concentration, graduates are able to:

- Configure and administer a network and security infrastructure
- Maintain, monitor, and troubleshoot a network and security infrastructure
- Implement technical and/or non-technical security controls to protect an organization from threats and vulnerabilities.

Required Courses

25 semester credit hours

CIS101	Computer Configuration I	3
CIS202	Introduction to Routing and Switching	3
CIS202L	Introduction to Routing and Switching LAB	1
CIS204	Intermediate Routing and Switching	3
CIS207L	Routing and Switching LAB	1
CIS225	Network Protocols and Services	3
CIS245	Windows Client and Server	3
CIS245L	Windows Client and Server LAB	1
CIS251	Advanced Windows Server	3
CIS256	Windows Active Directory	3
CIS256L	Windows Active Directory LAB	1

Software Development Concentration**Software Development Concentration Overview**

Computer programs tell the computer what to do, which database information to identify and access, how to process it, and what equipment to use. Programs vary widely depending upon the type of information to be assessed or generated.

This hands-on, interactive educational program equips students with the computer programming and information processing skills required for career entry positions in a wide range of organizations. Students are introduced to a variety of operating system environments and programming languages.

Software Development Concentration Outcomes

- Develop software solutions from plans and designs
- Test and deploy software solutions
- Administer and maintain software solutions

Required Courses

25 semester credit hours

CIS121	Logic and Design	3
CIS126L	Introduction to Programming LAB	1
CIS213	Javascript	3
CIS223	Introduction to Databases	3
CIS224	Server-Side Scripting with PHP	3
CIS226	Introduction to Object Oriented Programming	3
CIS250	Structured Query Language	3
CIS282	Web Interface Design	3

***ONE OF THESE THREE COURSES:

CIS214	Object-Oriented Programming Using C#	3
CIS215	Object-Oriented Programming with C++	3
CIS218	Object-Oriented Programming Using JAVA	3

Computer and Information Science, Certificate

Program Overview

ECPI University offers Certificate programs (also referred to as Micro-credentials) that focus on specific skill sets. These programs are shorter than traditional degree programs and are designed to meet the needs of working professionals so that they can stay competitive in their field. Certificate programs may be offered in a variety of ways to suit the learning style and schedules of individuals. They may include remote learning, instructor led in-seat learning, hybrid courses, and online courses.

Students can choose from one of four options:

- Technical Support – 12 semester credit hours
- Linux System Administration – 11 semester credit hours
- Windows System Administration – 10 semester credit hours
- Cyber Defense and Ethical Hacking – 12 semester credit hours

Technical Support Certificate Outcomes

Upon completion of the Certificate in Technical Support, graduates are able to:

- Configure and administer a network and security infrastructure.
- Maintain, monitor, and troubleshoot a network and security infrastructure.
- Implement technical and/or nontechnical security controls to protect an organization from threats and vulnerabilities.

Linux System Administration Certificate Outcomes

Upon completion of the Certificate in Linux System Administration, graduates are able to:

- Design, implement, and evaluate a computing-based solution to meet a given set of computing requirements in the context of the program's discipline.
- Apply security principles and practices to the environment, hardware, software, and human aspects of a system.

Windows System Administration Certificate Outcomes

Upon completion of the Certificate in Windows System Administration, graduates are able to:

- Design, implement, and evaluate a computing-based solution to meet a given set of computing requirements in the context of the program's discipline.
- Apply security principles and practices to the environment, hardware, software, and human aspects of a system.

Cyber Defense and Ethical Hacking Certificate Outcomes

Upon completion of the Certificate in Cyber Defense and Ethical Hacking, graduates are able to:

- Apply security principles and practices to the organization's infrastructure including hardware, software, networks, and human aspects of a system.
- Analyze and evaluate systems to maintain operations in the presence of risk.

About Computer and Information Science Certificates

Technical Support. The certificate program covers aspects of the use of information technology in today's organizations, including operating systems, software programs, networking, and security. This employer-driven hands-on interactive educational program equips students with cyber skills required for career-entry positions in tier 1 technical support in a wide range of companies.

Linux System Administration. The certificate program covers aspects of the administration of Linux system administration such as installation, configuration, hardening, scripting, managing, and troubleshooting different Linux distributions. This employer-driven hands-on interactive educational programs equip students with system administration skills required for career-entry positions in Linux system administration in a wide range of companies.

Windows System Administration. The certificate program covers aspects of the administration of Windows client and server administration such as installation, configuration, hardening, scripting, managing, and troubleshooting different Windows clients and servers. This employer-driven hands-on interactive educational programs equip students with Windows administration skills required for career-entry positions in Windows system administration in a wide range of companies.

Cyber Defense and Ethical Hacking. The certificate program covers aspects of the offensive and defensive tactics in protecting organization's systems such as planning, designing, configuring, and administering a network and security infrastructure. The certificate monitors and troubleshoot a network and security infrastructure. This employer-driven hands-on interactive educational programs equip students with cybersecurity skills required for career-entry positions in cybersecurity in a wide range of companies.

Program Outline

To receive the Certificate, students in the Technical Support program must earn 12 semester credit hours. Students in the Linux System Administration program must earn 11 semester credit hours. Students in the Windows System Administration program must earn 10 semester credit hours. Students in the Cyber Defense and Hacking program must earn 12 semester credit hours. The Computer and Information Science Certificate program requires a minimum of 1 semester, 2 months or 10 weeks. The program requirements are as follows:

Program Requirements

Technical Support

12 semester credit hours

CIS101	Computer Configuration I	3
CIS106	Introduction to Operating Systems	3
CIS150	Introduction to Networking	3
CIS225	Network Protocols and Services	3

Linux System Administration

11 semester credit hours

CIS123	Introduction to Scripting	3
CIS123L	Introduction to Scripting Lab	1
CIS206	Linux Administration	3
CIS305	Advanced Linux Administration	3
CIS305L	Advanced Linux Administration LAB	1

Windows System Administration

10 semester credit hours

CIS245	Windows Client and Server	3
CIS245L	Windows Client and Server LAB	1
CIS251	Advanced Windows Server	3
CIS321	Network Scripting	3

Cyber Defense and Ethical Hacking

12 semester credit hours

CIS212	Principles of Cybersecurity	3
CIS230	Advanced Cybersecurity	3
CIS403	Ethical Hacking	3
CIS411	Ethical Hacking II	3

Computer and Information Science Certificate - Program Specific Policies

Admissions Requirements. Admission is on a selective and competitive basis. ECPI University reserves the right to select those applicants who are deemed best qualified for the Computer and Information Science Certificate program. Entrance requirements include the following prerequisites:

- **Technical Support** – No pre-requisites
- **Linux System Administration** – [CIS106](#) Introduction to Operating Systems
- **Windows System Administration** – [CIS106](#) Introduction to Operating Systems, [CIS150](#) Introduction to Networking, and [CIS225](#) Network Protocols and Services
- **Cyber Defense and Ethical Hacking** – [CIS106](#) Introduction to Operating Systems, [CIS150](#) Introduction to Networking, and [CIS206](#) Linux Administration

Student Evaluation. Students must achieve a minimum term grade point average of 2.0.

Cyber and Information Security Technology, Bachelor of Science (Degree Completion)**Program Overview**

The B.S. in Cyber and Information Security Technology (BS CIST Degree Completion) program covers all aspects of the use of computers and information systems in today's organizations. Students are introduced to a variety of operating system environments, networking technologies, and associated security practices. With the growth of the internet, organizations are networking and securing their internal computer resources and also connecting to external internet-based resources. The pervasiveness of the internet and the rise of cloud computing present challenges in defending critical network infrastructure against cyber threats. These employer-driven, hands-on, interactive educational programs equip students with cyber and networking skills required for career-entry positions in a wide range of companies. The B.S. in Cyber and Information Security Technology program is designed to provide accelerated degree completion and new career options for candidates who have previously earned a bachelor's degree.

Program Objectives

Graduates of the B.S. in Cyber and Information Security Technology program are expected to attain the following objectives within a few years of graduation:

- Show innovation in applying the skills and techniques of computing in their professions.
- Pursue lifelong learning to ensure currency and continuous improvement of technical and soft skills and abilities.
- Participate actively as a member of the computing community, through professional organizations or other activities that serve the profession.
- Contribute to the advancement of computing while upholding the professional and ethical responsibilities of the field.
- Exhibit expertise in leadership and management in the profession.
- Develop adaptive solutions to evolving needs using industry-current tools and processes.
- Apply cybersecurity and risk management principles universally.

Program Outcomes

Students in the B.S. in Cyber and Information Security Technology program develop planning, design, implementation, and support skills in operating systems, networking, software programs, and security. Students develop additional focused skills based on which major the student pursues. Students also learn principles of excellent customer service in order to assist clients with technical issues.

Upon completion of the Bachelor of Science in Cyber and Information Security Technology program, graduates are able to:

- Apply principles of computing and other relevant disciplines to analyze and solve a complex computing problem.
- Design, implement, and evaluate a computing-based solution to meet a given set of computing requirements in the context of the program's discipline.
- Communicate effectively in a variety of professional contexts.
- Make informed judgments in computing practice based on ethics, law, regulatory environment, and standards of the profession.
- Function effectively as a member or leader of a team engaged in activities appropriate to the program's discipline.
- Apply security principles and practices to the environment, hardware, software, and human aspects of a system.
- Analyze and evaluate systems to maintain operations in the presence of risks and threats.

For additional information about the program link to: <https://www.ecpi.edu/programs/bachelors-to-bachelors-cyber-information-security-technology-degree-completion>. To see the Student Consumer Information link to: <https://www.ecpi.edu/student-consumer-services> which provides additional information on the future careers, success, cost, and financing for this program. For information on the University Completion and Graduation Rates, please see [About ECPI University](#) on the ECPI website.

In 12 months, through our year-round schedule, you can earn a Bachelor of Science in Cyber and Information Security Technology.

About Cyber and Information Security Technology

The B.S. in Cyber and Information Security Technology program will prepare graduates for IT career paths, including network and cybersecurity positions. Graduates will be prepared to plan, design, and implement computer hardware, software, networking, and cybersecurity systems. They may also work as security analysts, network architects, or administrators who design, implement, and maintain computer networks, including wireless networks. Graduates also may work in cyber defensive or offensive roles. Certain positions may require background checks, drug screening, and/or security clearances, depending on the position and industry.

Some entry-level job titles for a B.S. CIST graduate include Cybersecurity Operations and Maintenance Specialist, Network and Datacenter Administrator, Virtual Server Administrator, Storage Technology Manager, Systems Analyst,

and Systems Administrator. IST graduates are required in many industries, so employment could be expected in most any military or business setting.

Recommended Certifications

ECPI encourages students to obtain all appropriate certifications to increase potential job opportunities. ECPI provides students in this program with vouchers which allow the student to take certification exams at a greatly reduced cost. Available certifications for this program include Microsoft, Cisco, and Oracle certifications; A+, Network+, Linux+, and Security+; and Certified Ethical Hacker (CEH).

Program Outline

A student transferring into the B.S. Cyber and Information Security Technology (Degree Completion) program will transfer a minimum of 60 credit hours from his/her previous baccalaureate degree. These credits include 30 Arts and Sciences credits and 30 elective credits. To receive the Bachelor of Science in Cyber and Information Security Technology, which requires a total of 120 semester credit hours, a student transferring in the minimum 60 semester credit hours will be required to complete 60 credit hours. The program requires a minimum of 3 semesters, 12 months or 50 weeks of instruction. The program requirements are as follows:

Program Requirements

Core Curriculum

60 semester credit hours

ACS100	Computing Fundamentals	6
ACS125	Programming & Database Fundamentals	6
ACS150	Networking Fundamentals	6
ACS200	Security Fundamentals	6
ACS200L	Security+ Boot Camp	1
ACS225	Windows Administration	6
ACS250	Linux Administration	6
ACS300	Routing & Switching Fundamentals	6
ACS325	Cloud Administration	6
ACS400	Ethical Hacking	6
ACS450	Capstone I (Competition)	1
ACS451	Capstone II (Project)	4

Cyber and Information Security Technology (Degree Completion) - Program Specific Policies

Admissions Requirements

Admission is on a selective and competitive basis. ECPI University reserves the right to select those applicants who are deemed best qualified for the Cyber and Information Security Technology, Bachelor of Science (Degree Completion) program. The Admission process includes the following:

- Successful completion of the entrance assessment exam(s).
- Applicants must have completed a Bachelor of Science or a Bachelor of Arts degree from a regionally accredited institution, graduating with a minimum GPA of 2.50. *Students who do not meet the 2.50 GPA requirement may apply for admission to the BS CIST program on a provisional status. Upon successful completion of the first semester of the BS CIST program, a student may apply for a change of status from provisional admission to the full admission.*
- Applicants are required to provide official high school or General Education Diploma (GED) transcripts, as well as official college transcripts for completed college level course work. An educational history evaluation will be completed upon receipt of official transcripts. Transfer credits will be evaluated according to ECPI University’s transfer credit policy.
- Relevant work or military history and industry certifications related to computer science are also evaluated.
- Applicants are expected to have basic proficiency in common computer applications.
- Submission of an Entrance Essay (1 page maximum length) on *Why This Program is Important for My Professional Goals*.
- Qualified applicants who rank highest on the admissions criteria will be evaluated by an academic review committee. The academic review committee will determine final selection for admission to the BS CIST program.
- All applicants must submit to a criminal background check.
- Entrance requirements include 60 total credits applied from previous degree/coursework, including:
 - 30 Arts and Sciences credits (including prerequisite coursework outlined below)
 - 30 elective credits

60 semester credit hours

	Course Title	Credits
ARTS	Written/Oral Communication	6
	Social/Behavioral Sciences	6
AND SCIENCES	Natural Sciences or Math	3
	Fine Arts/Humanities	3
	Statistics	3
ELECTIVES	Arts and Sciences Electives	9
	General Electives	30

College of Technology Engineering Technology

Computer-Aided Drafting and Design, Associate of Science

Program Overview

The Computer-Aided Drafting & Design program focuses on real-world application of engineering principles. Students in the A.S. Computer-Aided Drafting & Design program will take a hands-on approach, utilizing a variety of drafting software and tools to create drawings in support of engineering projects. The program focuses on needed skills and competencies to develop the ability for the creation of two- and three-dimensional drawings, models, and designs for various engineering fields such as mechanical, electrical, architectural, and civil. Through a capstone experience, students will develop an effective solution to a problem statement related to engineering systems utilizing acquired skills in computer-aided drafting and design.

Program Objectives

Graduates of the A.S. Computer-Aided Drafting & Design program are expected to attain the following objectives within a few years of graduation:

- Apply acquired technical and analytical skills as it relates to their professional positions in electrical, mechanical, architectural, civil, and related industries.
- Develop engineering drawings, models and designs as applied to various engineering fields.
- Pursue lifelong learning and successful professional careers.
- Perform as effective team members through adequate oral and written communication skills.
- Relate and exercise an educated judgment in regards to their professional and ethical responsibilities.

Program Outcomes

Students in the A.S. Computer-Aided Drafting & Design program learn to use drafting software to create and visualize design concepts for product manufacturing, architectural designs, and civil infrastructure planning. They are able to apply acquired skills in design and drafting to analyze and prototype designs.

Upon completion of the Associate of Science in Computer- Aided Drafting & Design, graduates will be able to:

- Select and apply the knowledge, techniques, skills, and modern tools of the drafting discipline to a variety of engineering fields.
- Create digital and physical prototypes using software tools and rapid prototyping technologies.
- Perform relevant analysis on parts and assemblies by applying tools within CAD software.
- Function effectively as a member or leader on a technical team.
- Apply written, oral, and graphical communication in both technical and non-technical environments.

For additional information about the program link to: <http://www.ecpi.edu/technology/program/electronics-engineering-associate-degree/>. To see the Student Consumer Information link to: <https://www.ecpi.edu/student-consumer-services> which provides additional information on the future careers, success, cost, and financing for this program. For information on the University Completion and Graduation Rates, please see [About ECPI University](#) on the ECPI website.

In 1.5 years, though a year-round schedule, students can earn an Associate of Science in Computer Aided Drafting and Design.

About Computer-Aided Drafting and Design

The Computer-Aided Drafting and Design program prepares students for design and drafting careers supporting the various engineering fields such as mechanical, electrical, architectural, and civil. Graduates will apply acquired skills in computer drafting software to create engineering designs and models in support of engineering projects. Designers work with engineers to develop a comprehensive design documentation for engineering projects to include, graphical presentations, animations, prototypes and analysis of relevant parts. As an integral part of the design team, graduates play a vital role in the various stages of the design process from the conception to the final design production.

Certain positions may require background checks, drug screening, and/or security clearances, depending on the position and industry.

The curriculum provides graduates with the education and foundation needed for employment in a variety of industries in the private and public sector, including the automotive industry, aerospace industry, automation and manufacturing, architectural and civil firms. Computer-Aided Drafting & Design graduates are employed in a wide spectrum of areas, in positions such as CAD Designer, CAD Technician, Mechanical Drafter, Mechanical Designer, and Technical Illustrator.

Recommended Certifications

Certifications are not required for completion of this program; however, ECPI encourages student to obtain all appropriate certifications to increase potential job opportunities. ECPI provides students in this program with vouchers which allow the student to take certification exams at a greatly reduced cost. Available certifications for this program include AutoCAD Certified User and Inventor Certified User.

Program Outline

To receive the Associate of Science in Computer-Aided Drafting and Design, a student must earn 63 semester credits. The program requires a minimum of four semesters, 13 months or 55 weeks of instruction. The Program requirements are as follows:

Program Requirements

Core Curriculum

28 semester credit hours

CAD104	Rapid Prototyping & 3D Printing	3
CAD106	Civil CAD Design	3
CAD108	Architectural CAD Design	3
CAD110	Building Information Management (BIM)	3
CAD112	AutoCAD Electrical	3
EET191	Materials Science	3
EET192	Graphics Communication	3
EET192L	Introduction to 3-D Modeling LAB	1
MET211	Statics	3
MET213	Advanced 3-D Modeling	3

Self-Integration

7 semester credit hours

CIS106	Introduction to Operating Systems	3
COR191	Career Orientation	1
FOR110	Essentials for Success	3

Arts and Sciences

19 semester credit hours

ENG110	College Composition	3
HUM205	Culture and Diversity	3
MTH131	College Algebra	3
MTH200	Pre-calculus	3
PHY120	Physics	3
PHY120L	Physics LAB	1
PSY105	Introduction to Psychology	3

Electives**Electives**

9 semester credit hours

BUS102	Fundamentals of Customer Service	3
BUS121	Introduction to Business	3
EET113	DC & AC Circuits	3
EET200	Externship-EET III	3
EET223	Electronic Devices & Operational Amplifiers	3
ET210	Capstone Project	3
ET210L	Capstone Project Lab	1
MET114	Introduction to Geometric Dimensioning and Tolerancing (GD&T)	3
MET221	Manufacturing Processes	3
MET230	Hydraulics & Pneumatics Systems	3
MET230L	Hydraulics & Pneumatics Systems LAB	1
MTH220	Applied Calculus I	3

Electronic Systems Engineering Technology, Bachelor of Science

Electronic Systems Engineering Technology concentration

Mechatronics concentration

Program Overview

The Electronic Systems Engineering Technology (ESET) program focuses on real-world applications of engineering principles. Students in the program will acquire needed skills and competencies to develop solutions for automation and robotics systems.

The Electronic Systems Engineering Technology and Mechatronics concentrations offer a broad exposure to analog and digital electronics, engineering programming, instrumentation and measurement systems, as well as embedded and drive systems. A culminating capstone experience allows students to implement, test, and demonstrate a solution to a problem statement related to engineering technology systems.

With the new emerging technologies, a skilled workforce in the electronics field has been and will continue to be in demand for the design and implementation of new innovative solutions and products.

Program Objectives

Graduates of the B.S. Electronic Systems Engineering Technology program are expected to attain the following objectives within a few years of graduation:

- Apply acquired technical and analytical skills as it relates to their professional positions in electrical, electronic, and related industries.
- Apply relative mathematical, science, and engineering methods to solve technical problems.
- Analyze and implement complex systems including both hardware and software.
- Pursue lifelong learning and successful professional careers.
- Perform as effective team members through adequate oral and written communication skills.
- Relate and exercise an educated judgment in regards to their professional and ethical responsibilities.

Program Outcomes

Students in the B.S. Electronic Systems Engineering Technology, ESET, program learn to design and integrate electronic systems through a strong foundation in analog and digital electronics. They are able to apply the acquired engineering and mathematical principles to implement and improve systems and/or processes for engineering applications.

Upon completion of the Bachelor of Science in Electronic Systems Engineering Technology, graduates will have:

- An ability to apply knowledge, techniques, skills and modern tools of mathematics, science, engineering, and technology to solve broadly defined engineering problems appropriate to the discipline;
- An ability to design systems, components, or processes meeting specified needs for broadly-defined engineering problems appropriate to the discipline;
- An ability to apply written, oral, and graphical communication in both defined technical and non-technical environments; and an ability to identify and use appropriate technical literature;
- An ability to conduct standard tests, measurements, and experiments and to analyze and interpret the results to improve processes; and
- An ability to function effectively as a member or leader on a technical team.

For additional information about the program link to: <http://www.ecpi.edu/technology/?intcmp=technology-btn>. To see the Student Consumer Information link to: <https://www.ecpi.edu/student-consumer-services> which provides additional information on the future careers, success, cost, and financing for this program. For information on the University Completion and Graduation Rates, please see [About ECPI University](#) on the ECPI website.

Through ECPI University's year-round schedule, you can earn a Bachelor of Science degree in Electronic Systems Engineering Technology with a concentration in Electronic Systems Engineering Technology or Mechatronics, in 2.5 years.

Concentration Outcomes

Electronic Systems Engineering Technology Concentration

- Design and configure computer, communication, and control systems
- Analyze typical circuits used in communication systems

Mechatronics Concentration

- Create 2D and 3D designs for engineering parts using CAD software
- Implement hydraulic and pneumatic systems
- Analyze forces and their effects on systems

About Electronic Systems Engineering Technology

ESET graduates function in multidisciplinary teams to design, install, maintain, and repair systems, components, or processes meeting specific needs to engineering applications. They serve as a link between engineers and technicians in the workplace, where they play a key role from the conception of electronic systems until the implementation. They are involved in the development, testing, production, and quality assurance of components and systems, such as circuit boards, wireless phones, medical equipment, and control systems.

Some positions may require background checks, drug screening, and/or security clearances, depending on the position and industry.

The curriculum provides ESET graduates with the education and foundation needed for employment in a variety of industries in the private and public sector, including the computer industry, homeland security, automation and manufacturing, and education. Electronic Systems Engineering Technology concentration graduates are employed in a wide spectrum of areas, in positions such as: Engineering Consultant, Electrical Engineering or Computer Engineering Technologist, Product Engineer, or Project Manager. Graduates of the Mechatronics concentration area may also be employed as Automation Engineers and might enjoy a career working with robotics.

Recommended Certifications

Certifications are not required for completion of this program; however, ECPI encourages student to obtain all appropriate certifications to increase potential job opportunities. ECPI provides students in this program with vouchers which allow the student to take certification exams at a greatly reduced cost. Available certifications for this program include Fiber Optics Installer (FOI), Fiber Optics Technician (FOT), A+ Certification, Network+ Certification, and Security+ Certification.

Program Outline

To receive the Bachelor of Science in Electronic Systems Engineering Technology, student must earn 124 semester credit hours. The program requires a minimum of eight semesters, 30 months or 120 weeks of instruction. The Program requirements are as follows:

Program Requirements

Core Curriculum

52 semester credit hours

	ELECTRICITY	
EET110	Electric Circuits I	3
ESET111	Electric Circuits II	3
ESET111L	Electric Circuits LAB	1
EET310	Circuit Analysis	3
	ANALOG ELECTRONICS	
EET120	Semiconductor Devices	3
EET121	Electronic Systems Applications	3
EET220	Industrial Applications	3
EET221L	Instrumentation and Measurement LAB	1
	DIGITAL ELECTRONICS	
EET130	Digital Systems I	3
EET230	Digital Systems II	3
EET230L	Digital Systems LAB	1
	NETWORKING	
CIS150	Introduction to Networking	3
	PROGRAMMING	
CIS126	Introduction to Programming	3
EET207	Applied Engineering Programming	3
	CONTROL SYSTEMS	
EET231	Introduction to Programmable Logic Controllers	3
EET231L	Introduction to Programmable Logic Controllers LAB	1
EET331	Programmable Controllers and Robotics	3
EET331L	Programmable Controllers and Robotics LAB	1
	SENIOR PROJECT	
EET411	Senior Project	3
EET411L	Senior Project LAB	1

EMBEDDED AND DRIVE SYSTEMS

***ONE LECTURE COURSE AND CORRESPONDING LAB FROM THE FOLLOWING:

EET390	Motor Drives	3
EET390L	Motor Drives LAB	1
	OR	
EET430	Microcontrollers	3
EET430L	Microcontrollers LAB	1

Arts and Sciences

37 semester credit hours

CAP480	Arts and Sciences Capstone	3
COM115	Principles of Communication	3
ENG110	College Composition	3
ENG120	Advanced Composition	3
HUM205	Culture and Diversity	3
MTH131	College Algebra	3
MTH200	Pre-calculus	3
MTH220	Applied Calculus I	3
MTH320	Applied Calculus II	3
PHY120	Physics	3
PHY120L	Physics LAB	1
	***CHOOSE TWO COURSES:	
ECO201	Macroeconomics	3
ECO202	Microeconomics	3
PSY105	Introduction to Psychology	3
PSY220	Positive Psychology	3

**For allowable substitutions of arts and sciences courses, see the Arts and Sciences Department page*

Self-Integration

9 semester credit hours

CIS101	Computer Configuration I	3
COR090	Career Orientation Seminar	0
ET102	Engineering Math & Software Applications	3
FOR110	Essentials for Success	3

Concentration Requirements

Mechatronics

16 semester credit hours

EET191	Materials Science	3
EET192	Graphics Communication	3
EET192L	Introduction to 3-D Modeling LAB	1
MET211	Statics	3
MET230	Hydraulics & Pneumatics Systems	3
MET410	Dynamics	3

Electronic Systems Engineering Technology

16 semester credit hours

EET251	Computer Configuration II	3
EET251L	Computer Configuration II LAB	1
EET320	Semiconductor Processing	3
EET380	Digital Communications I	3
ESET280	Introduction to Communications Systems	3
	***ONE OF THESE TWO COURSES:	
EET252	Data Communications and Networking	3
CIS225	Network Protocols and Services	3

Electives

Electives

10 semester credit hours

BUS102	Fundamentals of Customer Service	3
BUS121	Introduction to Business	3
BUS242	Technology Optimization	3
BUS328	Business Process Improvement	3
BUS328L	Business Process Improvement LAB	1
BUS472	Applied Project Management	3
BUS472L	Applied Project Management LAB	1
CIS106	Introduction to Operating Systems	3
CIS121	Logic and Design	3
CIS123	Introduction to Scripting	3
CIS126L	Introduction to Programming LAB	1
CIS202	Introduction to Routing and Switching	3
CIS204	Intermediate Routing and Switching	3

CIS206	Linux Administration	3
CIS207L	Routing and Switching LAB	1
CIS214	Object-Oriented Programming Using C#	3
CIS215	Object-Oriented Programming with C++	3
CIS218	Object-Oriented Programming Using JAVA	3
CIS226	Introduction to Object Oriented Programming	3
CIS228	Service Desk Fundamentals	3
CIS245	Windows Client and Server	3
CIS245L	Windows Client and Server LAB	1
CIS282	Web Interface Design	3
EET272	Fiber Optics Communication	3
EET272L	Fiber Optics Communication LAB	1
EET301	Special Topics in Engineering Technology	3
EET302	Externship-EET Sr. III	3
EET306	Externship-EET Sr. I-a	1
EET307	Externship-EET Sr. I-b	1
EET308	Externship-EET Sr. I-c	1
EET309	Externship-EET Sr. II	2
EET350	Overview of Electronic Security Devices	3
EET352	Engineering Economics	3
MET114	Introduction to Geometric Dimensioning and Tolerancing (GD&T)	3
MET213	Advanced 3-D Modeling	3
MET221	Manufacturing Processes	3
MET230L	Hydraulics & Pneumatics Systems LAB	1
MET311	Mechanisms	3
MET313	Applied Strength of Materials	3
MET330	Applied Fluid Mechanics	3
MET330L	Applied Fluid Mechanics LAB	1

Electronics Engineering Technology, Bachelor of Science

Electronics Engineering Technology concentration

Mechatronics concentration

Program Overview

The Electronics Engineering Technology program focuses on real-world application of engineering principles. Students in the B.S. Electronics Engineering Technology programs will take a hands-on approach, utilizing a variety of electronic systems and tools to analyze and solve real world problems. The program focuses on needed skills and competencies to develop solutions for automation and robotics systems. Through a capstone experience, students will implement, test, and demonstrate a solution to a problem statement related to engineering technology systems utilizing acquired skills in Programmable Logic Controllers and microcontrollers programming.

With the new emerging technologies, a skilled workforce in the electronics field has been and will continue to be in demand for the maintenance, repair, installation, quality assurance, and research and development fields.

Program Objectives

Graduates of the B.S. Electronics Engineering Technology program are expected to attain the following objectives within a few years of graduation:

- Apply acquired technical and analytical skills as it relates to their professional positions in electrical, electronic, and related industries.
- Apply relative mathematical, science, and engineering methods to solve technical problems.
- Analyze and implement complex systems including both hardware and software.
- Pursue lifelong learning and successful professional careers.
- Perform as effective team members through adequate oral and written communication skills.
- Relate and exercise an educated judgment in regards to their professional and ethical responsibilities.

Program Outcomes

Students in the B.S. Electronics Engineering Technology program learn to design and build electronic systems through a strong foundation in analog and digital electronics. They are able to apply the acquired engineering and mathematical principles to implement and maintain computers and control systems.

Upon completion of the Bachelor of Science in Electronics Engineering Technology, graduates will have:

- An ability to select and apply the knowledge, techniques, skills, and modern tools of the discipline to broadly-defined engineering technology activities.
- An ability to select and apply a knowledge of mathematics, science, engineering and technology to engineering technology problems that require the application of principles and applied procedures or methodologies.
- An ability to conduct standard tests and measurements; to conduct, analyze, and interpret experiments; and to apply experimental results to improve processes.
- An ability to design systems, components, or processes for broadly-defined engineering technology problems appropriate to program educational objectives.
- An ability to function effectively as a member or leader on a technical team.
- An ability to identify, analyze, and solve broadly defined engineering technology problems.
- An ability to apply written, oral, and graphical communication in both technical and non-technical environments; and an ability to identify and use appropriate technical literature.
- An understanding of the need for an ability to engage in self-directed continuing professional development.
- An understanding of and a commitment to address professional and ethical responsibilities, including a respect for diversity.
- A knowledge of the impact of engineering technology solutions in a societal and global context.
- A commitment to quality, timeliness, and continuous improvement.

For additional information about the program link to: <http://www.ecpi.edu/technology/?intcmp=technology-btn>. To see the Student Consumer Information link to: <https://www.ecpi.edu/student-consumer-services>, which provides additional information on the future careers, success, cost, and financing for this program. For information on the University Completion and Graduation Rates, please see [About ECPI University](#) on the ECPI website.

In 2.5 years, through our year-round schedule, you can earn a Bachelor of Science in Electronics Engineering Technology.

Concentration Outcomes

Electronics Engineering Technology Concentration

Students enrolled in the B.S. Electronics Engineering Technology concentration will apply acquired knowledge to design and repair computer, control and embedded systems as well as implementing industrial automation solutions. Graduates of the B.S. EET Electronics Engineering concentration will use interactive hands-on education in technology to achieve the following outcomes:

- Design and configure computer, communication, and control systems
- Analyze typical circuits used in communication systems

Mechatronics Concentration

Students enrolled in the Mechatronics concentration will apply acquired knowledge to design and repair mechanical, electronics, and control systems. Graduates of the B.S. EET Mechatronics concentration will use interactive hands-on education in technology to achieve the following outcomes:

- Create 2D and 3D designs for engineering parts using CAD software
- Implement hydraulic and pneumatic systems
- Analyze forces and their effects on systems

About Electronics Engineering Technology

Graduates of this degree program are able to design, install, maintain, and repair electrical and electronic equipment. They serve as a link between engineers and technicians in the workplace, and often work with engineers from the conception of an electronic product until its final production. They assist engineers in the development, testing, production, and quality assurance of components such as circuit boards, wireless phones, medical equipment, and control systems. Electronics Engineering Technologists are needed in many industries and can find employment in work environments where electronics are used extensively.

Some positions may require background checks, drug screening, and/or security clearances, depending on the position and industry.

The curriculum provides graduates with the education and foundation needed for employment in a variety of industries in the private and public sector, including the computer industry, homeland security, automation and manufacturing, and education. Electronics Engineering Technology graduates are employed in a wide spectrum of areas, in positions such as: Engineering Consultant, Electrical Engineering or Computer Engineering Technologist, Product Engineer, or Project Manager. Graduates of the Mechatronics concentration area may also be employed as Automation Engineers and might enjoy a career working with robotics.

Recommended Certifications

Certifications are not required for completion of this program; however, ECPI encourages student to obtain all appropriate certifications to increase potential job opportunities. ECPI provides students in this program with vouchers which allow the student to take certification exams at a greatly reduced cost. Available certifications for this program include Fiber Optics Installer (FOI), Fiber Optics Technician (FOT), A+ Certification, Network+ Certification, Security+ Certification, GMDSS - Global Maritime Distress and Safety System Maintainer License, GROL - General Radiotelephone Operator's License, and Associate CET.

Program Outline

To receive the Bachelor of Science in Electronics Engineering Technology, the student must earn 124 semester credit hours. The program requires a minimum of eight semesters, 30 months or 120 weeks of instruction. Program requirements are as follows:

Program Requirements

Core Curriculum

52 semester credit hours

	ELECTRICITY	
EET110	Electric Circuits I	3
EET111	Electric Circuits II	3
EET111L	Electric Circuits LAB	1
EET310	Circuit Analysis	3
	ANALOG ELECTRONICS	
EET120	Semiconductor Devices	3
EET121	Electronic Systems Applications	3
EET220	Industrial Applications	3
EET221L	Instrumentation and Measurement LAB	1
	DIGITAL ELECTRONICS	
EET130	Digital Systems I	3
EET230	Digital Systems II	3
EET230L	Digital Systems LAB	1
	NETWORKING	
CIS150	Introduction to Networking	3
	PROGRAMMING	
CIS126	Introduction to Programming	3
EET207	Applied Engineering Programming	3

	CONTROL SYSTEMS	
EET231	Introduction to Programmable Logic Controllers	3
EET231L	Introduction to Programmable Logic Controllers LAB	1
EET331	Programmable Controllers and Robotics	3
EET331L	Programmable Controllers and Robotics LAB	1
	EMBEDDED AND DRIVE SYSTEMS	
	***ONE LECTURE COURSE AND CORRESPONDING LAB FROM THE FOLLOWING:	
EET390	Motor Drives	3
EET390L	Motor Drives LAB	1
	or	
EET430	Microcontrollers	3
EET430L	Microcontrollers LAB	1
	SENIOR PROJECT	
EET411	Senior Project	3
EET411L	Senior Project LAB	1

Arts and Sciences*

31 semester credit hours

CAP480	Arts and Sciences Capstone	3
COM115	Principles of Communication	3
ENG110	College Composition	3
ENG120	Advanced Composition	3
HUM205	Culture and Diversity	3
MTH131	College Algebra	3
MTH200	Pre-calculus	3
PHY120	Physics	3
PHY120L	Physics LAB	1
	***CHOOSE TWO COURSES:	
PSY105	Introduction to Psychology	3
PSY220	Positive Psychology	3
ECO201	Macroeconomics	3
ECO202	Microeconomics	3

*For allowable substitutions of arts and sciences courses, see the Arts & Sciences Department page.

Self-Integration

9 semester credit hours

CIS101	Computer Configuration I	3
COR090	Career Orientation Seminar	0
ET102	Engineering Math & Software Applications	3
FOR110	Essentials for Success	3

Concentration Requirements**Electronics Engineering Technology**

16 semester credit hours plus electives

EET251	Computer Configuration II	3
EET251L	Computer Configuration II LAB	1
EET280	Introduction to Communication Systems	3
EET320	Semiconductor Processing	3
EET380	Digital Communications I	3
	***ONE OF THESE TWO COURSES:	
EET252	Data Communications and Networking	3
CIS225	Network Protocols and Services	3

Mechatronics

16 semester credit hours plus electives

EET191	Materials Science	3
EET192	Graphics Communication	3
EET192L	Introduction to 3-D Modeling LAB	1
MET211	Statics	3
MET230	Hydraulics & Pneumatics Systems	3
MET410	Dynamics	3

Electives**Electives**

16 semester credit hours

BUS102	Fundamentals of Customer Service	3
BUS121	Introduction to Business	3
BUS242	Technology Optimization	3
BUS328	Business Process Improvement	3
BUS328L	Business Process Improvement LAB	1
BUS472	Applied Project Management	3

BUS472L	Applied Project Management LAB	1
CIS106	Introduction to Operating Systems	3
CIS121	Logic and Design	3
CIS123	Introduction to Scripting	3
CIS126L	Introduction to Programming LAB	1
CIS202	Introduction to Routing and Switching	3
CIS204	Intermediate Routing and Switching	3
CIS206	Linux Administration	3
CIS207L	Routing and Switching LAB	1
CIS214	Object-Oriented Programming Using C#	3
CIS215	Object-Oriented Programming with C++	3
CIS218	Object-Oriented Programming Using JAVA	3
CIS226	Introduction to Object Oriented Programming	3
CIS228	Service Desk Fundamentals	3
CIS245	Windows Client and Server	3
CIS245L	Windows Client and Server LAB	1
CIS282	Web Interface Design	3
EET272	Fiber Optics Communication	3
EET272L	Fiber Optics Communication LAB	1
EET301	Special Topics in Engineering Technology	3
EET302	Externship-EET Sr. III	3
EET306	Externship-EET Sr. I-a	1
EET307	Externship-EET Sr. I-b	1
EET308	Externship-EET Sr. I-c	1
EET309	Externship-EET Sr. II	2
EET350	Overview of Electronic Security Devices	3
EET352	Engineering Economics	3
MET114	Introduction to Geometric Dimensioning and Tolerancing (GD&T)	3
MET213	Advanced 3-D Modeling	3
MET221	Manufacturing Processes	3
MET230L	Hydraulics & Pneumatics Systems LAB	1
MET311	Mechanisms	3
MET313	Applied Strength of Materials	3
MET330	Applied Fluid Mechanics	3
MET330L	Applied Fluid Mechanics LAB	1
MTH220	Applied Calculus I	3
MTH320	Applied Calculus II	3

Electronics Engineering Technology, Associate of Science

Electronics Engineering Technology concentration

Mechatronics concentration

Program Overview

Electronics Engineering Technicians install, maintain and repair electrical and electronic equipment. They also assist in the development, testing, production, and quality assurance of equipment and components such as: circuit boards, wireless phones, PDAs, medical equipment, and control systems. Skills in the Mechatronics field can be applied in various areas including maintenance and repair, installation, quality assurance, and research and development.

The Electronics Engineering curriculum provides the education and foundation needed for employment in a variety of related industries in both the private and public sector including: automation and manufacturing, aerospace, automotive, and computer industries.

The Mechatronics concentration will offer you the chance to work with and troubleshoot programmable logic controllers, and integrated systems; learn by doing while grasping a firm theoretical foundation in electronics; and put into practice your acquired knowledge through several hands-on projects.

Program Objectives

Students in the A.S. Electronics Engineering Technology program learn to apply technical and analytical skills in electrical, electronics, and related industry to solve engineering problems and maintain equipment and facilities. They apply mathematical science and engineering principles to solve technical problems, implement complex hardware and software systems, and perform team work in engineering projects,

Graduates of the A.S. Electronic Engineering Technology program are expected to attain the following objectives within a few years of graduation:

- Apply acquired technical and analytical skills as it relates to their professional positions in electrical, electronic, and related industries.
- Apply relative mathematical, science, and engineering methods to solve technical problems.
- Analyze and implement complex systems including both hardware and software.
- Pursue lifelong learning and successful professional careers.
- Perform as effective team members through adequate oral and written communication skills.
- Relate and exercise an educated judgment in regards to their professional and ethical responsibilities

Program Outcomes

Upon completion of the A.S. Electronics Engineering Technology program, graduates should be able to:

- Apply the knowledge, techniques, skills and modern tools of the discipline to narrowly defined engineering technology activities.
- Apply knowledge of mathematics, science, engineering, and technology to engineering technology problems that require limited application of principles but extensive practical knowledge.
- Conduct standard tests and measurements, and to conduct, analyze, and interpret experiments.
- Function effectively as a member of a technical team.
- Identify, analyze, and solve narrowly defined engineering technology problems.

- Apply written, oral and graphical communication in both technical and non-technical environments; and an ability to identify and use appropriate technical literature.
- Possess an understanding of and a commitment to address professional and ethical responsibilities, including a respect for diversity.
- Possess a commitment to quality, timeliness, and continuous improvement.

For additional information about the program link to: <http://www.ecpi.edu/technology/program/electronics-engineering-associate-degree/>. To see the Student Consumer Information link to: <https://www.ecpi.edu/student-consumer-services>, which provides additional information on the future careers, success, cost, and financing for this program. For information on the University Completion and Graduation Rates, please see [About ECPI University](#) on the ECPI website.

In 1.5 years, though a year-round schedule, students can earn an Associate of Science in Electronics Engineering Technology or an Associate of Applied Science in Electronics Engineering Technology (South Carolina only).

Concentration Outcomes

Electronics Engineering Technology Concentration

Students in the A.S. Electronics Engineering Technology concentration learn about subjects such as fiber optics, analog and digital electronics, control systems, and network technologies. They are able to use test equipment to troubleshoot, maintain, and repair electronic systems, as well as computer and network technologies. Graduates of the A.S. EET Electronics Engineering concentration will use interactive hands-on education in technology to achieve the following outcomes:

- Use testing and measuring instruments to acquire and analyze data
- Implement a system or a process containing hardware and software components

Mechatronics Concentration

Students in the A.S. Mechatronics concentration will focus on core areas such as programmable controllers, hydraulics and pneumatics, testing and measuring instruments, materials science, automation and control systems, and computer programming and networks.

Graduates of the A.S. EET Mechatronics concentration will use interactive hands-on education in technology to achieve the following outcomes:

- Create 2D and 3D designs for engineering parts using CAD software
- Implement hydraulic and pneumatic systems

About Electronics Engineering Technology

Electronic Engineering Technicians install, maintain, and repair electrical and electronic equipment. They assist engineers in the development, testing, production, and quality assurance of equipment and components such as circuit boards, wireless phones, medical equipment, and control systems. Electronics Engineering Technicians are needed in many industries and can find employment in work environments where electronics are used extensively. Mechatronics Technicians play a critical role in advanced manufacturing. Through their combined skills in mechanical, electrical, and electronics circuits, they are able to troubleshoot, repair, and maintain computer-controlled mechanical systems.

Some positions may require background checks, drug screening, and/or security clearances, depending on the position and industry.

Some entry-level job titles for an A.S. EET graduate include: Medical Equipment Repairer and Installer, Biomedical Equipment Technician, Biomedical Support Technician, Electronics Technician, Computer Engineering Technician,

Computer Support Specialist, Electrical/Electronic Engineering Technician, Field Service Technician, and Technical Salesperson.

Some entry-level job titles for an A.S. EET graduate with a Mechatronics concentration include: Automation Technician, Control Systems Technician, Electro-Mechanic, Electro-Mechanical Technician (E/M Technician), Electro-Mechanical Equipment Tester, Electronic Instrument Technician, Electronic Technician, and a combination of these titles.

Graduates of the A.S. EET degree program may choose to continue their education by pursuing a B.S. degree in EET.

Recommended Certifications

Certifications are not required for completion of this program; however, ECPI encourages student to obtain all appropriate certifications to increase potential job opportunities. ECPI provides students in this program with vouchers which allow the student to take certification exams at a greatly reduced cost. Available certifications for this program include Fiber Optics Installer (FOI), Fiber Optics Technician (FOT), A+ Certification, Network+ Certification, Security+ Certification, GMDSS - Global Maritime Distress and Safety System Maintainer License, GROL - General Radiotelephone Operator's License, and Associate CET.

Program Outline

To receive the Associate of Science in Electronics Engineering Technology or the Associate of Applied Science in Electronics Engineering Technology (SC only), the student must earn 76 semester credit hours. The program requires a minimum of five semesters, 18 months or 75 weeks of instruction. Program requirements are as follows:

Program Requirements

Core Curriculum

25 semester credit hours

	ELECTRICITY	
<u>EET110</u>	Electric Circuits I	3
	and	
	***ONE LECTURE COURSE AND CORRESPONDING LAB FROM THE FOLLOWING:	
<u>EET111</u>	Electric Circuits II	3
<u>EET111L</u>	Electric Circuits LAB	1
	or	
<u>ESET111</u>	Electric Circuits II	3
<u>ESET111L</u>	Electric Circuits LAB	1
	ANALOG ELECTRONICS	
<u>EET120</u>	Semiconductor Devices	3
<u>EET121</u>	Electronic Systems Applications	3
	DIGITAL ELECTRONICS	
<u>EET130</u>	Digital Systems I	3
<u>EET230</u>	Digital Systems II	3

	NETWORKING	
CIS150	Introduction to Networking	3
	PROGRAMMING	
CIS126	Introduction to Programming	3

Arts and Sciences*

19 semester credit hours

COM115	Principles of Communication	3
ENG110	College Composition	3
HUM205	Culture and Diversity	3
MTH131	College Algebra	3
PHY120	Physics	3
PHY120L	Physics LAB	1
	***ONE OF THE FOLLOWING:	
PSY105	Introduction to Psychology	3
ECO201	Macroeconomics	3
ECO202	Microeconomics	3

**For allowable substitutions of arts and sciences courses, see the Arts & Sciences Department page.*

Self-Integration

9 semester credit hours

CIS101	Computer Configuration I	3
COR090	Career Orientation Seminar	0
ET102	Engineering Math & Software Applications	3
FOR110	Essentials for Success	3

Concentration Requirements

Mechatronics

13 semester credit hours

EET191	Materials Science	3
EET192	Graphics Communication	3
EET192L	Introduction to 3-D Modeling LAB	1
MET211	Statics	3
MET230	Hydraulics & Pneumatics Systems	3

Electronics Engineering Technology

13 semester credit hours

EET220	Industrial Applications	3
EET221L	Instrumentation and Measurement LAB	1
EET251	Computer Configuration II	3
EET282	Wireless Security	3
	***ONE OF THESE TWO COURSES:	
EET252	Data Communications and Networking	3
	OR	
CIS225	Network Protocols and Services	3

Electives**Electives**

10 semester credit hours

BUS102	Fundamentals of Customer Service	3
BUS121	Introduction to Business	3
BUS242	Technology Optimization	3
CAD104	Rapid Prototyping & 3D Printing	3
CAD106	Civil CAD Design	3
CAD108	Architectural CAD Design	3
CAD110	Building Information Management (BIM)	3
CAD112	AutoCAD Electrical	3
CIS106	Introduction to Operating Systems	3
CIS121	Logic and Design	3
CIS123	Introduction to Scripting	3
CIS126L	Introduction to Programming LAB	1
CIS202	Introduction to Routing and Switching	3
CIS204	Intermediate Routing and Switching	3
CIS206	Linux Administration	3
CIS207L	Routing and Switching LAB	1
CIS214	Object-Oriented Programming Using C#	3
CIS215	Object-Oriented Programming with C++	3
CIS218	Object-Oriented Programming Using JAVA	3
CIS226	Introduction to Object Oriented Programming	3
CIS228	Service Desk Fundamentals	3
CIS245	Windows Client and Server	3
CIS245L	Windows Client and Server LAB	1
CIS282	Web Interface Design	3

EET200	Externship-EET III	3
EET203	Externship-EET I-a	1
EET204	Externship-EET I-b	1
EET205	Externship-EET I-c	1
EET220	Industrial Applications	3
EET230L	Digital Systems LAB	1
EET231	Introduction to Programmable Logic Controllers	3
EET231L	Introduction to Programmable Logic Controllers LAB	1
EET251L	Computer Configuration II LAB	1
EET272	Fiber Optics Communication	3
EET272L	Fiber Optics Communication LAB	1
ET210	Capstone Project	3
MET114	Introduction to Geometric Dimensioning and Tolerancing (GD&T)	3
MET213	Advanced 3-D Modeling	3
MET221	Manufacturing Processes	3
MET230L	Hydraulics & Pneumatics Systems LAB	1
MTH200	Pre-calculus	3
MTH220	Applied Calculus I	3

Engineering Technology, Certificate

Program Overview

ECPI University offers Certificate programs (also referred to as Micro-credentials) that focus on specific skill sets. These programs are shorter than traditional degree programs and are designed to meet the needs of working professionals so that they can stay competitive in their field. Certificate programs may be offered in a variety of ways to suit the learning style and schedules of individuals. They may include remote learning, instructor led in-seat learning, hybrid courses, and online courses.

Students can choose from one of four options:

- Manufacturing Processes and CNC Programming - 13 semester credit hours
- CAD, Prototyping, and 3D Printing - 10 semester credit hours
- Pre-Engineering Math and Software Applications – 13 semester credit hours
- Digital Logic Systems – 13 semester credit hours

Manufacturing Processes and CNC Programming Certificate Outcomes

Upon completion of the Certificate in Manufacturing Processes and CNC Programming, graduates are able to:

- Select materials and related manufacturing processes for engineering applications.
- Identify and schedule machine tool operations required to safely manufacture engineering parts.
- Safely operate various machine tool to manufacture engineering parts.
- Create a complete CNC program to manufacture finished parts from stock material.

CAD, Prototyping, and 3D Printing Certificate Outcomes

Upon completion of the Certificate in CAD, Prototyping, and 3D Printing, graduates are able to:

- Produce correctly dimensioned and annotated multi-view drawings.
- Model complex 3D objects and produce their engineering drawings.
- Create assemblies and animate mechanical mechanisms.
- Create and convert sketches into basic features by extruding and revolving.

Pre-Engineering Math and Software Applications Certificate Outcomes

Upon completion of the Certificate in Pre-Engineering Math and Software Applications, graduates are able to:

- Formulate, use, and interpret mathematical models.
- Apply the properties of the six trigonometric functions and their inverses.
- Apply mathematical principles to real-world situations, including scientific models.
- Apply operational calculus in electrical, electronic, and mechanical engineering systems.
- Apply engineering problem solving, analysis and modeling using relevant engineering software.

Digital Logic Systems Certificate Outcomes

Upon completion of the Certificate in Digital Logic Systems, graduates are able to:

- Successfully conduct laboratory experiments with basic passive and active components in the laboratory and/or using simulation software.
- Correctly acquire, analyze and interpret electrical measurements for different circuit configurations.
- Design and implement combinational logic circuits with input and output interfacing devices.
- Analyze sequential circuits, state machines, Analog-to-Digital (ADC) and Digital-to-Analog (DAC) converters.

About Engineering Technology Certificates

Manufacturing Processes and CNC Programming. The certificate program covers aspects of needed skills and knowledge for manufacturing. Students will gain an understanding of various materials characteristics and applications, manufacturing processes, and machining techniques. Students will learn about CNC systems, controls, operation, set-up, hand-compiled programs such as G-code, and CAM programs.

CAD Prototyping, and 3D Printing. The certificate program covers aspects of 3D Modeling that businesses are utilizing more prominently to cut costs, produce stronger and lighter parts, reduce time to market and improve efficiency. Students will gain an understanding of this technology that will be important to job seekers and professionals across the 21st century economy. Working with AutoCAD software, students will create and edit simple drawings, translate file formats for articulation between different systems, and utilize 3 dimensional printers to create prototypes.

Pre-Engineering Math and Software Applications. The certificate program covers aspects of a preparation for students interested in joining an engineering discipline. Students will acquire basic math skills needed for engineering majors. Engineering problem solving techniques and tools are introduced. Using relevant engineering software, students will be able to analyze, model, and present engineering solutions to real-life applications.

Digital Logic Systems. The certificate program covers aspects of the foundational knowledge in basic electricity and digital systems. Circuit analysis techniques and troubleshooting skills will be gained.

Program Outline

To receive the Certificate, students in the Manufacturing Processes and CNC Programming program must earn 13 semester credit hours. Students in the CAD, Prototyping, and 3D Printing program must earn 10 semester credit

hours. Students in the Pre-Engineering Math and Software Applications program must earn 13 semester credit hours. Students in the Digital Logic Systems program must earn 13 semester credit hours. The Electronics Engineering Technology Certificate program requires a minimum of 1 semester, 2 months or 10 weeks. The program requirements are as follows:

Program Requirements

Manufacturing Processes and CNC Programming

13 semester credit hours

EET191	Materials Science	3
MET221	Manufacturing Processes	3
MET320	Machine Tools	3
MET320L	Machine Tools LAB	1
MET322	CNC Machines	3

CAD Prototyping and 3D Printing

10 semester credit hours

CAD104	Rapid Prototyping & 3D Printing	3
EET192	Graphics Communication	3
EET192L	Introduction to 3-D Modeling LAB	1
MET213	Advanced 3-D Modeling	3

Pre-Engineering Math and Software Applications

13 semester credit hours

ET102	Engineering Math & Software Applications	3
MTH131	College Algebra	3
MTH200	Pre-calculus	3
PHY120	Physics	3
PHY120L	Physics LAB	1

Digital Logic Systems

13 semester credit hours

EET110	Electric Circuits I	3
EET111	Electric Circuits II	3
EET111L	Electric Circuits LAB	1
EET130	Digital Systems I	3
EET230	Digital Systems II	3

Engineering Technology Certificate - Program Specific Policies

Admissions Requirements. Admission is on a selective and competitive basis. ECPI University reserves the right to select those applicants who are deemed best qualified for the Engineering Technology Certificate program. Entrance requirements include the following prerequisites:

- **Manufacturing Processes and CNC Programming** – [MTH200](#) Precalculus, [PHY120](#) Physics, [EET192](#) & [EET192L](#) Introduction to 3D Modeling and Lab, and [MTH131](#) College Algebra
- **CAD, Prototyping, and 3D Printing** – [MTH131](#) College Algebra
- **Pre-Engineering Math and Software Applications** – No pre-requisites
- **Digital Logic Systems** – [MTH131](#) College Algebra

Student Evaluation. Students must achieve a minimum term grade point average of 2.0.

College of Technology Mechanical Engineering Technology

Mechanical Engineering Technology, Bachelor of Science

Mechanical Engineering Technology

Program Overview

If you are the type of person who likes hands-on careers in design, testing, manufacturing, operations, maintenance, and technical support, then Mechanical Engineering Technology may be the right choice for you. Learn skills that support industries such as Product Design and Fabrication, Manufacturing, Power Generation, Heating, Air Conditioning, Transportation, Infrastructure, Plant Management, and Systems Controls.

In 2.5 years, through our year-round schedule, you can earn a Bachelor of Science Degree in Mechanical Engineering Technology.

The Mechanical Engineering Technology program focuses on problem solving and real-world application of applied engineering science and technology. Mechanical Engineering technologists are real problem solvers with responsibilities ranging from those of a support technician to plant manager.

The program focuses on core areas such as:

- Mechanical design and analysis
- Materials science and manufacturing processes
- Thermal-fluid-energy sciences
- Computer aided engineering graphics and analysis
- Electro-mechanical devices
- Instrumentation and controls

Program Objectives

Building upon ECPI's tradition of providing an interactive and "real world" hands-on education in technology, you can:

- Acquire knowledge, techniques, skills and modern tools of Mechanical Engineering Technology
- Conduct, analyze, and interpret experiments and apply experimental results to design and improve mechanical processes
- Function effectively as a team member for preparation of reports and presentations
- Incorporate quality, aptitude, and continuous improvement in expertise and professional behavior

Program Outcomes

The learning outcomes of BS MET program include the following:

- Select and apply current knowledge of mathematics, science, and engineering and technology
- Select and apply current knowledge, techniques, skills, and modern tools of mechanical engineering technology
- Design systems, components, or processes
- Conduct tests, measurements, experiments, and interpret results thereof

- Identify, analyze and solve key problems, and improve processes
- Communicate effectively by preparing technical reports, documenting work or writing papers, and by making individual and group presentations
- Demonstrate an understanding of professional, ethical, and social responsibilities while collaborating effectively with diverse team members to achieve a designated task
- Commitment to quality, timeliness, and continuous improvement

For additional information about the program link to: <https://www.ecpi.edu/programs/mechanical-engineering-technology-bachelor-degree>. To see the Student Consumer Information link to: <https://www.ecpi.edu/student-consumer-services> which provides additional information on the future careers, success, cost, and financing for this program. For information on the University Completion and Graduation Rates, please see [About ECPI University](#) on the ECPI website.

About Mechanical Engineering Technology

Mechanical engineering technologists are needed in many industries and can find employment in manufacturing environments.

Some positions may require background checks, drug screening, and/or security clearances, depending on the position and industry. The curriculum provides graduates with the education and experience needed for employment in various public and private careers: Mechanical Product Design and Fabrication; CAD and Computer Graphics; Automation and Manufacturing; Machining and Mechanical Maintenance; Power Generation and Plant Management; Climate Control: Heating, Ventilation, and Air Conditioning; Transportation: Vehicles and Infrastructure; Aerospace and Aerodynamics Industry; Systems Controls.

Entry-level employment opportunities for graduates in the mechanical engineering technology field include many specialties; it is anticipated that job titles would be diverse. A typical title would be technologist engineer or engineering technician and their respective specialty such as Mechanical Engineering Consultant; Product and Materials Testing Technologist; Drafting and Computer Graphics Engineer; Manufacturing and Quality Management Engineer; Industrial Engineer; Project Manager; Plant Maintenance and Production Manager; Transportation Engineer; Power and Energy Engineer.

Recommended Certifications

Certifications are not required for completion of this program; however, ECPI encourages student to obtain all appropriate certifications to increase potential job opportunities. ECPI provides students in this program with vouchers which allow the student to take certification exams at a greatly reduced cost.

Some Mechanical Engineering Technology specialties require the use of complicated and expensive machinery, training is often required. There are many certifications that a Mechanical Engineering Technician would need to acquire such as Machining, Welding, HVAC, CAD, etc.

Program Outline

To receive the Bachelor of Science in Mechanical Engineering Technology, the student must earn 124 semester credit hours. The program requires a minimum of eight semesters, 30 months or 120 weeks of instruction. The program requirements are as follows:

Program Requirements

Core Curriculum

70 semester credit hours

	ELECTRICITY	
EET113	DC & AC Circuits	3
	ANALOG ELECTRONICS	
EET223	Electronic Devices & Operational Amplifiers	3
	PROGRAMMING	
CIS126	Introduction to Programming	3
EET207	Applied Engineering Programming	3
	ENGINEERING MECHANICS	
MET211	Statics	3
MET311	Mechanisms	3
MET410	Dynamics	3
	DRAFTING AND MODELING	
EET192	Graphics Communication	3
EET192L	Introduction to 3-D Modeling LAB	1
MET213	Advanced 3-D Modeling	3
	MANUFACTURING	
EET191	Materials Science	3
MET221	Manufacturing Processes	3
MET320	Machine Tools	3
MET320L	Machine Tools LAB	1
MET322	CNC Machines	3
	MECHANICAL DESIGN	
MET313	Applied Strength of Materials	3
MET313L	Materials LAB	1
MET412	Machine Design	3
MET414	Applied Finite Element Analysis	3
	FLUID SCIENCE	
MET230	Hydraulics & Pneumatics Systems	3
MET230L	Hydraulics & Pneumatics Systems LAB	1

MET330	Applied Fluid Mechanics	3
MET330L	Applied Fluid Mechanics LAB	1
MET432	Applied Thermodynamics	3
MET434	Applied Heat Transfer	3
MET434L	Heat Transfer and Thermodynamics LAB	1
	SENIOR PROJECT	
MET400	Senior Project	3
MET400L	Senior Project LAB	1

Arts and Sciences*

37 semester credit hours

CAP480	Arts and Sciences Capstone	3
COM115	Principles of Communication	3
ENG110	College Composition	3
ENG120	Advanced Composition	3
HUM205	Culture and Diversity	3
MTH131	College Algebra	3
MTH200	Pre-calculus	3
MTH220	Applied Calculus I	3
MTH320	Applied Calculus II	3
PHY120	Physics	3
PHY120L	Physics LAB	1
	***CHOOSE TWO COURSES:	
ECO201	Macroeconomics	3
ECO202	Microeconomics	3
PSY105	Introduction to Psychology	3
PSY220	Positive Psychology	3

*For allowable substitutions of arts and sciences courses, see the Arts & Sciences Department page.

Self-Integration

9 semester credit hours

CIS101	Computer Configuration I	3
COR090	Career Orientation Seminar	0
ET102	Engineering Math & Software Applications	3
FOR110	Essentials for Success	3

Electives

8 semester credit hours

BUS102	Fundamentals of Customer Service	3
BUS121	Introduction to Business	3
BUS328	Business Process Improvement	3
BUS328L	Business Process Improvement LAB	1
BUS472	Applied Project Management	3
BUS472L	Applied Project Management LAB	1
CIS106	Introduction to Operating Systems	3
CIS121	Logic and Design	3
CIS126L	Introduction to Programming LAB	1
CIS150	Introduction to Networking	3
CIS226	Introduction to Object Oriented Programming	3
EET130	Digital Systems I	3
EET220	Industrial Applications	3
EET230	Digital Systems II	3
EET331	Programmable Controllers and Robotics	3
EET331L	Programmable Controllers and Robotics LAB	1
EET390	Motor Drives	3
EET390L	Motor Drives LAB	1
MET405	Externship-MET Sr. III	3
MET406	Externship-MET Sr. II	2
MET407	Externship-MET Sr. I-a	1
MET408	Externship-MET Sr. I-b	1
MET409	Externship-MET Sr. I-c	1
MET420	Instrumentation & Industrial Controls	3
MET420L	Instrumentation & Industrial Controls LAB	1

Mechanical Engineering Technology, Associate of Science

Mechanical Engineering Technology

Program Overview

The A.S. Mechanical Engineering Technology program is a hands-on career in testing, manufacturing, operations, maintenance and technical support. Students will be taught skills that support industries such as Product Design and Fabrication, and Manufacturing and Systems Control.

Program Objectives

Students in the A.S. Mechanical Engineering Technology program learn to apply technical and analytical skills in mechanical engineering technology to solve engineering problems, maintain equipment and facilities. They apply

mathematical, science and engineering principles to solve technical problems, troubleshoot and maintain mechanical systems, and perform team work in engineering projects.

Program Outcomes

Students in the A.S. Mechanical Engineering Technology degree focus on problem solving and real-world application of applied engineering sciences and technology. Mechanical engineering technicians are real problem solvers with responsibilities ranging from those of a support technician to plant manager.

Graduates of the A.S. Mechanical Engineering Technology program will focus on:

- Acquiring knowledge, techniques, skills with modern tools of Mechanical Engineering Technology
- Conducting, analyzing and interpreting experiments and applying experimental results to improve mechanical processes
- Functioning effectively on a team in the preparation of reports and presentations
- Incorporating quality, aptness, and continuous improvement in expertise and professional behavior

Externships are opportunities for students to gain mentored, practical experience in a “real-world” job setting. Students are encouraged to complete an externship course. Career opportunities may be greatly enhanced for graduates who complete an externship. Each student will be assisted by Career Services in finding a suitable externship opportunity.

For additional information about the program link to: <http://www.ecpi.edu/programs/mechanical-engineering-technology-associate-degree>. To see the Student Consumer Information link to: <https://www.ecpi.edu/student-consumer-services> which provides additional information on the future careers, success, cost, and financing for this program. For information on the University Completion and Graduation Rates, please see [About ECPI University](#) on the ECPI website.

In 1.5 years, though our year-round schedule, you can earn an Associate of Science in Mechanical Engineering Technology.

About Mechanical Engineering Technology

Some positions may require background checks, drug screening, and/or security clearances, depending on the position and industry.

Some entry-level job titles for an A.S. Mechanical Engineering Technology graduate include manufacturing technician, mechanical engineering technician, drafting and computer graphics technician, industrial technician, or plant maintenance technician.

Graduates of the A.S. Mechanical Engineering Technology degree program may choose to continue their education by pursuing a B.S. degree in Mechanical Engineering Technology.

Recommended Certifications

Certifications are not required for completion of this program but are encouraged. ECPI University provides vouchers allowing students to take certification exams at a greatly reduced cost.

Program Outline

To receive the Associate of Science in Mechanical Engineering Technology, the student must earn 76 semester credit hours. The program requires a minimum of five semesters, 19 months or 75 weeks of instruction. The program requirements are as follows:

Program Requirements

Core Curriculum

32 semester credit hours

CIS126	Introduction to Programming	3
EET113	DC & AC Circuits	3
EET191	Materials Science	3
EET192	Graphics Communication	3
EET192L	Introduction to 3-D Modeling LAB	1
EET223	Electronic Devices & Operational Amplifiers	3
MET114	Introduction to Geometric Dimensioning and Tolerancing (GD&T)	3
MET211	Statics	3
MET213	Advanced 3-D Modeling	3
MET221	Manufacturing Processes	3
MET230	Hydraulics & Pneumatics Systems	3
MET230L	Hydraulics & Pneumatics Systems LAB	1

Arts and Sciences

25 semester credit hours*

COM115	Principles of Communication	3
ENG110	College Composition	3
ENG120	Advanced Composition	3
HUM205	Culture and Diversity	3
MTH131	College Algebra	3
MTH200	Pre-calculus	3
PHY120	Physics	3
PHY120L	Physics LAB	1
	***ONE OF THE FOLLOWING:	
ECO201	Macroeconomics	3
ECO202	Microeconomics	3
PSY105	Introduction to Psychology	3

*For allowable substitutions of arts and sciences courses, see the Arts and Sciences department page.

Self-Integration

9 semester credit hours

CIS101	Computer Configuration I	3
COR090	Career Orientation Seminar	0
ET102	Engineering Math & Software Applications	3
FOR110	Essentials for Success	3

Electives

10 semester credit hours

BUS102	Fundamentals of Customer Service	3
BUS121	Introduction to Business	3
CIS106	Introduction to Operating Systems	3
CIS121	Logic and Design	3
CIS123	Introduction to Scripting	3
CIS126L	Introduction to Programming LAB	1
CIS150	Introduction to Networking	3
CIS214	Object-Oriented Programming Using C#	3
CIS215	Object-Oriented Programming with C++	3
CIS226	Introduction to Object Oriented Programming	3
CIS228	Service Desk Fundamentals	3
EET130	Digital Systems I	3
EET200	Externship-EET III	3
EET220	Industrial Applications	3
EET230	Digital Systems II	3
EET231	Introduction to Programmable Logic Controllers	3
EET231L	Introduction to Programmable Logic Controllers LAB	1
EET251	Computer Configuration II	3
EET251L	Computer Configuration II LAB	1

College of Technology Systems Engineering

Systems Engineering, Master of Science

Software Engineering concentration

Mechatronics concentration

Program Overview

The Master of Science in Systems Engineering program prepares students for leadership positions in the technical management, development, and acquisition of complex technology systems. The program focuses on providing the knowledge and skills related to the planning, coordination, and overseeing of diverse group efforts in order to translate operational needs into a technology solution. The program provides a holistic view of systems engineering applicable to many industries and leading to the implementation of efficient, on budget, and reliable systems.

The curriculum provides graduates with needed knowledge and skills for an integrated approach to system analysis, design and implementation. The program examines topics, such as modern concepts & practices to modeling, requirements definition, specification and system architecture development, as well as test and evaluation processes applicable to complex systems.

Students apply acquired knowledge and concepts to the entire product life cycle, including operations, costs, scheduling, performance testing, manufacturing, and maintenance through an integrated approach that considers technical, business, and end-user needs.

Program Outcomes

Upon completion of the Master of Science in Systems Engineering, graduates will be able to:

- Apply principles of business, engineering, science, and mathematics to identify, formulate, and solve engineering problems related to complex systems.
- Apply the appropriate engineering design process to build complex systems that meet specified needs appropriate to the discipline from conception through decommissioning.
- Develop and conduct appropriate testing and evaluation processes to include data analysis and interpretation, quality assurance, and continuous improvement of complex systems.
- Demonstrate ethical and professional responsibility in making informed judgments that consider the global, cultural, social, environmental, economic, and other impacts of engineering solutions, as well as the implications for business operations, public health, and public safety.
- Recognize the ongoing need for the identification, acquisition and application of new knowledge.
- Function effectively as a member or leader of a team that establishes goals, plans tasks, meets deadlines, creates a collaborative and inclusive environment, and communicates effectively with a range of audiences.

For additional information about the program link to: <https://www.ecpi.edu/programs/systems-engineering-master-degree>. To see Student Consumer Information link to: <https://www.ecpi.edu/student-consumer-services>, which provides additional information on the future careers, success, cost, and financing for this program. For information on the University Completion and Graduation Rates, please see [About ECPI University](#) on the ECPI website.

Concentration Outcomes

Software Engineering Concentration

Upon completion of the concentration in Software Engineering, graduates will be able to:

- Deploy the appropriate development and operations processes for software engineering solutions.

Mechatronics Concentration

Upon completion of the concentration in Mechatronics, graduates will be able to:

- Design and deploy engineering systems solutions for mechatronics applications.

About Systems Engineering

Some positions may require background checks, drug screening, and/or security clearances, depending on the position and industry.

The curriculum provides graduates with the education and foundation needed for employment in a variety of industries in the private and public sector. Systems Engineering graduates are employed in a wide spectrum of areas in positions such as: Systems Engineer, Test Engineer, Software Engineer, Engineering Manager, System Architect, and Electromechanical Engineer.

Students can earn a master's degree in Systems Engineering in one of two concentrations, Mechatronics or Software Engineering, in approximately 13 months through a year-round schedule.

Program Outline

The MS in Systems Engineering requires 33 semester credit hours of study. There are five (5) core courses (which includes 2 project courses), three (3) concentration courses, and three (3) elective courses. Each course is three semester credit hours. The program requires a minimum of three semesters, 13 months, or 50 weeks of instruction. The program requirements are as follows:

Program Requirements

Core Curriculum

15 semester credit hours

SE510	Systems Engineering Concepts	3
SE520	System Analysis, Design and Implementation	3
SE530	Testing and Evaluation	3
SE650	Systems Engineering Project I	3
SE652	Systems Engineering Project II	3

Concentration Requirements

Software Engineering

9 semester credit hours

SE640	Software Architecture	3
SE642	Software Assurance	3
SE644	DevOps	3

Mechatronics

9 semester credit hours

SE630	Robotics Principles	3
SE632	Pattern Recognition and Machine Learning	3
SE634	Robotics in Automation and Control	3

Electives

Electives

9 semester credit hours

MGT520	Organizational Behavior and Leadership	3
MGT524	Ethics and Corporate Responsibility	3
MGT532	Organizational Change and Development	3
MGT560	Strategic Human Resources Management	3
MGT575	Modern Management Models	3
MGT604	Management and Strategy	3
MGT625	Essentials of Leadership	3

College of Business Business Administration

Business Administration, Masters

Business Management

Information Technology Management

Program Overview

ECPI University's Master of Business Administration (MBA) program provides a comprehensive training experience in business for students pursuing careers in business and management.

The courses in the MBA program integrate theories, knowledge and skills from multiple disciplines including: accounting, economics, marketing, finance, production operations, strategic management, and decision analysis, culminating in a business capstone course. The program objective is to develop students into business managers and leaders with a broad and holistic understanding of business operations with the tools and processes to be successful in any business or industry.

The program incorporates business theory and management philosophy with collaborative decision making processes, actual operational examples, case scenarios, simulations, video lectures and webinars and guest speakers to provide a program with the depth and breadth to prepare graduates for managerial level positions and/or career advancement.

Program Outcomes

Upon successful completion of this program, graduates are able to:

- Apply strategic, tactical and operational knowledge to key business functions in support of organizational mission and vision.
- Employ research methods, information and organizational knowledge to make viable business decisions that expand competitive advantage.
- Design an efficient, integrated organizational structure leveraging human resources, technology and innovative tools.
- Develop culturally-conscious leadership and human resource management strategies that promote effective operations.
- Demonstrate ethical, organizational and managerial responsibility.

Business Management Concentration

The business management concentration allows students to advance their management skills across a variety of career fields.

Upon successful completion of this program, graduates are able to:

- Drive strategic and organizational change across a spectrum of managerial contexts.

Information Technology Management Concentration

The information technology management concentration allows students to specialize in the management of IT equipment, processes, or professionals. The course work focuses on the development of security policies and risk management at the enterprise level.

Upon successful completion of this program, graduates are able to:

- Manage the operations, policies, and security of information technology processes.

For additional information about the program link to: <https://www.ecpi.edu/programs/business-administration-master-degree>. To see the Student Consumer Information link to: <https://www.ecpi.edu/student-consumer-services> which provides additional information on the future careers, success, cost, and financing for this program. For information on the University Completion and Graduation Rates, please see [About ECPI University](#) on the ECPI website.

About the Masters of Business Administration

Graduates will be expected to have excellent communication, problem-solving and decision-making skills, and an ability to lead a team in a variety of environments.

Possible job titles for an MBA graduate include Sales Director, Customer Care Manager, Production Manager, Financial Services Director, Project Manager, Operations and Logistics Manager, Healthcare Services Manager, Information Technology Manager. With proven successful work experience in the field, senior level management opportunities could be available to the graduate. The MBA program also helps to develop an entrepreneurial spirit for those who wish to open their own businesses.

Graduates of the MBA program have many career options, as noted above. They often have career paths that eventually lead them into senior level management. They may manage complex projects, develop strategic policy, drive competitive advantage and market share, and manage a multicultural workforce in a global network. Graduates will be able to work in a wide variety of positions in the public and private sectors, in business, industry, and government venues.

Recommended Certifications

Certifications are not required for completion of this program; however, ECPI encourages students to obtain all appropriate certifications to increase potential job opportunities.

Program Outline

To receive the Master of Business Administration (MBA), students must earn 36 semester credit hours. The program requires a minimum of four semesters, 15 months or 60 weeks of instruction. The Program requirements are as follows:

Program Requirements

Core Requirements

27 Semester Credit Hours

ACC550	Accounting for Managers	3
BUS620	Marketing and Analytics	3
BUS622	Managerial Economics	3
BUS624	Managerial Finance	3
BUS626	Operations and Supply Chain Management	3
BUS628	Business Capstone	3
MGT520	Organizational Behavior and Leadership	3
MGT524	Ethics and Corporate Responsibility	3
MGT528	Business Research and Analysis	3

Concentration Requirements

Business Management

9 Semester Credit Hours

MGT532	Organizational Change and Development	3
MGT604	Management and Strategy	3
MGT608	Global Management Processes	3

Information Technology Management

9 Semester Credit Hours

***CHOOSE 9 CREDITS FROM THE FOLLOWING:

MSCS501	Cybersecurity Synopsis	3
MSCS513	Human and Ethical Aspects of Cybersecurity	3
MSCS521	Security Architecture & Design	3
MSCS615	Cloud Security	3
MSCS641	Information Risk Management	3
MSCS643	Cybersecurity Governance and Compliance	3
MSCS647	Compliance and Audit	3

Business Administration, Bachelor of Science

Accounting concentration

Business Management concentration

Hospitality Management concentration

IT Management concentration

Operations, Logistics, and Supply Chain Management concentration

Program Overview

Students develop decision-making, problem-solving, and leadership skills by building a strong foundation based on practical knowledge and application of business fundamentals. Students investigate business theory as it relates to accounting, management, and information technology. The program creates a unique opportunity for the student to explore the diverse aspects of business as it relates to today's global environment. The focus on real world application, case studies, hands-on activities, and relevant scenarios are woven within the framework of the program to develop and enhance analytical, professional, and organizational skills. The curriculum is a collaborative effort to integrate accounting, business, and information technology skills and knowledge, drawing upon industry needs, and incorporating current events, topics, business theories, and technological concepts. Students work collaboratively while applying the accounting, business, and information technology concepts to complete projects based on real world scenarios. This program provides an exceptional opportunity to obtain and practice the professional skills and industry knowledge necessary to be successful in any contemporary business environment.

Program Outcomes

Upon completion of the program, graduates are able to:

- Conduct business research and analyses.
- Analyze business, economic, and financial reports.
- Apply effective critical thinking, problem solving, and decision-making skills to business challenges.
- Demonstrate the ability to create effective plans that maximize business results.
- Demonstrate effective professional business communication.
- Apply ethical behavior, professional standards, and social responsibility in the practice of business.

For additional information about the program link to <https://www.ecpi.edu/college-of-business>. To see the Student Consumer Information link to <https://www.ecpi.edu/student-consumer-services> which provides additional information on the future careers, success, cost, and financing for this program. For information on the University Completion and Graduation Rates, please see [About ECPI University](#) on the ECPI website.

In 2.5 years, through our year-round schedule, you can earn a Bachelor of Science in Business Administration.

Concentration Outcomes

Accounting Concentration

In today's marketplace, business, and industry, government, and not-for-profit organizations need high-quality and near to "real time" financial information to compete in local, national, and global markets.

The accountant is a key person who can provide management with this critical information. No organization can function effectively without accounting. Our Bachelor of Science in Business Administration with a concentration in Accounting that you can earn in 2.5 years provides students with an in-depth understanding of accounting principles. Accounting graduates are prepared to pursue careers in public accounting, business, or government.

Upon completion of the program, graduates are able to:

- Apply accounting principles to record financial information.
- Evaluate and communicate a firm's financial position.
- Identify the ethical responsibility of the Accountant in common business situations.

Business Management Concentration

The Business Management program emphasizes application of business theory and principle in managing in a technically and economically dynamic world. As technology advances, businesses must continue adaptive change in order to sustain competitive advantage. Our program is designed to create managers and business-oriented personnel who are able to strategically manage and utilize technology while implementing changes essential to today's global business environment.

Upon completion of the program, graduates are able to:

- Apply operations and project management skills in business leadership roles.

Hospitality Management Concentration

Students with a passion for food service but are more interested in the business than in the cooking may find the challenge of managing the food service operations in America's restaurants, schools, businesses and health care facilities to be the right program for you.

Upon completion of the program, graduates are able to:

- Apply effective management strategies to operational decision-making in the hospitality industry from a service, people, product, and facilities perspective.

IT Management Concentration

The IT Management concentration includes:

- Advanced courses in information technology communication, networking, and cloud computing
- The project-based coursework prepares graduates to optimize:
 - technology for operations and
 - manage information technology projects

Upon completion of the program, graduates are able to:

- Apply knowledge of information technology and its impact on business to optimize management of IT projects and professionals.

Operations, Logistics, and Supply Chain Management concentration

Students in the Operations, Logistics and Supply Chain Management concentration develop skills necessary to function in a global operations, logistics and supply chain environment by relating models and theory to real-world practical applications. Students will integrate methods, software applications, policies, procedures, and systems to build effective and efficient supply chain focused operations. Focus is on developing an organization's frictionless flow of raw materials, products and services, as well as technology, decision making and financial capital in industry.

The program integrates the management functions of creating supply chains from the initial workflow design of critical processes that include material sourcing and logistics on to the delivery of outputs to the customer base. The key goals of creating and maintaining customer satisfaction, within budget and on time delivery is the focus of this program.

Upon completion of the program, graduates are able to:

- Develop and manage a logistics and supply chain model to maximize efficiency and profitability within an organization.

About Business Administration

Graduates of the B.S. program in Business Administration have a wide range of career choices. They may open their own businesses or may work for established retail, service, banking, insurance, and industrial companies. They often become managers, and may choose to work with human resources departments. Many graduates enjoy careers in sales. Graduates of the Accounting concentration often go to work for accounting firms or work in financial departments in various companies. Graduates of the IT Management concentration can manage projects for IT departments in industry. Hospitality Management graduates can find great careers in the hospitality industry (including management of hotels and restaurants). Graduates of this program, in any concentration area, may be qualified to work in government positions as well as in industry. Based upon the completion of BSBA program students are able to find careers based on their concentration.

Graduates of the Bachelor of Science in Business Administration may find employment in a variety of industries, including manufacturing, retail, banking, service, restaurant, accounting, and in government. Possible job titles include accountant, project manager, entrepreneur, sales manager, and actuary, among many others.

Graduates of the Operations, Logistics, and Supply Chain Management concentration may find employment in a variety of industries. Possible job titles include Logistics Specialist, Production and Shipping Supervisor, Plant Supervisor, Supply Chain Planner, Production Planner, Manufacturing Production Manager, Logistics and Supply Manager, Logistics Management Analyst, Production and Logistics, Reporting Coordinator.

Recommended Certifications

Certifications are not required for completion of this program; however, ECPI encourages student to obtain all appropriate certifications to increase potential job opportunities. ECPI provides students in this program with vouchers which allow the student to take certification exams at a greatly reduced cost. Recommended certifications for this program include Management Skills, Six Sigma, Project Management, and System Analyst. For students taking the IT Management concentration, all of these certifications are recommended along with the Security+ certification. For students taking the Operations, Logistics, and Supply Chain Management concentration, all of these certifications are available along with CAPM, Six Sigma Green Belt Expert Rating. All ECPI certifications are available to BS BA students if they meet the criteria and requirements.

Certifications recommended for entry level career position in the Operations, Logistics and Supply Chain Management concentration are Certified Associate in Project Management (CAPM), Students with Experience Hours (PMP), SCPro Level One: Cornerstones of Supply Chain Management, Entry Certificate in Business Analysis (ECBA), Six Sigma Green Belt, Strategic Planning Associate (SPA), Certified in Production and Inventory Management (CPIM).

Program Outline

To receive the Bachelor of Science in Business Administration, the student must earn 121 semester credit hours. The program requires a minimum of 8 semesters, 30 months or 120 weeks of instruction. The program requirements are as follows:

Program Requirements

Core Curriculum

37 semester credit hours

ACC160	Principles of Accounting I	3
ACC161	Principles of Accounting II	3
BUS121	Introduction to Business	3
BUS222	Ethics in Business	3
BUS298	Externship-BUS III	3
BUS314	Marketing Management	3
BUS321	Business Organizational Management	3
BUS331	Management Information Systems	3
BUS350	Financial Management	3
BUS480	Strategic Planning & Implementation	3
BUS480L	Strategic Planning & Implementation LAB	1
ECO201	Macroeconomics	3

ECO202	Microeconomics	3
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Arts and Sciences*

31 semester credit hours

CAP480	Arts and Sciences Capstone	3
COM115	Principles of Communication	3
ENG110	College Composition	3
ENG120	Advanced Composition	3
HUM205	Culture and Diversity	3
MTH131	College Algebra	3
MTH140	Statistics	3
PHY120	Physics	3
PHY120L	Physics LAB	1
PSY105	Introduction to Psychology	3
PSY220	Positive Psychology	3

*For allowable substitutions of arts and sciences courses, see the Arts & Sciences Department page.

Self-Integration

6 semester credit hours

CIS108	Office Applications	2
COR191	Career Orientation	1
FOR110	Essentials for Success	3

Concentration Requirements

Accounting

30 semester credit hours plus electives

ACC206	Personal Income Tax I	3
ACC309	Managerial Accounting for Managers	3
ACC319	Intermediate Accounting I	3
ACC321	Intermediate Accounting II	3
ACC322	Intermediate Accounting III	3
ACC330	Cost Accounting	3
ACC470	Auditing I	3
ACC471	Auditing II	3
ACC480	Advanced Accounting I	3
ACC481	Advanced Accounting II	3
	Various Electives	17

Accounting Electives

BUS102	Fundamentals of Customer Service	3
BUS211	Introduction to Human Resources Management	3
BUS225	Legal Environment of Business	3
BUS226	Managerial Processes & Communications	3
BUS227	Operations Management	3
BUS242	Technology Optimization	3
BUS303	Organizational Leadership and Management	3
BUS316	Foundations of Decision Making	3
BUS328	Business Process Improvement	3
BUS328L	Business Process Improvement LAB	1
BUS345	e-Commerce & Technology	3
BUS409	Organizational Dynamics: Motivation and Leadership	3
BUS436	International Business	3
BUS440	Global Marketing	3
BUS443	Staffing and Workforce Diversity	3
BUS463	Compensation and Benefits	3
BUS472	Applied Project Management	3
BUS472L	Applied Project Management LAB	1
BUS496	Externship-BUS Sr. I-a	1
BUS497	Externship-BUS Sr. I-b	1
BUS498	Externship-BUS Sr. I-c	1
BUS499	Externship-BUS Sr. III	3

Business Management

28 semester credit hours plus electives

ACC309	Managerial Accounting for Managers	3
	OR	
BUS312	Accounting for Business Decisions	3
BUS211	Introduction to Human Resources Management	3
BUS224	Change Management	3
BUS225	Legal Environment of Business	3
BUS227	Operations Management	3

BUS303	Organizational Leadership and Management	3
BUS436	International Business	3
BUS440	Global Marketing	3
BUS472	Applied Project Management	3
BUS472L	Applied Project Management LAB	1
	Various Electives	19

Business Management Electives

BUS102	Fundamentals of Customer Service	3
BUS226	Managerial Processes & Communications	3
BUS242	Technology Optimization	3
BUS316	Foundations of Decision Making	3
BUS328	Business Process Improvement	3
BUS328L	Business Process Improvement LAB	1
BUS345	e-Commerce & Technology	3
BUS409	Organizational Dynamics: Motivation and Leadership	3
BUS443	Staffing and Workforce Diversity	3
BUS463	Compensation and Benefits	3
BUS496	Externship-BUS Sr. I-a	1
BUS497	Externship-BUS Sr. I-b	1
BUS498	Externship-BUS Sr. I-c	1
BUS499	Externship-BUS Sr. III	3
CIS106	Introduction to Operating Systems	3
CIS121	Logic and Design	3
CIS150	Introduction to Networking	3
CIS223	Introduction to Databases	3
CIS282	Web Interface Design	3
SOC100	Introduction to Sociology	3

Hospitality Management

29 semester credit hours plus electives

BUS211	Introduction to Human Resources Management	3
BUS225	Legal Environment of Business	3
BUS226	Managerial Processes & Communications	3
FSM101	Introduction to Food Service	3
FSM335	Menu Engineering for Food Service	3
FSM355	Wine and Beverage Management	3
FSM409	Advanced Hospitality Customer Service	3
FSM424	Facility Management	3
FSM440	Project and Special Event Management	3

FSM490	Food Service Entrepreneurship	2
	Various Electives	18

Hospitality Management Electives

ACC206	Personal Income Tax I	3
BUS102	Fundamentals of Customer Service	3
BUS224	Change Management	3
BUS242	Technology Optimization	3
BUS303	Organizational Leadership and Management	3
BUS316	Foundations of Decision Making	3
BUS328	Business Process Improvement	3
BUS345	e-Commerce & Technology	3
BUS499	Externship-BUS Sr. III	3
CAA105	Culinary Skills	2
CAA110	Culinary Techniques	2
CAA120	Culinary Fundamentals	2
CAA130	Pantry Kitchen	2
FSM102	Fundamentals of Cooking	1
FSM210	Front of House Management	3
FSM380	Food Service Cost Controls	3
FSM402	Case Studies in Food Service Management	3

IT Management

34 semester credit hours plus electives

BUS242	Technology Optimization	3
BUS328	Business Process Improvement	3
BUS345	e-Commerce & Technology	3
BUS472	Applied Project Management	3
BUS472L	Applied Project Management LAB	1
CIS106	Introduction to Operating Systems	3
CIS121	Logic and Design	3
CIS142	Introduction to Cloud Solutions	3
CIS150	Introduction to Networking	3
CIS206	Linux Administration	3
CIS212	Principles of Cybersecurity	3
CIS223	Introduction to Databases	3
	Various Electives	13

IT Management Electives

ACC206	Personal Income Tax I	3
ACC309	Managerial Accounting for Managers	3
BUS102	Fundamentals of Customer Service	3
BUS211	Introduction to Human Resources Management	3
BUS225	Legal Environment of Business	3
BUS226	Managerial Processes & Communications	3
BUS227	Operations Management	3
BUS303	Organizational Leadership and Management	3
BUS316	Foundations of Decision Making	3
BUS328L	Business Process Improvement LAB	1
BUS436	International Business	3
BUS440	Global Marketing	3
BUS496	Externship-BUS Sr. I-a	1
BUS497	Externship-BUS Sr. I-b	1
BUS498	Externship-BUS Sr. I-c	1
BUS499	Externship-BUS Sr. III	3
CIS202	Introduction to Routing and Switching	3
CIS204	Intermediate Routing and Switching	3
CIS213	Javascript	3
CIS215	Object-Oriented Programming with C++	3
CIS225	Network Protocols and Services	3
CIS230	Advanced Cybersecurity	3
CIS245	Windows Client and Server	3
CIS245L	Windows Client and Server LAB	1
CIS250	Structured Query Language	3
CIS274	CIS Project I	4
CIS280	CIS Project I	3
CIS305	Advanced Linux Administration	3
CIS403	Ethical Hacking	3
CIS425	Advanced Defense and Countermeasures	3
CIS425L	Advanced Defense & Countermeasures LAB	1

Operations Logistics and Supply Chain Management

23 semester credit hours plus electives

BUS227	Operations Management	3
BUS307	Logistics and Supply Chain Management	3
BUS312	Accounting for Business Decisions	3
BUS317	Data Analytics and Business Forecasting	3

BUS328	Business Process Improvement	3
BUS328L	Business Process Improvement LAB	1
BUS403	Operations, Logistics, and Supply Chain Management Capstone	3
BUS472	Applied Project Management	3
BUS472L	Applied Project Management LAB	1
	Various Electives	24

Operations Logistics and Supply Chain Management Electives

BUS102	Fundamentals of Customer Service	3
BUS211	Introduction to Human Resources Management	3
BUS224	Change Management	3
BUS225	Legal Environment of Business	3
BUS226	Managerial Processes & Communications	3
BUS242	Technology Optimization	3
BUS303	Organizational Leadership and Management	3
BUS316	Foundations of Decision Making	3
BUS345	e-Commerce & Technology	3
BUS436	International Business	3
BUS440	Global Marketing	3
BUS496	Externship-BUS Sr. I-a	1
BUS497	Externship-BUS Sr. I-b	1
BUS498	Externship-BUS Sr. I-c	1
BUS499	Externship-BUS Sr. III	3

Business Administration, Certificate

Program Overview

ECPI University offers Certificate programs (also referred to as Micro-credentials) that focus on specific skill sets. These programs are shorter than traditional degree programs and are designed to meet the needs of working professionals so that they can stay competitive in their field. Certificate programs may be offered in a variety of ways to suit the learning style and schedules of individuals. They may include remote learning, instructor led in-seat learning, hybrid courses, and online courses.

Students can choose from one of two options:

- Lean Methodology and Project Management - 8 semester credit hours
- Financial Literacy for Business Professionals - 12 semester credit hours

Lean Methodology and Project Management Certificate Outcomes

Upon completion of the Certificate in Lean Methodology and Project Management, graduates are able to:

- Analyze and develop procedures for efficiency in the workplace.
- Develop leadership skills necessary to manage people and tasks.
- Develop and implement management tools.
- Develop project planning, execution and controlling techniques appropriate to project type.

Financial Literacy for Business Professionals Certificate Outcomes

Upon completion of the Certificate in Financial Literacy for Business Professionals, graduates are able to:

- Understanding basic accounting principles.
- Application of accounting procedures.
- Use of accounting software.
- Interpretation of a Profit Loss Balance Sheet.
- Prepare accounting reports.

About Business Administration Certificates

Lean Methodology and Project Management. The modern workplace is more complex than ever. As a consequence, the ability to coordinate efficient and productive collaboration is a skill set highly desired by employers across all industries. This program introduces participants to principles of Six Sigma and Project Management methods. Students will work hands-on with tools such as Microsoft Project, Microsoft Visio, and Microsoft Excel that are commonly used to practice these methods to reinforce theory. This program was designed for experienced professionals interested in transitioning to project manager or project analyst roles.

Financial Literacy for Business Professionals. This certificate program provides individuals working in business with a fundamental understanding of business financial statements and principles of accounting. It provides a strong foundation for individuals seeking positions in bookkeeping, accounts payable, accounts receivable, and payroll processing. It also provides individuals working in other aspects of business important concepts for financial literacy.

Program Outline

To receive the Certificate, students in the Lean Methodology and Project Management program must earn 8 semester credit hours. Students in the Financial Literacy for Business Professionals program must earn 12 semester credit hours. The Business Administration Certificate program requires a minimum of 1 semester, 2 months or 10 weeks. The program requirements are as follows:

Program Requirements

Financial Literacy for Business Professionals

12 semester credit hours

ACC160	Principles of Accounting I	3
ACC161	Principles of Accounting II	3
ACC309	Managerial Accounting for Managers	3
ACC330	Cost Accounting	3

Lean Methodology and Project Management

8 semester credit hours

BUS328	Business Process Improvement	3
BUS328L	Business Process Improvement LAB	1
BUS472	Applied Project Management	3
BUS472L	Applied Project Management LAB	1

Business Administration Certificate - Program Specific Policies

Admissions Requirements. Admission is on a selective and competitive basis. ECPI University reserves the right to select those applicants who are deemed best qualified for the Business Administration Certificate program. Entrance requirements include the following prerequisites:

- **Lean Methodology and Project Management** – [BUS121](#) Introduction to Business
- **Financial Literacy for Business Professionals** – [CIS108](#) Office Applications

Student Evaluation. Students must achieve a minimum term grade point average of 2.0

College of Business Management

Management, Masters

Human Resources Management

Homeland Security Management

Organizational Leadership

Program Overview

The Master of Science degree in Management is designed to prepare students for management and leadership roles in many industries. The program is focused on providing knowledge and skills to apply the principles and concepts related to management, leadership, and operations of complex organizations. Students can earn their Master's degree in 16 months through a year-round schedule.

The program is designed for business management majors, and other equivalent degree holders, who desire to develop the skills for complex management and leadership through critical thinking. The degree provides students with theoretical, practical, and applied skills in leadership, business systems analysis, advanced human resources management/development, and related supporting management systems technologies. Students will choose one of three concentrations as part of the program: 1) Organizational Leadership, 2) Human Resources Management, or 3) Homeland Security Management.

Program Outcomes

Upon completion of the Master of Science in Management, graduates will be able to:

- Apply strategic, tactical and operational knowledge to key business functions in support of organizational mission and vision.
- Employ research methods, information and organizational knowledge to make viable business decisions that expand competitive advantage.
- Design an efficient, integrated organizational structure leveraging human resources, technology and innovative techniques.
- Develop culturally conscious leadership and human resource management strategies that promote effective business operations.
- Demonstrate ethical, organizational and managerial responsibility.

The Homeland Security concentration provides students with theoretical, practical and applied skills in the management of homeland security incidents, resources, and constitutional issues; as well as managing conflict, professional communication, ethics and leadership strategies. These skills apply to managers and leaders in key roles throughout the criminal justice system.

Upon successful completion of the program, graduates are able to:

- Analyze homeland security issues impacting the operations of criminal justice agencies.
- Evaluate strategies for managing human resources during emergency management incidents.
- Demonstrate professional communication techniques for small and large audiences, including written, electronic and interpersonal conversation.
- Investigate criminal justice technical resources.

The Organizational Leadership concentration prepares students to lead and to manage people and processes in a multicultural, global and often a virtual environment. Developing the ability to make complex, strategic decisions and to implement best practices, policies, and procedures is emphasized.

Organizational Leadership Concentration Outcomes

Upon successful completion of the program, graduates are able to:

- Analyze legal and regulatory issues that affect the workforce.
- Develop strategies for leading and managing contemporary organizations on a global basis.
- Demonstrate professional communication techniques for small and large audiences, including written, electronic, and interpersonal communication.
- Create an ethical and responsible organizational culture and climate.

The Human Resources Management concentration focuses on managing an organization's most valuable resource: its people. This concentration focuses on compliance and the regulatory environment from a legal perspective, the strategic partnerships and goals that serve to motivate and incentivize a contemporary workforce, and the digital tools and systems used to manage human capital.

Human Resources Management Concentration Outcomes

Upon successful completion of the program, graduates are able to:

- Analyze regulatory issues to ensure compliance in legal settings.
- Evaluate strategies for managing human resources in a global environment.
- Demonstrate professional communication techniques for small and large audiences, including written, electronic and interpersonal conversation.
- Apply technologies and systems for managing the different functions of human resource departments.

For additional information about the program link to: <https://www.ecpi.edu/programs/management-master-degree>. To see Student Consumer Information link to: <https://www.ecpi.edu/student-consumer-services> which provides additional information on the future careers, success, cost, and financing for this program. For information on the University Completion and Graduation Rates, please see [About ECPI University](#) on the ECPI website.

About Master of Science in Management

According to the Bureau of Labor Statistics, careers in management currently offer the highest wages of all major occupation groups (<http://www.bls.gov/ooh/management>). Managers and leaders play key roles in many industries: for example energy, telecommunications, construction, manufacturing, transportation and distribution, information

technology, financial services, banking, automotive, retail, healthcare, airlines and aerospace, pharmaceuticals, case management, public safety, criminal justice, and homeland security.

Certifications are not required for completion of this program; however, ECPI encourages students to obtain all appropriate certifications to increase potential job opportunities. ECPI University provides vouchers allowing students to take certification exams at a greatly reduced cost.

Program Outline

To receive the Master of Science in Management, student must earn 36 semester credit hours. The program requires a minimum of four semesters, 15 months or 60 weeks of instruction. The Program requirements are as follows:

Program Requirements

Core Requirements

27 semester credit hours

MGT520	Organizational Behavior and Leadership	3
MGT524	Ethics and Corporate Responsibility	3
MGT528	Business Research and Analysis	3
MGT532	Organizational Change and Development	3
MGT560	Strategic Human Resources Management	3
MGT575	Modern Management Models	3
MGT585	Cultural Issues in Management	3
MGT604	Management and Strategy	3
MGT615	Management Capstone	3

Concentration Requirements

Homeland Security Management

9 semester credit hours

HLS580	Constitutional Issues in Homeland Security	3
HLS584	Local Management of Homeland Security Incidents	3
HLS588	Managing Technical Resources	3

Human Resources Management

9 semester credit hours

MGT590	Human Resources Information Systems (HRIS)	3
MGT645	Human Resources Management Compliance	3
MGT648	Talent Management	3

Organizational Leadership

9 semester credit hours

MGT625	Essentials of Leadership	3
MGT635	Open Source Leadership	3
MGT648	Talent Management	3

**College of Business
Organizational Leadership****Organizational Leadership, Bachelors**

Operations, Logistics, and Supply Chain Management

Management

Program Overview

Students develop leadership skills necessary to function in a contemporary global environment by relating theory to real-world practical application in all industries and organizations, whether private or public, for-profit or not-for-profit. Students will integrate policies, procedures, and systems to build effective and efficient learning organizations. Focus is on collaboration to influence individual and team behaviors in social, economic, and ethical situations. Curriculum provides the opportunity to communicate vision and positive change and to create a culture of inclusion, while demonstrating emotional intelligence competencies. The program integrates the functions of management in leadership positions to make complex strategic decisions for continuous improvement and to motivate goal-oriented members to add value to the organization. This degree offers two concentrations: (1) Operations, Logistics, and Supply Chain Management or (2) Management. For the Management concentration, students can choose from the Human Resource Management track, Leadership track, or Project Management track.

Program Outcomes

Upon completion of the program, graduates will be able to:

- Conduct organizational research and analysis.
- Apply critical thinking and analytical skills to make strategic decisions.
- Demonstrate effective communication in a global environment.
- Apply ethical behavior and professional values.
- Develop an organizational community of learning and positive change.

Graduates of the BS in Organizational Leadership concentration may find employment in a variety of industries. Possibly job titles include Human Resources Manager, Project Manager, Team Leader/Logistics Manager, and Operations Manager.

Operations, Logistics, and Supply Chain Management Concentration

The logistics and supply chain management concentration allows students to develop skills necessary to function in a global logistics and supply chain environment by relating models and theory to real-world practical applications. Students will integrate methods, software applications, policies, procedures, and systems to build effective and efficient supply chain-focused operations. The key goals of creating and maintaining customer satisfaction, within budget and on time delivery, is the focus of this program.

Upon successful completion of the program, graduates are able to:

- Create a successful logistical supply chain model.
- Develop sourcing and transportation workflow processes.
- Apply forecasting tools and methods.
- Relate operations and supply chain management to positive customer relationships.

Management Concentration

The Management Concentration allows students to gain a general background in organizational leadership with the ability to choose tracks and electives that focus on areas of interest related to their unique career paths.

Upon successful completion of the program, graduates are able to:

- Utilize advanced decision-making strategies appropriate for the managerial context.

Human Resource Management Track

The human resource management track provides students with the opportunity to engage in contemporary practices that support and motivate a diverse and multicultural workforce in individual and group settings. Employee recruitment and retention is emphasized, including compensation and benefits, rewards and recognition.

Leadership Track

The leadership track allows students to develop ethical leadership skills and abilities and the emotional intelligence necessary to lead contemporary organizations. The program emphasizes the creation of a learning environment that encourages change and innovation. Students are afforded an opportunity to develop strategic decision-making and problem-solving skills.

Project Management Track

The project management track focuses on leading projects from start to completion. Students will develop the skills set to lead project teams and will use project management tools to successfully manage the different stages of projects, including how to maximize performance and minimize risk. Core competencies, quality control, and enhancing the customer experience through a collaborative organizational framework are emphasized.

For additional information about the program link to: <https://www.ecpi.edu/programs/organizational-leadership-bachelor-degree>. To see Student Consumer Information link to: <https://www.ecpi.edu/student-consumer-services> which provides additional information on the future careers, success, cost, and financing for this program. For information on the University Completion and Graduation Rates, please see [About ECPI University](#) on the ECPI website.

Recommended Certifications

Certifications are not required for completion of this program; however, ECPI encourages student to obtain all appropriate certifications to increase potential job opportunities. ECPI provides students in this program with vouchers which allow the student to take certification exams at a greatly reduced cost.

Certifications recommended for entry level career positions in the Operations, Logistics, and Supply Chain Management concentration are Certified Associate in Project Management (CAPM) and Six Sigma Green Belt.

Program Outline

To receive the Bachelor of Science in Organizational Leadership, the student must earn 121 semester credit hours. The program requires a minimum of 8 semesters, 30 months or 120 weeks of instruction. The program requirements are as follows:

Program Requirements

Core Curriculum

33 semester credit hours

ACC101	General Accounting	3
BUS102	Fundamentals of Customer Service	3
BUS121	Introduction to Business	3
BUS211	Introduction to Human Resources Management	3
BUS222	Ethics in Business	3
BUS303	Organizational Leadership and Management	3
BUS314	Marketing Management	3
BUS321	Business Organizational Management	3
BUS331	Management Information Systems	3
BUS460	Leadership Capstone	3
ECO202	Microeconomics	3

Arts and Sciences*

31 semester credit hours

CAP480	Arts and Sciences Capstone	3
COM115	Principles of Communication	3
ENG110	College Composition	3
ENG120	Advanced Composition	3
HUM205	Culture and Diversity	3
MTH131	College Algebra	3
MTH140	Statistics	3
PHY120	Physics	3
PHY120L	Physics LAB	1
PSY105	Introduction to Psychology	3

PSY220	Positive Psychology	3
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**For allowable substitutions of arts and sciences courses, see the Arts and Sciences Department page.*

Self-Integration

6 semester credit hours

CIS108	Office Applications	2
COR191	Career Orientation	1
FOR110	Essentials for Success	3

Concentration Requirements

Operations, Logistics, and Supply Chain Management

23 semester credit hours

BUS227	Operations Management	3
BUS307	Logistics and Supply Chain Management	3
BUS312	Accounting for Business Decisions	3
BUS317	Data Analytics and Business Forecasting	3
BUS328	Business Process Improvement	3
BUS328L	Business Process Improvement LAB	1
BUS403	Operations, Logistics, and Supply Chain Management Capstone	3
BUS472	Applied Project Management	3
BUS472L	Applied Project Management LAB	1
	Various Electives 28	

Electives - any course from BS BA and/or BS Organizational Leadership depending on prerequisite. General electives from other programs and schools.

Management

Human Resources Management Track

12 semester credit hours

BUS225	Legal Environment of Business	3
BUS316	Foundations of Decision Making	3
BUS443	Staffing and Workforce Diversity	3
BUS463	Compensation and Benefits	3
	Various Electives 39	

Electives - any course from BS BA and/or BS Organizational Leadership depending on prerequisite. General electives from other programs and schools.

Leadership Track

12 semester credit hours

BUS224	Change Management	3
BUS226	Managerial Processes & Communications	3
BUS316	Foundations of Decision Making	3
BUS409	Organizational Dynamics: Motivation and Leadership	3
	Various Electives 39	

Electives - any course from BS BA and/or BS Organizational Leadership depending on prerequisite. General electives from other programs and schools.

Project Management Track

13 semester credit hours

BUS227	Operations Management	3
BUS312	Accounting for Business Decisions	3
BUS328	Business Process Improvement	3
BUS472	Applied Project Management	3
BUS472L	Applied Project Management LAB	1
	Various Electives 38	

Electives - any course from BS BA and/or BS Organizational Leadership depending on prerequisite. General electives from other programs and schools.

College of Criminal Justice Criminal Justice

Criminal Justice, Bachelor of Science

Criminal Justice concentration

Crime and Intelligence Analysis concentration

Digital Forensics

Homeland Security concentration

Program Overview

The Bachelor of Science in Criminal Justice Degree provides a practice-based approach to learning through an overview of law enforcement, corrections, the court system and private security in the United States. Crime and other threats affect the stability of both local communities and the nation's security. Members of the criminal justice system and certain related emergency management sectors work to identify and eliminate these threats.

Program Outcomes

Upon successful completion of the program, graduates are able to:

- Execute ethical standards across professional and personal settings.
- Critically evaluate the quality and sufficiency of evidence to support a criminal justice argument (case or proposal).
- Integrate scientific inquiry into the analysis of criminal justice issues.
- Analyze human behavior and the impact on crime.
- Execute policies and protocols when emergency and criminal situations occur.

For additional information about the program link to: <http://www.ecpi.edu/business/program/criminal-justice-bachelor-degree/>. To see the Student Consumer Information link to: <https://www.ecpi.edu/student-consumer-services> which provides additional information on the future careers, success, cost, and financing for this program. For information on the University Completion and Graduation Rates, please see [About ECPI University](#) on the ECPI website.

In 2.5 years, through the year-round schedule, you can earn a Bachelor of Science in Criminal Justice.

Additional Outcomes

All students in the B.S. Degree Program in Criminal Justice, regardless of Concentration, may expect to gain the following outcomes:

- Demonstrate oral and written communication skills.
- Investigate criminal justice issues through the use of field related technology.
- Compile information into criminal justice reports utilized in law enforcement, courts corrections and private security.
- Develop skills to manage conflict effectively with members of diverse cultural groups.
- Design emergency operations plans.

Criminal Justice Concentration Outcomes

Students in the Criminal Justice concentration will gain the following additional outcomes:

- Apply evidentiary law to real and hypothetical fact situations.
- Apply best practices in crime scene management and digital forensic investigation.
- Perform security surveys.
- Apply law enforcement policies and procedures to real world scenarios.
- Evaluate evidence based rehabilitative and treatment practices utilized in adult and juvenile justice.

Crime and Intelligence Analysis Concentration Outcomes

Students in the Crime and Intelligence Analysis concentration will gain the following additional outcomes:

- Investigate geotechnologies and other intelligence data sources
- Create crime maps with GIS software through the evaluation of spatial hotspots for resource allocation, crime prevention, incident response and crime management strategies
- Demonstrate the intelligence cycle
- Forecast local crime risk, national and international security threats to inform agency and business decision making
- Develop ethical strategies for intelligence information gathering and analysis

Digital Forensics Concentration Outcomes

Students in the Digital Forensics concentration will gain the following additional outcomes:

- Apply digital forensic techniques to digital devices and platforms.
- Demonstrate proper evidence collection and storage.
- Evaluate ethical issues surrounding cybercrime investigations and the use of digital forensic technologies.
- Apply evidentiary law to real and hypothetical fact situations.
- Demonstrate an ongoing investigation into the dynamic changes in and scope of homeland security.
- Analyze cybersecurity vulnerabilities and strategies for maintaining a secure environment.
- Apply network security fundamentals to computer crime to identify threats and vulnerabilities.

Homeland Security Concentration Outcomes

Students in the Homeland Security concentration will gain the following additional outcomes:

- Demonstrate an ongoing investigation into the dynamic changes in and scope of homeland security.
- Create crime maps with GIS software through the evaluation of spatial hotspots for resource allocation, crime prevention, incident response, and crime management strategies.
- Perform security surveys.
- Design security and response plans for the nation's critical infrastructures.
- Acquire knowledge of NIMS (National Incident Management System) and its application to Homeland Security

About Criminal Justice

Graduates of a Criminal Justice degree program have many career opportunities. These career paths may lead students to positions within or related law enforcement, the courts, corrections (including community corrections such as probation and parole), emergency management and private security, one of the fastest growing sectors in criminal justice. Criminal justice positions generally are located within federal, state and local government agencies but can also be found in the military and private corporations inside the United States and beyond.

Graduates of the B.S. degree program in Criminal Justice (with the **Criminal Justice concentration**) are positioned to compete for employment in federal, state, local and military law enforcement agencies, courts, law firms, prisons, jails, federal and state (adult and juvenile) probation and parole offices, rehabilitative facilities and private security firms. Graduates are also positioned to compete for employment in transportation security organizations, emergency management agencies and public health departments. This is only a partial list of common employment opportunities.

Graduates of the B.S. degree program in Criminal Justice (with the **Crime & Intelligence Analysis concentration**) are positioned to compete for employment in federal, state, local and military law enforcement agencies, and private companies. Graduates are also positioned to compete for employment in transportation security organizations, emergency management agencies, banks, or financial institutions and public health departments. This is only a partial list of common employment opportunities.

Graduates of the B.S. degree program in Criminal Justice (with the **Digital Forensics concentration**) are positioned to compete for employment primarily in law enforcement fields that focus on the security of United States citizens, security and control of U.S. borders and protection of domestic critical infrastructure sectors including transportation. These agencies are looking for skilled employees who can assist in the fight to bring cyber criminals to justice and stop the current rise in cyber-attacks and computer crimes. Graduates are also positioned to compete for employment in private digital forensic companies and private security firms. This is only a partial list of common employment opportunities.

Graduates of the B.S. degree program in Criminal Justice (with the **Homeland Security concentration**) are positioned to compete for employment primarily in law enforcement fields that focus on the security of United States citizens, security and control of U.S. borders and protection of domestic critical infrastructure sectors including transportation. Graduates are also positioned to compete for employment in federal, state, and local law enforcement agencies in positions not solely focused on homeland security, probation offices, parole offices, emergency management agencies and private security firms. This is only a partial list of common employment opportunities.

Applicants for employment in criminal justice must be capable of completing an employment process which may include the following:

- Criminal History Check
- Drug Screening
- Psychological Screening/ Mental Health History
- Driving Record
- Polygraph Examination
- Security Clearance
- Physical Agility
- Physical Health Evaluation
- Military Disciplinary History

- Domestic Violence Investigations
- Credit History
- Social Networking Background Investigation
- Background Investigation
- Panel Interviews
- Behavioral Assessment
- Possession of a Valid Driver's License
- Compliance with policies regarding body art/ tattoos and piercings
- Tobacco Free Agreement
- Educational History

Recommended Certifications

Certifications are not required for completion of this program but are encouraged. ECPI University provides vouchers allowing students to take certification exams at a greatly reduced cost. See the Campus Program Director for a discussion on certifications offered at that Campus.

Externships are opportunities for students to gain mentored, practical experience in a “real world” job setting. Students in the College of Criminal Justice are not required to complete an externship as part of their programs of study. Each student who wishes to complete an externship will be assisted by Career Services in finding a suitable externship opportunity.

Program Outline

To receive the Bachelor of Science in Criminal Justice, the student must earn 121 semester credit hours. The program requires a minimum of 8 semesters, 30 months or 120 weeks of instruction. Program requirements are as follows:

Program Requirements

Core Curriculum

48 semester credit hours

CJ100	Introduction to Criminal Justice	3
CJ106	Criminal Law I	3
CJ107	Criminal Law II	3
CJ110	Law Enforcement Operations	3
CJ125	Criminal Procedure	3
CJ130	Ethics in Criminal Justice	3
CJ135	Corrections	3
CJ200	Investigations	3
CJ225	Crime Scene Management	3
CJ229	Cybercrime Investigations	3

CJ230	Introduction to Terrorism	3
CJ235	Criminology	3
CJ340	Organized Crime	3
CJ350	Criminal Justice Documentation	3
CJ380	Private Security I	3
CJ430	Conflict Management	3

Arts and Sciences*

31 semester credit hours

CAP480	Arts and Sciences Capstone	3
COM115	Principles of Communication	3
ECO201	Macroeconomics	3
ENG110	College Composition	3
ENG120	Advanced Composition	3
HUM205	Culture and Diversity	3
MTH131	College Algebra	3
MTH140	Statistics	3
PHY120	Physics	3
PHY120L	Physics LAB	1
PSY105	Introduction to Psychology	3
PSY220	Positive Psychology	3

*For allowable substitutions of arts and sciences courses, see the Arts & Sciences Department page.

[PSY220](#) is completed by Criminal Justice and Homeland Security concentration students.

[ECO201](#) is completed by Crime and Intelligence Analysis and Digital Forensics concentration students.

Self-Integration

6 semester credit hours

CIS108	Office Applications	2
COR191	Career Orientation	1
FOR110	Essentials for Success	3

Concentration Requirements

Crime and Intelligence Analysis

18 semester credit hours

CJ240	Intelligence	3
CJ250	Introduction to Geospatial Technologies	3
CJ301	Crime Intelligence Analysis	3
CJ315	Mobile Device Forensics	3
CJ390	Crime Mapping	3

CJ400	Fraud Examination	3
	Various Electives	18

Criminal Justice

18 semester credit hours plus electives

CJ115	Drugs and Crime	3
CJ205	Juvenile Justice	3
CJ370	Rules of Evidence	3
CJ435	Emergency Planning	3
CJ461	Media Relations for Law Enforcement	3
CJ480	Probation and Parole	3
	Various Electives	18

Digital Forensics

27 semester credit hours

CJ310	Digital Forensic Analysis	3
CJ315	Mobile Device Forensics	3
CIS106	Introduction to Operating Systems	3
CIS123	Introduction to Scripting	3
CIS150	Introduction to Networking	3
CIS206	Linux Administration	3
CIS212	Principles of Cybersecurity	3
CIS225	Network Protocols and Services	3
CIS403	Ethical Hacking	3
	Various Electives	9

Homeland Security

18 semester credit hours plus electives

CJ210	Global Comparative Justice	3
CJ245	Multi-Cultural Communication for Law Enforcement	3
CJ320	Human Trafficking and Domestic Violence	3
CJ416	Domestic Terrorism	3
CJ435	Emergency Planning	3
CJ485	Homeland Security	3
	Various Electives	18

Electives**Digital Forensics only Electives**

9 semester credit hours

ACC160	Principles of Accounting I	3
BUS121	Introduction to Business	3
CJ245	Multi-Cultural Communication for Law Enforcement	3
CJ290	Externship-CJ III	3
CJ320	Human Trafficking and Domestic Violence	3
CJ325	CJ Special Populations	3

Criminal Justice Electives (except Digital Forensics)

18 semester credit hours

ACC160	Principles of Accounting I	3
ACC161	Principles of Accounting II	3
BUS121	Introduction to Business	3
CJ115	Drugs and Crime	3
CJ140	Research Methods	3
CJ205	Juvenile Justice	3
CJ240	Intelligence	3
CJ245	Multi-Cultural Communication for Law Enforcement	3
CJ290	Externship-CJ III	3
CJ291	Externship-CJ II	2
CJ292	Externship-CJ I-a	1
CJ305	Victimology	3
CJ310	Digital Forensic Analysis	3
CJ320	Human Trafficking and Domestic Violence	3
CJ325	CJ Special Populations	3
CJ361	Law Enforcement Management	3
CJ370	Rules of Evidence	3
CJ390	Crime Mapping	3
CJ400	Fraud Examination	3
CJ410	CJ Capstone Project	3
CJ416	Domestic Terrorism	3
CJ461	Media Relations for Law Enforcement	3
CJ480	Probation and Parole	3
CJ481	Case Management for Criminal Justice Professionals	3
CJ485	Homeland Security	3
CJ490	Externship-CJ Sr. III	3
EET350	Overview of Electronic Security Devices	3

Criminal Justice, Certificate

Program Overview

ECPI University offers Certificate programs (also referred to as Micro-credentials) that focus on specific skill sets. These programs are shorter than traditional degree programs and are designed to meet the needs of working professionals so that they can stay competitive in their field. Certificate programs may be offered in a variety of ways to suit the learning style and schedules of individuals. They may include remote learning, instructor led in-seat learning, hybrid courses, and online courses.

Students can choose from one of three options:

- Law Enforcement Management - 12 semester credit hours
- Digital Forensics - 14 semester credit hours
- Foundations of Law Enforcement – 12 semester credit hours

Law Enforcement Management Certificate Outcomes

Upon completion of the Certificate in Law Enforcement Management, graduates are able to:

- Understand requirements for taking on leadership roles within a law enforcement department.
- Develop skills required for managing law enforcement professionals.
- Identify changes for law enforcement agencies working with community leaders.
- Respond to internal personnel issues and develop resolution plans.
- Provide guidance for departmental budgeting and expenditures.

Digital Forensics Certificate Outcomes

Upon completion of the Certificate in Digital Forensics, graduates are able to:

- Provide an overview of the criminal justice system.
- Develop an understanding of applications and functions that computers perform.
- Understand the rights of citizens and powers of law enforcement.
- Generate means for retrieving data and communications from mobile electronics.
- Adapt to the ever-changing digital world and roles in which law enforcement plays.

Foundations of Law Enforcement Certificate Outcomes

Upon completion of the Certificate in Foundations of Law Enforcement, graduates are able to:

- Provide an In-depth introduction to the criminal justice and court systems.
- Develop an understanding of basic law enforcement functions.
- Investigate the role law enforcement plays in maintaining order and civility.

About Criminal Justice Certificates

Law Enforcement Management. The certificate program covers aspects of management fundamentals within the context of the Criminal Justice system. Courses are designed to help those already in law enforcement meet the academic requirements deemed beneficial for promotional consideration. Students will learn multicultural communication strategies, components of conducting criminal investigations, law enforcement managements systems, and more.

Digital Forensics. The certificate program introduces aspects of how the field of criminal investigation is evolving due to rapid changes in technology. Students will be introduced to cybercrime investigation procedures and students will gain hands-on experience collecting data from digital devices including; phones, tablets and computers. The program is designed to provide current law enforcement officers with academic experience deemed beneficial for transitioning to Digital Forensic Examiner roles.

Foundations of Law Enforcement. This certificate program is designed for those seeking entry level positions in state and local law enforcement as well as correctional facilities where preference is given to those with related collegiate training but a degree is not required. The program covers aspects of the Criminal Justice system including a foundation in understanding criminal law and the rights of both law enforcement and citizens. It also provides a background to understand the Bill of Rights and US Constitution so that students gain an understanding for the role of law enforcement in our Criminal Justice system.

Program Outline

To receive the Certificate, students in the Law Enforcement Management program must earn 12 semester credit hours. Students in the Digital Forensics program must earn 14 semester credit hours. Students in the Foundations of Law Enforcement program must earn 12 semester credit hours. The Criminal Justice Certificate program requires a minimum of 1 semester, 2 months or 10 weeks. The program requirements are as follows:

Program Requirements

Law Enforcement Management

12 semester credit hours

CJ200	Investigations	3
CJ245	Multi-Cultural Communication for Law Enforcement	3
CJ361	Law Enforcement Management	3
CJ430	Conflict Management	3

Digital Forensics

14 semester credit hours

CIS108	Office Applications	2
CJ125	Criminal Procedure	3
CJ229	Cybercrime Investigations	3
CJ310	Digital Forensic Analysis	3
CJ315	Mobile Device Forensics	3

Foundations of Law Enforcement

12 semester credit hours

CJ100	Introduction to Criminal Justice	3
CJ106	Criminal Law I	3
CJ107	Criminal Law II	3
CJ125	Criminal Procedure	3

Criminal Justice Certificate - Program Specific Policies

Admissions Requirements. Admission is on a selective and competitive basis. ECPI University reserves the right to select those applicants who are deemed best qualified for the Criminal Justice Certificate program. Entrance requirements include the following prerequisites:

- **Law Enforcement Management** – [ENG110](#) College Composition, [CJ100](#) Introduction to Criminal Justice, and [CJ110](#) Law Enforcement Operations
- **Digital Forensics** – [CJ100](#) Introduction to Criminal Justice, [CJ106](#) Criminal Law I, [CJ107](#) Criminal Law II, and [CJ200](#) Investigations
- **Foundations of Law Enforcement** – [ENG110](#) College Composition

Student Evaluation. Students must achieve a minimum term grade point average of 2.0.

College of Health Science, Mission Statement

The mission of the College of Health Science is to achieve excellence by creating an educational environment that facilitates the achievement of academic and career goals. Excellence is attained by seeking input from all sectors of the University and the community to maintain strong integrity & performance. These efforts create the pathway for student success, program completion and community enrichment.

College of Health Science, Medical Careers Institute Advanced Clinicals

Diagnostic Medical Sonography, Associate of Applied Science

Program Overview

The Diagnostic Medical Sonography program offers an Associate of Applied Science degree in Diagnostic Medical Sonography that is designed to prepare competent entry-level general sonographers in the cognitive (knowledge), psychomotor (skills), and affective (behavior) learning domains. The program is designed to facilitate the development of each student to meet the needs of the growing healthcare industry.

Program Outcomes

- Prepare students for the challenging responsibilities of the profession and provide opportunity to acquire a working knowledge of the field.
- Provide a clinical educational experience that enables students to be capable of performing routine sonographic procedures and related functions specific to general Diagnostic Medical Sonography.
- Provide an education experience that promotes effective communication skills, critical thinking abilities and professionalism.
- Promote the development of core values and ethical standards necessary for the delivery of quality, patient-centered care.

For additional information about the program link to: <http://www.ecpi.edu/medical/program/sonography-associate-degree/>. To see the Student Consumer Information link to: <https://www.ecpi.edu/student-consumer-services> which provides additional information on the future careers, success, cost, and financing for this program. For information on the University Completion and Graduation Rates, please see [About ECPI University](#) on the ECPI website.

About Diagnostic Medical Sonography

Sonography is a dynamic profession that has grown significantly over the past 20 years. With rapidly developing new technologies and increased use of diagnostic ultrasound procedures, growth is projected to continue in the future with employment opportunities for qualified sonographers in both urban and rural areas nationwide. Professional responsibilities include: obtaining and recording an accurate patient history, performing diagnostic procedures and obtaining sonographic images, analyzing technical information, providing an oral or written summary of the technical

findings to the physician, and collaborating with physicians and other members of the health care team. Salaries for sonographers are competitive with or higher than other professionals with similar levels of education.

A criminal background check, 5-panel urine drug screen, employment physical, proof of PPD test or negative chest x-ray, proof of tetanus inoculation, a Hepatitis B titer, and current CPR certification are usually required for employment as a sonographer.

Diagnostic Medical Sonographers actively work in many healthcare venues and are required to perform some physically demanding duties when working with patients. Therefore, physical requirements have been outlined for this profession and include:

- Must be able to stand and walk for 80% of clinical time.
- Must be able to assist, lift, and position patients for at least 50% of the clinical time.
- Has sufficient hearing to respond to patient needs and to interact with the patient, to hear instructions in a variety of situations, such as in a trauma room in the emergency room and in surgery, where the person may be facing away from you or be wearing a surgical mask. Has the ability to distinguish audible sounds of the equipment, such as Doppler.
- Has sufficient motor skill to be able to respond to medical emergencies and to manipulate the equipment. These motor skills may include, but are not limited to the following:
- Has full use of hands, wrists, and shoulders. Extend the hands and arms in any direction often reaching 3-4 feet above the head. Seize, hold, grasp, turn and otherwise work with both hands. Pick, pinch, twist or otherwise work with wrists and fingers of both hands.
- Move the hand and foot coordinately with each other in accordance with visual stimuli.
- Bend and stoop routinely.
- Perform frequent lifting, carrying, pulling, and pushing of objects weighing 50 lbs or more, such as wheel chairs, patient stretchers, and ultrasound equipment.
- Lift and transfer patients to and from the examination table safely, without injury to patient, self or other health care workers.
- Ability to maintain prolonged arm positions necessary for scanning.

The Diagnostic Medical Sonographer is also known as Sonographer, Ultrasonographer, or Ultrasound Technologist. Sonographers can choose to work in hospital radiology departments, clinics, medical imaging centers, women's health and childbirth centers, private practice physician offices, public health facilities, or breast imaging centers.

The program includes instruction in both clinical and administrative functions, on campus classroom and laboratory courses and off campus clinical education where students will work with sonographers, physicians, and other health care professionals to learn, develop, and apply the necessary skills to perform general ultrasound examinations in the work place.

Recommended Certifications

ECPI University provides vouchers allowing students to take certification exams at a greatly reduced cost. Examinations are available through the American Registry of Diagnostic Medical Sonographers (ARDMS). Examinations include: registry examination in Ultrasound Physics and Instrumentation (SPI), and the Abdomen (AB) and Obstetrics/Gynecology (OB/GYN). The American Registry of Radiologic Technologists (ARRT) Certification test in Sonography is another certification available. Certification by either ARDMS or the ARRT is required for employment.

Program Outline

To receive the Associate of Applied Science in Diagnostic Medical Sonography, the student must earn 80 semester credit hours. This program requires six semesters, 21 months or 85 weeks. Program requirements are as follows:

Program Requirements

Core Curriculum

55 semester credit hours

DMS100	Essentials of Sonography & Ethics	3
DMS107	Ultrasound Physics and Instrumentation	2
DMS107L	Ultrasound Instrumentation LAB	1
DMS108	Ultrasound Physics and Instrumentation I	2
DMS108L	Ultrasound Instrumentation Lab II	1
DMS109	Sectional Anatomy	3
DMS200	Abdominal Sonography	3
DMS201	Advanced Abdominal Sonography	3
DMS202	Obstetrics & Gynecologic Sonography	3
DMS203	Advanced Obstetric & Gynecologic Sonography	3
DMS204	Vascular I	3
DMS205	Vascular II	3
DMS206	Introduction to Clinical Education	1
DMS207	Clinical Education	4
DMS208	Clinical Education II	4
DMS209	Clinical Education III	4
DMS210	Clinical Education IV	4
DMS211	Clinical Education V	4
DMS213	Clinical Education VI	2
DMS241	General/SPI Registry Review	2

Arts and Sciences*

21 semester credit hours

BIO111	Anatomy & Physiology I w/Terminology	3
BIO111L	Anatomy & Physiology I with Terminology LAB	1

BIO116	Anatomy & Physiology II with Terminology	3
BIO116L	Anatomy & Physiology II with Terminology LAB	1
ENG110	College Composition	3
HUM205	Culture and Diversity	3
PHY120	Physics	3
PHY120L	Physics LAB	1
PSY105	Introduction to Psychology	3

*For allowable substitutions of arts and sciences courses, see the Arts and Sciences Department page

Self-Integration

4 semester credit hours

COR191	Career Orientation	1
FOR110	Essentials for Success	3

Diagnostic Medical Sonography - Program Policies

Program Philosophy. The Diagnostic Medical Sonography program is designed to prepare competent entry-level general sonographers in the cognitive (knowledge), psychomotor (skills) and affective (behavior) learning domains. Program faculty are strongly committed to providing all students with an exciting, stimulating, and comprehensive learning experience. The program prepares graduates to provide safe, effective, ethical, and legal care to persons of all ages and diverse backgrounds. The program develops the ability of the student to think independently, to understand fundamental theory, and to develop the skills necessary to become Diagnostic Medical Sonography practitioners who are enlightened decision makers.

Program Purpose. This program prepares students to meet the requirements for employment as a Diagnostic Medical Sonographer. The program includes instruction in both clinical and administrative functions. Instruction includes on campus classroom and laboratory courses, and off campus clinical education where students will work with sonographers, physicians, and other health care professionals to learn, develop and apply the necessary skills to perform general ultrasound examinations in the work place.

Attendance. A detailed record of student attendance is maintained by the faculty and becomes a part of their permanent record. Every absence from class, no matter what the reason, is recorded and counted as such by the faculty, beginning with the first day of class. It is sometimes necessary for the College to give employment recommendations for a student. The employer often takes attendance into consideration.

Students MUST attend class regularly. NO CALL/NO SHOW TO SCHEDULED CLASSES IS NOT PERMITTED. If, for any reason, an absence is necessary, day clinical students must call the College and the instructor no later than one hour before the scheduled start time. Students with course absences greater than 15 percent may have their records reviewed for purposes of possible probation, termination, or suspension. A student may be dropped from a course if the student is absent more than 20 percent of the scheduled course hours.

Written assignments must be submitted on time. Tests and assignments must be made up on the student's first classroom day back to school after absence unless the student makes alternate arrangements with the instructor. Students will be allowed two tests/exams make-ups per course. The student receives the grade earned for the first make-up test/exam. The grade received for the second makeup test/exam in the same course will be no higher than an 80%. No other make-up test/exam is permitted. A zero will be recorded for additional missed tests/exams in the same course. There are no make-up quizzes. Any late homework is the grade earned minus 10 points. All unit tests must be recorded

prior to the final examination. Any student who does not take the make-up test/exam on the first day back will receive a zero for the test exam.

Student Evaluation. The faculty shall use the objectives of the Diagnostic Medical Sonography program as criteria for student evaluation. The student's grades are determined by a combination of written examinations, laboratory scanning practical exams, and clinical competency checklists.

Diagnostic Medical Sonography technical skills and ability, attitude, and relationship with others are areas of clinical and laboratory evaluation. The achievement of the student in both theory and clinical performance is evaluated by the faculty at regular intervals and shared with the student.

Program Hours. Students are required to attend classes during day hours only, Monday through Friday for six semesters. Each semester is divided into 3 five week terms. Each term varies in the number of required courses, depending on the number of credits and contact hours per course, with two or three courses per term.

During the first three semesters all classes are on campus Monday through Thursday. During the fourth semester students will be assigned to an Ultrasound department of a clinical affiliate hospital or imaging center Monday through Friday, eight hours per day. During the final term of the program, clinical rotations will be two to three days per week with on campus classes on the alternate days.

Clinical Phase Absenteeism and Tardiness. Absenteeism on clinical days will not be tolerated. Students are expected to arrive at clinical rotation sites prepared to administer patient care. If a student is unable to perform required duties due to health or other reasons, the student should not attend. If for any reason the student cannot attend on a scheduled clinical day, the student must talk to the assigned site point of contact (POC) no later than one hour before the scheduled start time. Emergency messages will be conveyed from the College to the clinical site location. At no time should family or friends call the health care facility where the student is assigned. If more than two clinical days are missed, the student must report to the Program Director and/or Clinical Coordinator.

Clinical Protocol. Clinical experiences are scheduled in various healthcare agencies and/or hospitals.

- Students may not visit any clinical facility while wearing the student uniform (including the name I.D.) without prior approval from the Diagnostic Sonography Faculty.
- Students may not review any patient's chart or records except those assigned to them.
- Students are not permitted to accept gifts from patients or patients' families or friends.
- Students are not permitted to fraternize with any patient/agency employee while enrolled in school.

Admissions Requirements. The Diagnostic Medical Sonography program has a selective review process that consists of the following:

- Diagnostic Medical Sonography program applicants must have a standard high school diploma or a GED.
- Diagnostic Medical Sonography program applicants must successfully complete the entrance assessment.
- A personal information session with the Program Director or designee is required.

Prerequisite Courses. Must be greater than or equal to 100 level college courses only.

- College Algebra (3 credit hours)

Applicant Points Criteria	Healthcare Experience (15% weighted value)
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1 pt:	1-2 years Volunteer or work in a Medical Profession	40 to 99 hours Volunteer or work in Ultrasound
2 pt:	3-5 years Volunteer or work in a Medical Profession	100-199 hours Volunteer or work in Ultrasound
3 pt:	6 + years Volunteer or work in a Medical Profession	200 + hrs Volunteer or work in Ultrasound

Entrance Assessments:

- (70% weighted value)
- Reading: (20% of exam values)
- English: (20% of exam values)
- Math: (30% of exam values)
- Science: (30% of exam values)

Academic Courses:

- (College or High School)
- (15% weighted value)
- The following courses are assigned 1 point each, per subject, one time:
 - Anatomy and Physiology
 - Physics
 - Chemistry
 - Biology
 - Medical Terminology

1,920 total contact hours

Bachelor of Science in Radiologic Sciences

Program Overview

The accelerated Bachelor of Science in Radiologic Sciences (BSRS) program provides registered radiographers the essential skills and knowledge needed to meet the needs of the radiology profession in the roles of leader, educator, and/or administrator. The program presents higher advanced skills of Radiologic Sciences for optimum patient care in advanced modalities and effective leadership in administrative positions. Created using the American Society of Radiologic Technology's (ASRT) BSRS curriculum guidelines, ECPI University's BSRS program provides a broader knowledge base and skill set beyond the entry-level radiographer. Advanced standing credits are awarded for past radiography coursework. The program is delivered in an online format with a part-time or full-time option.

Program Outcomes

Upon completion of the Bachelor of Science in Radiologic Sciences program, the student will be able to:

- Demonstrate problem-solving/critical-thinking skills that provide ethical and safe patient care in all areas of radiology, including advanced modalities.
- Perform in the role of supervisor/manager for a radiology department using leadership skills in the areas of communication, quality management, and team building while maintaining quality of care and safe practices.
- Analyze the relationships between major stakeholders in the U.S. healthcare delivery system and individual caregiver responsibility to provide optimum patient care.
- Apply principles of diversity, cultural competencies, and health literacy to professional practice.
- Professionally communicate with diverse groups of people including patients, peers, administrators, and health professions to ensure patient safety and quality radiographic care.
- Practice a holistic, professional, and ethical approach to health care.

For additional information about the program link to: <https://www.ecpi.edu/programs/radiologic-sciences-bachelor-degree>. To see the Student Consumer Information link to: <https://www.ecpi.edu/student-consumer-services> which provides additional information on the future careers, success, cost, and financing for this program. For information on the University Completion and Graduation Rates, please see [About ECPI University](#) on the ECPI website.

In approximately one year, through ECPI University's year-round schedule, a full-time student can earn a Bachelor of Science in Radiologic Sciences. The part-time schedule is approximately 1.5 years in length.

About the Medical Radiography Profession and Advanced Credentials

With a Bachelor of Science in Radiologic Sciences, the radiographer has the potential to qualify for leadership and administrative roles in the radiology profession, as well as potential positions in advanced modalities. The BSRS courses will enhance decision-making skills for leaders in a dynamic allied health profession. The BSRS student will also be able to choose a specialized modality to study with the American Society of Radiologic Technology's (ASRT) learning modules. The modalities available are CT or MRI. Completion of the ASRT modules, brings the graduate one step closer to registration in an advanced modality.

Required Certifications

The student will need to be an ARRT Registered Radiographer in good standing and will need to have an associate degree or certificate in radiography from an accredited institution to gain admittance to this program.

Program Outline

To receive the Bachelor of Science in Radiologic Sciences degree, the student must earn a minimum of 120 degree credit hours which includes 53 advanced placement credits from the required Associate Degree or certificate in Radiography and 20 transfer credits from the prerequisites listed below. The degree completion program consists of 47 semester credits, which can be completed in a minimum of 3 semesters for the full-time option and 5 semesters for the part-time option.

Prerequisite Credits

Arts and Sciences

20 semester credit hours plus electives

BIO101	Human Anatomy & Physiology I	3
BIO104	Human Anatomy & Physiology II	3
CIS108	Office Applications	2
COM115	Principles of Communication	3
ENG110	College Composition	3
HUM205	Culture and Diversity	3
PSY105	Introduction to Psychology	3

Program Requirements

Core Curriculum

32 semester credit hours

RAD300	Radiology /Healthcare Administration	3
RAD310	Radiology Administration Law and Ethics	3
RAD330	Sectional Anatomy	4
RAD360	Specialized Imaging Modalities	3
RAD370	Advanced Patient Assessments	3
RAD380	Pathophysiology	4
RAD400	The Effective Radiology Supervisor	3
RAD420	Healthcare Delivery Systems	3
RAD480	Professional Capstone	3
HCA400	Health Information Systems	3

Arts and Sciences

15 semester credit hours

CAP480	Arts and Sciences Capstone	3
ENG120	Advanced Composition	3
MTH131	College Algebra	3
MTH140	Statistics	3
PSY300	Human Growth & Development	3

Bachelor of Science in Radiologic Sciences-Specific Policies

Admissions Requirements. The Bachelors of Science in Radiologic Sciences (BSRS) program requires applicants to have an associate's degree or certificate in Medical Radiography. All applicants must hold a valid, ARRT certification to practice radiography in the United States, and hold a minimum 2.5 GPA. Students who do not meet the 2.5 GPA requirement may apply for admission to the BSRS program on a provisional status. Upon successful completion of the first semester of the BSRS curriculum, a student may apply for a change of status from provisional admission to the full admission. All applicants are required to submit a resume demonstrating current work experience as a radiographer.

The full-time program is 45 weeks (Nine, five-week terms) in length. The part-time option is 15 terms or approximately 5 semesters. The classes are delivered online. There are no clinical externships needed to complete the program.

Students are required to successfully complete an Online campus orientation before they are enrolled for classes. In addition, students are encouraged to take an online tutorial available via the internet at <http://ecpicollege.com/?id=test#>. These resources provide information on the nature of faculty/student interaction, prerequisite technology competencies and skills, technical equipment requirements, and availability of academic support services information pertaining to technical requirements, etc.

Attendance. Attendance and participation are required. The attendance policy requirements for online classes are documented in each individual course. A student may be dropped from a course if the student is absent more than 20% of the scheduled total course hours.

Late Assignments. All assignments will be submitted electronically to the classroom assignment drop box established for the assignment. If the classroom server is down, students may submit the assignment to the faculty member's ecpi.edu email address by the deadline and later post the assignment to the drop box.

Make-up examinations are at the sole discretion of the course faculty member and are discouraged.

Program Purpose. The program is dedicated to providing educational opportunities for qualified registered radiographers from diverse backgrounds in caring for individuals, families, and communities and preparing graduates for the practice in a variety of healthcare settings. A foundation for lifelong personal and professional learning is built upon a broad base of liberal arts and sciences, humanities, and radiologic technology theories to help students develop ethically reflective radiography skills that will uphold the ideals of today's healthcare delivery system. Through evidence-based clinical decision-making in radiography practice, the development of leadership skills, the professional radiographer will be educated to serve and benefit a multicultural society across the lifespan.

Philosophy of the Bachelors of Science in Radiologic Sciences Program. The BSRS program believes that:

- Every person has value due to the unique experiences and knowledge that s/he brings to the community. The community is enriched by its members and the differences that they contribute to making a diverse and heterogeneous culture. Since every patient is different and rich in their history and background, so, too, must be the members of the healthcare team.
- Radiography is both an art and a science, dynamic due to the technology that supports the field and the many members that aid in providing optimum patient care. Radiography is grounded on many theories and principles from radiologic biology and physics, to incorporating compassionate care for all stages of illness, both acute and terminal. As vital members of the health care team, radiographers assist in providing answers to the questions asked from the initial diagnosis to the ongoing care for the chronically ill.
- Professional values and value-based interventions are vital to radiography education. Professional and social skills are needed to provide and receive proficient communications with patients, other members of the allied health team, and physicians from all services. The radiographer will be prepared to effectively and professionally communicate with all patients and their families.
- Critical thinking, clinical competence, and accountability are necessary to provide optimum patient care in an ever-changing environment. Radiographers work in radiology, surgery, the emergency department, as well as other areas of a healthcare facility and need a multi-dimensional skill set to provide care to the patients in those areas.
- Lifelong learning is part of the radiography profession due to the continuing education credits required by the American Registry of Radiologic Technologists (ARRT). The process and mindsets related to lifelong learning were initiated in the associate degree program and will be continued in the BSRS curriculum. Learning ideally mixed with enjoyment, is what will provide skill sets that will continuously evolve throughout the course of a radiographer's career. Moving to advanced modalities, a career path taken by many radiographers, will enrich the learning process, and will enhance the profession by adding dimensions and employability for the dually registered radiographer.

Progression. Students must achieve a grade of C or higher in all courses to progress. Students must pass all general education classes with a cumulative GPA of 2.0 or higher. If a student fails a radiography course, they must meet with the radiography program director. If a second failure occurs in any course in the program, the student will be placed on probation. If a student fails the same course a third time, they will be dismissed from the program.

Student Evaluation. The faculty uses the objectives of the overall program and individual courses as criteria for student evaluation. A development student portfolio is created across the curriculum and submitted as evidence of accomplishment of the program outcomes in the final radiography course. Student grades are determined by a variety of formative and summative evaluation methods.

Medical Radiography, Associate of Applied Science

Program Overview

The Medical Radiography program offers potential candidates the opportunity to complete an Associate of Applied Science degree in Medical Radiography. This program serves as a means to address the need for Registered Technologists in Radiography, R.T. (R) in the surrounding area, nationally and internationally to meet society's need for increased numbers of highly skilled and knowledgeable Radiographer professionals.

Program Goals and Learning Outcomes

Upon completion of the program:

Students will be clinically competent.

- Students will demonstrate accurate positioning skills.
- Students will provide proper radiation protection.

Students will demonstrate effective communication skills.

- Students will provide effective oral communication skills.
- Students will demonstrate effective written communication skills.

Students will demonstrate critical thinking.

- Students will manipulate technical factors.
- Students will modify procedures to meet patient needs.

Students will model professionalism.

- Students will demonstrate ethical behavior.
- Students actively participate in learning experiences during clinical training.

For additional information about the program link to: <http://www.ecpi.edu/medical/program/radiography-associate-degree/>. To see the Student Consumer Information link to: <https://www.ecpi.edu/student-consumer-services> which provides additional information on the future careers, success, cost, and financing for this program. For information on the University Completion and Graduation Rates, please see [About ECPI University](#) on the ECPI website.

In 1.5 years, through our year-round schedule, you can earn an Associate of Applied Science in Medical Radiography.

About the Medical Radiography Profession

Radiography is a "high touch" profession requiring the technologist to position patients for x-ray examinations. About half of all Radiographers work in hospitals, and the other half work in outpatient facilities. In addition to x-ray equipment, they may, with additional on the job training and/or education, use other advanced imaging modalities such as CT, MRI, Mammography, Bone Densitometry, Cardiac & Vascular Radiography, and others. Graduates of the A.A.S. program in Medical Radiography may also pursue advanced degrees such as the B.S., M.S., and R.R.A. (Registered Radiologist Assistant). Certificate programs are available in Nuclear Medicine, Radiation Therapy, Sonography (ultrasound), and others. Radiographers may work in various employment conditions, such as doing portable exams in emergency situations, operating rooms, patient rooms, and others.

Background checks, drug screening, a physical examination, current immunizations, and security clearances may be required of graduates seeking employment as a Radiographer.

Radiography can be a physically demanding profession. Radiographers must have the physical capacity to position patients to obtain clear medical images. This activity may require standing, bending, squatting, lifting and moving patients, moving portable x-ray equipment, and overhead x-ray tubes. Radiographers must have the visual acuity to discern the quality of a medical image and analyze the technical results. They must be able to hear well enough to engage in conversation with their patients.

Radiographers are needed in many different healthcare businesses including hospitals, outpatient facilities, clinics, and orthopedic facilities.

Recommended Certifications

Certifications are not required for completion of this program; however, ECPI encourages student to obtain all appropriate certifications to increase potential job opportunities. ECPI provides students in this program with vouchers which allow the student to take certification exams at a greatly reduced cost. Available certifications for this program include R. T. (R), ARRT (Registered Technologist in Radiography of the American Registry of Radiologic Technologist; and a state license as Radiologic Technologist. Cardio-Pulmonary Resuscitation (CPR) certification is required.

Program Outline

To receive the Associate of Applied Science in Medical Radiography, the student must earn 82 semester credit hours. The program requires a minimum of 5 semesters, 18 months or 75 weeks of instruction. The program requirements are as follows:

Program Requirements

Arts and Sciences*

21 semester credit hours

BIO101	Human Anatomy & Physiology I	3
BIO104	Human Anatomy & Physiology II	3
COM115	Principles of Communication	3
ENG110	College Composition	3
HUM205	Culture and Diversity	3
MTH120	College Mathematics	3
PSY105	Introduction to Psychology	3

**For allowable substitutions of arts and sciences courses, see the Arts & Sciences Department page.*

Self-Integration

6 semester credit hours

CIS108	Office Applications	2
COR191	Career Orientation	1
FOR110	Essentials for Success	3

Core Curriculum

55 Semester credit hours

MED104	Medical Terminology	3
RAD100	Fundamentals of Radiologic Sciences and Healthcare	1
RAD105	Patient Care and Ethics in Radiologic Sciences	2
RAD110	Introduction to Radiographic Positioning & Technique	1
RAD115	Radiographic Procedures 1	2
RAD120	Introduction to Radiography Clinical Practice	1
RAD125	Radiographic Procedures 2	2
RAD135	Radiographic Procedures 3	2
RAD147	Radiographic Imaging I	2
RAD156	Radiation Production, Characteristics & Imaging Equipment	3
RAD165	Radiological Pharmacology & Drug Administration	1
RAD177	Radiographic Imaging 2	1
RAD205	Radiographer Research & Review	1
RAD217	Radiographic Imaging 3	1
RAD225	Radiographic Pathology	2
RAD235	Radiation Biology & Protection	2
RAD245	Radiologic Advanced Imaging Modalities	2
RAD255	Radiography A.R.R.T. Exam Preparation	2
RAD132	Radiography Clinical Education 1	1.5
RAD142	Radiography Clinical Education 2	1.5
RAD152	Radiography Clinical Education 3	1.5
RAD162	Radiography Clinical Education 4	1.5
RAD172	Radiography Clinical Education 5	1.5
RAD182	Radiography Clinical Education 6	1.5
RAD202	Radiography Clinical Education 7	2.5
RAD212	Radiography Clinical Education 8	2.5
RAD222	Radiography Clinical Education 9	2.5
RAD232	Radiography Clinical Education 10	2.5
RAD242	Radiography Clinical Education 11	2.5
RAD252	Radiography Clinical Education 12	2.5

Medical Radiography Program - Specific Policies

Admissions requirements. The Medical Radiography program has a selective review process that consists of the following:

- Medical Radiography program applicants must have a standard high school diploma or a GED.
- Medical Radiography program applicants must successfully complete the entrance assessment.
- A personal information session with the Program Director or designee is required.

Qualified applicants who rank highest on the admissions criteria and complete an information session with the Medical Radiography Program Director or designee are considered for admission to the program. Students will be selected based on a point system. The following criteria will be evaluated:

Applicant Points Criteria	Healthcare Experience (15% weighted value)	Entrance Assessments (70% weighted value) Reading: (20% of exam values) English: (20% of exam values) Math: (30% of exam values) Science: (30% of exam values)	Academic Courses: (college or High School) (15% weighted value) The following courses are assigned 1 point each, per subject, one time: Anatomy & Physiology, Physics, Chemistry, Biology, Medical Terminology
1 pt:	1-2 years volunteer or work in a medical profession	40-99 hours volunteer or work in radiography	
2 pt:	3-5 years volunteer or work in a medical profession	100-199 hours volunteer or work in radiography	
3 pt:	6 + years volunteer or work in a medical profession	200+ hours volunteer or work in radiography	

The Medical Radiography program requires applicants who were interviewed and provisionally accepted into the program, to submit proof of acceptable health and wellness, via a complete physical examination, including proof of specific immunizations, prior to the commencement of studies. In addition, they must undergo both a criminal background check and a drug screening test. They are required to provide medical documentation regarding any disability or physical limitation that they have, prior to final acceptance into the program. That documentation will be reviewed by the program faculty to determine if the extent of the limitation(s) is/are too limiting to complete required tasks.

Physical Demand Requirements. Students seeking admission into the Medical Radiography Program are advised that their course of study will include classroom education, hands-on practical skills and clinical experiences. Students making the decision to enter into this program should be aware of the physical nature of both the profession and their course of study. While the profession of Radiography may be performed in a variety of settings, each with specific physical demand requirements, students must be able to demonstrate a wide range of skills that may be performed in a variety of settings to successfully complete the program.

Applicants to the program must be aware that they must possess the following abilities required of Radiography students and radiographers.

Physical	Vision	Ability to read and analyze data, formulate technical factors, evaluate the technical results, and observe patient conditions. Ability to perform all the radiographic procedures expected of a Radiography student.
	Hearing	Ability to hear instructions in a variety of situations, such as a darkened x-ray room, trauma room in the emergency department, and surgery; where the persons may not be facing you or they may be wearing surgical masks. Patients, who are sick, injured, elderly, and in other weakened conditions sometimes have difficulty in communicating; therefore, it is important to be able to hear them with accuracy.
	Motor Skills	Above average hand/eye coordination and other basic motor skills are essential. Ability to lift, move and support patients. Ability to operate various x-ray equipment including portable machines which may involve lifting, pulling, pushing, etc. Ability to stand/walk for extended periods of time, as well as bending twisting and reaching.
Mental	Memory	Possess both short and long term memory capabilities.
	Critical Thinking	Ability to think critically and perform mathematical calculations, solve problems and demonstrate safe practices, including radiation protection.
	Interpersonal Skills	Ability to communicate effectively, both orally and in writing with patients, peers, general public and others, especially members of the health care team.
Hazards Awareness	Occupational Exposure	Students may be exposed to infectious body fluids, toxic drugs and solutions, and radiation.

Attendance. A detailed record of student's attendance is maintained by the instructors and becomes a part of the student's permanent record. Every absence from class, regardless of the reason, is recorded and counted as such by the instructor, beginning with the first day of class. Sometimes, the school is asked to provide employment recommendations for students and/or graduates and the potential employer often considers the attendance record.

Students are required to attend class regularly and on time. Therefore, missing scheduled classes is unacceptable. If an absence or tardiness is unavoidable, a student must notify the school prior to the start of the scheduled class and in addition, if the course is a clinical education one, scheduled at a clinical affiliated site, the student must also notify the site prior to the scheduled time. All missed clinical time must be made up to assure completion of 1200 clinical hours.

Students with course absences greater than 15 percent of any radiography course may have their records reviewed for the purposes of possible probation, termination, or suspension. A student may be dropped from a course if the student is absent more than 20 percent of the scheduled course hours. Arrangements with the Clinical Instructor and the student, to reschedule any missed clinical time, must be made as soon as possible, to avoid any of the above mentioned situations.

Written assignments must be submitted on time. Tests and assignments must be made up on the student's first classroom day back to school after an absence, unless the student makes alternate arrangements with the instructor.

Clinical Phase Absenteeism and Tardiness. Absenteeism on clinical days will not be tolerated. A student is expected to arrive at clinical, prepared to administer patient care and Radiography student responsibilities. If a student is unable to perform as such, due to health or other reasons, the student should not attend clinical and is required to inform the Radiology department and the campus faculty prior to the start of the assigned schedule.

All missed clinical time must be rescheduled with the Clinical Instructor of the department for approval. If more than two clinical days are missed, the student must report to the Program Director and/or Clinical Coordinator.

Clinical Protocol. Clinical experiences are scheduled in various local healthcare agencies and/or hospitals.

- Students may not visit any clinical facilities while wearing the student uniform (including the name I.D.) without prior approval from Radiography faculty.
- Students may not review any patient's chart or records except those assigned to them.
- Students are not permitted to accept gifts from patients or patient's families or friends.
- Students are not permitted to fraternize with any patient/agency employee while enrolled in school.

Program Philosophy. The Medical Radiography curriculum has been designed to thoroughly prepare students for an entry-level career as a Radiographer. The program teaches the physical and applied science of Radiography, with a focus on the application of theory to clinical practice. This program is designed to provide students with a fundamental imaging foundation so that they are competent clinical practitioners capable of producing diagnostic radiographs while subjecting the patient and healthcare personnel to minimum radiation exposure. Students learn critical thinking skills and independent professional judgment, thus preparing graduates for success on the national and/or any applicable state exams and in the workplace.

Program Hours. Students are required to attend classes during day hours only on Mondays through Fridays, for five semesters. Each semester is divided into (3) five week terms. Each term varies in the number of required courses, depending on the number of credits and contact hours per course, with two to three courses per term.

During the first semester, all classes are on campus, however during the second and third semesters, students will only be on campus Mondays, Wednesdays, and sometimes Fridays. On Tuesdays and Thursdays, students will be assigned to a Radiology department of a clinical affiliate hospital or imaging center. During the fourth and fifth semesters, classes

are on campus Tuesdays and Thursdays, with Radiology department assignments on Mondays, Wednesdays, and Fridays. Limited experiences also include alternative evening and weekend schedules.

Clinical and/or externship assignments may include day, evening and weekend hours. The clinical and/or externship facilities used during the program are located throughout the region. Reliable transportation, a flexible schedule and the ability to commute some distance to assignments is required to complete the program.

Program Purpose. The Medical Radiography program at Medical Careers Institute, College of Health Science of ECPI University prepares graduates to provide professional patient care and assessment, competent performance of radiologic imaging and total quality management and safety, in the application of ionizing radiation to humans.

The program's main purpose is to educate students with the most current knowledge and skills to meet the needs of the client and the demands of the healthcare industry. This program includes emphasis on the culture of safety, education, and interdisciplinary collaborative learning from both community-based and hospital settings.

Upon completion of the program, students receive an Associate of Applied Science degree in Medical Radiography, which allows them to become eligible to sit for the national ARRT exam in Radiography and also qualifies graduates, who pass the ARRT exam, for state licensing. As a Radiographer, a vast range of opportunities are available to the graduate allowing continued professional growth and educational development.

Student Evaluation. The faculty shall use the objectives of the Medical Radiography Program as criteria for student evaluation.

The student's grades are determined by a combination of written examinations, laboratory competence, and/or clinical competence. Radiographer technical skills and ability, attitude, and relationship with others are areas of clinical and laboratory evaluation. The achievement of the student in both theory and clinical performance is evaluated by the faculty at regular intervals and shared with the student.

The student progresses to the next term when all prerequisite courses have been satisfactorily completed. Students must achieve a passing grade of C or better in all Radiography and/or science courses (A&P/Medical Terminology) and satisfactorily meet all clinical objectives. A final course grade of less than C or failure to meet clinical objectives, will result in failure of a course.

Program consists of 2,130 contact hours

Physical Therapist Assistant, Associate of Applied Science

Program Overview

The program offers an Associate of Applied Science degree in Physical Therapist Assistant designed to facilitate the development of each student into a competent, entry-level physical therapist assistant. The program regards each student as an active participant bringing a variety of individual needs and attributes to the educational process. The program is committed to preparing the physical therapist assistant students to become lifelong learners and critical thinkers who will be prepared to contribute to the body of knowledge in physical therapy. Graduates of the program will be prepared to work under the direction and supervision of a physical therapist in the delivery of rehabilitative care.

Physical Therapist Assistant (PTA) Goals:

Student/Graduate Level Goals:

- The PTA program will prepare graduates for entry-level practice as physical therapist assistants who will work under the direction and supervision of a physical therapist in an ethical, legal, safe, and effective manner.
- The PTA program will prepare graduates to demonstrate entry-level critical thinking skills to effectively address patient care situations and to adapt to the rapidly changing challenges in healthcare and physical therapist assistant responsibilities.

Program Level Goals:

- The PTA program will educate the students in cultural diversity, effective communication and professional behaviors.
- The PTA education program will facilitate participation in community service and lifelong learning activities.
- The PTA Program will provide a contemporary, comprehensive and evidence-based curriculum appropriate for an entry level physical therapist assistant.

Program Faculty Level Goals:

- The PTA faculty will engage in on-going professional development related to enhancing knowledge of contemporary physical therapy practice, pedagogy, and service.

For additional information about the program link to: <http://www.ecpi.edu/medical/program/physical-therapy-associate-degree/>. To see the Student Consumer Information link to: <https://www.ecpi.edu/student-consumer-services> which provides additional information on the future careers, success, cost, and financing for this program. For information on the University Completion and Graduation Rates, please see [About ECPI University](#) on the ECPI website.

In 1.5 years, through our year-round schedule, you can earn an Associate of Applied Science in Health Science in Physical Therapist Assistant.

About Physical Therapist Assistant

Physical Therapist Assistants (PTA's) provide physical therapy services under the direction and supervision of a licensed physical therapist. PTA's help manage patients with back and neck injuries, sprains and strains, arthritis, burns, amputations, wounds, neurological conditions, surgical intervention, and injuries related to work or sports. PTA's help individuals of all ages who are ill, injured, or have a health condition that limits their ability to perform daily activities needed for life. Care provided by PTA's may include teaching patients exercises and activities to increase mobility, strength, and coordination. PTA's will also use physical modalities such as heat, ice, ultrasound, traction, massage, or electrical stimulation to help decrease pain, increase motion, and improve function.

Physical Therapist Assistants must be licensed in the state that they wish to practice. This requires graduation from an accredited institution and passing of the National Physical Therapy Examination for PTA's. Some positions may require

criminal background checks, drug screening, and/or security clearances. A completed physical exam, evidence of immunization and current CPR certification may also be required.

Students making the decision to enter into this program should be aware of the physical nature of both the profession and their course of study. Students must be able to perform essential functions in order to successfully complete the program and work in the profession at large. Essential functions are the activities /skills that are necessary to ensure that the students are able to provide safe, competent, and timely care to patients receiving physical therapy services. The following standards reflect reasonable expectations of PTA students for the performance of common physical therapy activities. Students must be able to obtain information in the classroom laboratory and clinical setting through observation, auscultation, and palpation. Students must have sufficient motor capabilities, balance, strength, coordination, and stamina to execute the movements and skills to provide safe and effective physical therapy interventions. Students must possess the ability to comprehend, recall, and process large amounts of didactic information. Students must be able to think critically, reason, prioritize, organize, and attend to tasks and responsibilities in a timely manner when performing data collection skills and physical therapy interventions during patient care. Students must be able to utilize effective and efficient communications in the English language to interact with peers, healthcare providers, patients, and family members. Students must demonstrate the ability to practice in a professional and ethical manner. Students must exercise good judgment, develop empathetic and therapeutic relationships patients and others and tolerate close and direct physical contact and broad and diverse populations. Personal attributes must include compassion, integrity, concern for others, interpersonal skills, cultural competence, and motivation.

The most common related job title is Physical Therapist Assistant. Physical Therapist Assistants work in a variety of settings including hospitals, outpatient clinics, rehabilitation, skilled nursing, and extended care facilities, homes, schools, occupational environments, fitness centers and sports training facilities.

Recommended Certifications

Physical Therapist Assistants must be licensed in the state they wish to practice. This requires graduation from an accredited program and passing of the National Physical Therapy Examination for Physical Therapist Assistants. ECPI University provides vouchers allowing students to take certification exams at a greatly reduced cost.

Program Outline

To receive the Associate of Applied Science in Physical Therapist Assistant, the student must earn 73 semester credit hours. The program requires a minimum of 5 semesters, 18 months or 75 weeks of instruction. The program requirements are as follows:

Program Requirements

Core Curriculum

50 Semester credit hours

PTA101	Professional Issues for the Physical Therapist Assistant	2
PTA105	Musculoskeletal	3
PTA108	Pathology for the Physical Therapist Assistant	2
PTA111	Introduction to Physical Therapy	2
PTA120	Kinesiology for the Physical Therapist Assistant	3
PTA135	Rehabilitation I Assessment	2
PTA136	Rehabilitation II Therapeutic Modalities	3
PTA139	Rehabilitation III Therapeutic Exercise	3

PTA145	Medical & Surgical Conditions I	2
PTA146	Medical & Surgical Conditions II	2
PTA206	Neurological Rehabilitation	3
PTA208	Rehabilitation IV Devices	2
PTA210	Motor Development & Aging	2
PTA255	Clinical Education Experience I	4
PTA256	Clinical Education Experience II	4
PTA257	Clinical Education Experience III	4
PTA258	Clinical Education Experience IV	4
PTA275	Physical Therapist Assistant Preparatory	3

Arts and Sciences*

20 semester credit hours

BIO111	Anatomy & Physiology I w/Terminology	3
BIO111L	Anatomy & Physiology I with Terminology LAB	1
BIO116	Anatomy & Physiology II with Terminology	3
BIO116L	Anatomy & Physiology II with Terminology LAB	1
ENG110	College Composition	3
HUM205	Culture and Diversity	3
MTH131	College Algebra	3
PSY105	Introduction to Psychology	3

*For allowable substitutions of arts and sciences courses, see the Arts & Sciences Department page.

Self-Integration

3 semester credit hours

CIS108	Office Applications	2
COR191	Career Orientation	1

Physical Therapist Assistant Program - Specific Policies

Accreditation Status. The Physical Therapist Assistant Program at ECPI University, School of Health Science, Medical Careers Institute – Newport News, VA Campus and Richmond, Virginia Campus (Emerywood/West End Location) is accredited by the Commission on Accreditation in Physical Therapy Education (CAPTE, 1111 North Fairfax Street, Alexandria, VA 22314, 703.706.3245, www.capteonline.org, email: accreditation@apta.org) of the American Physical Therapy Association. The Richmond, VA program is an expansion of the accredited parent PTA program at ECPI University, School of Health Science, Medical Careers Institute – Newport News, VA.

Admissions. The selective admission process is based on the following: high school GPA, College GPA or GED scores, admission assessment exam scores, college Anatomy & Physiology, Physics and/or Chemistry GPA, college credits/degree, Physical Therapy hours, and professional references. Students must meet minimum application thresholds to be considered a qualified applicant.

- A high school or college GPA of 2.5
- Successful completion of the reading, math, science, and English assessment exam

Additional consideration will be given for prior college coursework, professional references, and Physical Therapy volunteer/technician hours.

Qualified applicants, who rank highest on the admissions criteria and successfully complete an interview with the PTA Program Director and/or Director of Clinical Education, are considered for admission to the program. A Review Committee makes the final decision for acceptance into the PTA program.

Attendance. A detailed record of student's attendance is maintained by the instructors and becomes a part of their permanent records. Every absence from class, no matter what the reason, is recorded and counted as such by the instructor, beginning with the first day of class. It is sometimes necessary for the school to give employment recommendations for a student. The employer often takes attendance into consideration.

Students are required to attend class regularly and on time. Therefore, missing scheduled classes is unacceptable. If an absence or tardiness is unavoidable, a student must notify the school prior to the start of the scheduled class and in addition, if the course is a clinical education one, scheduled at a clinical affiliated site, the student must also notify the site prior to the scheduled time. All missed clinical time must be made up.

Students with course absences greater than 15 percent of any course may have their records reviewed for the purposes of possible probation, termination, or suspension. A student may be dropped from a course if the student is absent more than 20 percent of the scheduled course hours. Arrangements with the Clinical Instructor and the student, to reschedule any missed clinical time, must be made as soon as possible, to avoid any of the above mentioned situations.

Clinical Education. The purpose of the clinical affiliation is to provide physical therapist assistant students the appropriate sequence of learning opportunities needed to:

- develop and extend their knowledge, skills, and attitudes in direct patient care
- improve communications and interpersonal relationships
- understand the delivery system in a clinical facility in a manner consistent with ethical and legal practices of physical therapy

PTA students are assigned to clinical affiliation sites for educational experiences only when they have met the minimum grade requirements of all prerequisite courses of the specific clinical internship course. The Director of Clinical Education selects the affiliation sites for the educational experiences of PTA students. Selection is based on site availability and educational goals. Physical therapist assistant students are required to satisfactorily complete a total of 720 clinical affiliation hours in order to meet the requirements of the PTA program. Each PTA student will have clinical experiences which can include acute care, long-term care, outpatient care, or specialty care such as pediatrics or inpatient rehabilitation. Students are responsible for providing their own transportation to and from the affiliation sites.

Physical therapist assistant students are expected to pursue increasing levels of responsibility as theoretical and technical abilities increase throughout their clinical experiences. Likewise, students are only expected to perform clinical duties they have addressed in their coursework, feel competent in completing safely and that are approved by the American Physical Therapy Association and state practice guidelines.

Clinical Phase Absenteeism and Tardiness. Absenteeism on clinical days will not be tolerated. A student is expected to arrive at clinical prepared to administer patient care. If a student is unable to perform required duties due to health or other reasons, the student should not attend clinical. If for any reason the student cannot attend the clinical, the student

must contact the Clinical Instructor and Director of Clinical Education no later than one hour before the scheduled start time.

Emergency messages will be conveyed from the school to the clinical area. At no time should family or friends call the healthcare facility where the student is assigned. If more than two clinical days are missed, the student must contact the PTA Program Director or Director of Clinical Education.

Program Philosophy. The program for physical therapist assistants is built on a foundation of academic coursework and technical education. Program faculty and staff are strongly committed to providing all students with an exciting, stimulating, and comprehensive learning experience. The program prepares a graduate to provide safe, effective, ethical, and legal care to persons of all ages and diverse backgrounds. The program develops the ability of the student to think independently, to understand fundamental theory, and to develop the skills necessary to become clinical practitioners who are enlightened decision makers.

Program Purpose. The physical therapy profession is involved in rehabilitation, prevention, health maintenance, and programs that promote health, wellness, and fitness. Physical therapist assistants are essential participants in the healthcare delivery system. The physical therapist assistant functions within the model of patient care through examination, evaluation, and treatment by providing physical therapy interventions and data collection. The physical therapist assistant will progress the rehabilitation process of a patient within the plan of care established by the supervising physical therapist. The physical therapist assistant education is a comprehensive program providing the correct mix of technical training and general education to ensure graduates are able to function effectively as highly skilled professionals within the healthcare system. A variety of instructional methods are utilized in program courses to support the learning style of each student, yet challenge the student to recognize and develop alternative learning styles.

Program Hours. Students are required to attend classes Monday through Friday 8:00 a.m. to 4:00 p.m. During the clinical education experience the student will be assigned to an off-site facility and follow the schedule as determined by the clinical instructor.

Student Evaluation. The faculty shall use the objectives of the Physical Therapist Assistant Program as criteria for student evaluation. The student's grades are determined by a combination of written examinations, laboratory practicals, and clinical competency checklists.

Physical Therapist Assistant technical skills and ability, attitude, and relationship with others are areas of clinical and laboratory evaluation. The achievement of the student in both theory and clinical performance is evaluated by the faculty at regular intervals and shared with the student. The student progresses to the next term when all prerequisite courses have been satisfactorily completed. Students must achieve a passing grade of B or better in Anatomy and Physiology I and II courses and a grade of C or better in all PTA courses and satisfactorily meet all clinical objectives. A final course grade of less than C or failure to meet clinical objectives, will result in failure of a course.

Written assignments must be submitted on time. Tests and assignments must be made up on the student's first classroom day back to school after an absence, unless the student makes alternate arrangements with the instructor.

Student success involves:

1. Faculty interested in teaching and learning
2. Students interested in learning and are accountable for their education
3. Effective feedback to allow the student to correctly monitor his/her progress within the curriculum
4. Professional behaviors are essential to an effective entry-level practitioner. Professional behaviors are learned through sharing and modeling effective practice. Professional behaviors include:

- Commitment to learning
- Interpersonal skills
- Communication
- Effective use of time and resources
- Stress management
- Use of constructive feedback
- Problem solving
- Responsibility
- Critical thinking
- Ethical choices and decisions

Students will interact with all levels of healthcare practitioners. Communication is essential for effective and safe practice within the healthcare system. Communication is emphasized throughout the curriculum in various activities and role modeling in the laboratory.

This program consists of 1,740 contact hours.

Surgical Technology, Associate of Applied Science

Program Overview

The Surgical Technology program is designed to prepare students for a career as a surgical technologist. The program of study will introduce them to the basics of surgical technology and will include a practicum providing the student with a hands-on experience in the operating room. The technology courses will give them additional skills to enhance their advancement in the surgical environment.

The curriculum is also designed to give students a general education knowledge base which will complement their skills in the major subject areas. Additionally, the curriculum is also designed to prepare the student for the surgical technology national certifying examination which will be administered as part of the core curriculum.

Program Outcomes

Students who graduate from the Surgical Technology program will be equipped with the knowledge and skill to assist with basic and advanced surgical procedures. This knowledge will prepare students to perform in major operating rooms, minor surgery, surgical centers, and surgeon's offices. Specific program objectives are designed to enable graduates to:

- Possess entry level knowledge of surgical technology and its place in the modern healthcare delivery system
- Understand basic surgical anatomy and physiology in the operating room
- Know the names and uses of all basic and advanced surgical instrumentation.
- Understand and utilize aseptic technique and sterile barriers.
- Discuss and know the flow of a surgical procedure from start to finish.
- Assure that there are accurate counts of all materials and instruments used in any surgical procedure
- Demonstrate —surgical consciousness.

For additional information about the program link to: <https://www.ecpi.edu/programs/surgical-technology-associate-degree>. To see the Student Consumer Information link to: <https://www.ecpi.edu/student-consumer-services> which provides additional information on the future careers, success, cost, and financing for this program. For information on the University Completion and Graduation Rates, please see [About ECPI University](#) on the ECPI website.

In 1.5 years, through our year-round schedule, you can earn an Associate of Applied Science in Surgical Technology.

About Surgical Technology

An entry level surgical technologist is able to act as a "primary scrub" in a variety of surgical procedures, and he or she can participate in all aspects of the operating room experience.

Requirements include negative drug screen, clear criminal background check, Certified Surgical Technologist (CST) certification preferred; proof of immunizations/immunity to common communicable diseases (HepB; Td; MMR; Varicella; TB; etc); physical examination and CPR certification.

Students must have good manual dexterity, the ability to lift/push/pull up to 50 pounds, the ability to stand for more than 4 hours, and good eyesight with the ability to distinguish colors.

Graduates are eligible for employment as a surgical technologist in hospital based and ambulatory surgical centers.

Recommended Certifications

Certifications are not required for completion of this program but are encouraged. ECPI University provides vouchers allowing students to take certification exams at a greatly reduced cost. Certification requirements for employment vary from state to state. The Certified Surgical Technologist (CST) certification is recommended.

Program Outline

To receive the Associate of Applied Science in Surgical Technology, the student must earn 66 semester credit hours. The program requires a minimum of five semesters, 16 months or 65 weeks of instruction. Program requirements are as follows:

Program Requirements

Core Curriculum

42 semester credit hours

MED104	Medical Terminology	3
SUR101	Surgical Theory I	3
SUR102	Surgical Theory II	3
SUR120	Surgical Procedures I	4
SUR121	Surgical Procedures II	4
SUR122	Surgical Procedures III	4
SUR123	Surgical Procedures IV	4
SUR270	Surgical Technology Practicum I	3
SUR270S	Practicum Seminar	1
SUR271	Surgical Technology Practicum II	3
SUR271S	Practicum Seminar	1
SUR272	Surgical Technology Practicum III	4
SUR272S	Practicum Seminar	1
SUR285	National Certifying Examination Prep	4

Arts and Sciences*

18 semester credit hours

BIO101	Human Anatomy & Physiology I	3
BIO104	Human Anatomy & Physiology II	3
ENG110	College Composition	3
HUM205	Culture and Diversity	3
MTH120	College Mathematics	3
PSY105	Introduction to Psychology	3

*For allowable substitutions of arts and sciences courses, see the Arts & Sciences Department page.

Self-Integration

6 semester credit hours

CIS108	Office Applications	2
COR191	Career Orientation	1
FOR110	Essentials for Success	3

1,505 total contact hours

*The following courses are available online for Surgical Technology students: [CIS108](#), [COR191](#), [ENG110](#), [FOR110](#), [HUM205](#), and [PSY105](#).

College of Health Science, Medical Careers Institute Health Sciences

Dental Assisting, Associate of Applied Science

Program Overview

The program offers an Associate of Applied Science degree in Dental Assisting designed to facilitate the development of each student into a competent dental assistant. The program regards each student as an active participant bringing a variety of individual needs and attributes to the educational process. The program is committed to preparing the dental assistant students to become lifelong learners and critical thinkers who will be prepared to contribute to the body of knowledge in dental assisting. Graduates of the program will be prepared to work under the direction and supervision of a dentist.

Program Outcomes

- Acquire knowledge and skills necessary to provide a safe environment for patients and dental staff.
- Illustrate competency in the arts and sciences pertinent to dental assisting.
- Attain skills in chairside, clinical, practice management, radiographic and laboratory procedures.
- Demonstrate knowledge of the American Dental Assisting Association's Principles of Ethics and Code of Professional conduct and its importance to the profession of dental assisting.
- Demonstrate the knowledge and skills necessary to successfully complete the Dental Assisting National Examination.
- Participate in dental community events and learning opportunities.

For additional information about the program link to: <https://www.ecpi.edu/programs/dental-assistant-associate-degree>. To see the Student Consumer Information link to: <https://www.ecpi.edu/student-consumer-services> which provides additional information on the future careers, success, cost, and financing for this program. For information on the University Completion and Graduation Rates, please see [About ECPI University](#) on the ECPI website.

In 1.5 years, through our year-round schedule, you can earn an Associate of Applied Science in Dental Assisting.

About Dental Assisting

The dental assistant's responsibility can involve clinical and/or administrative duties. Graduates of the dental assistant program may be directly involved in patient care as "chairside" assistants. Other duties of a dental assistant may include performing lab work; sterilizing and disinfecting rooms and instruments; answering phones; filing charts; scheduling patients; charting, taking and processing X-rays; ordering supplies; and maintaining dental equipment.

Background checks, drug screening, and security clearances are not typically required for employment. Proof of negative chest x-ray, proof of tetanus and Hepatitis B titer, and proof of current CPR training are recommended but not required for employment.

The Dental Assistant can choose to work in private practice dental offices, public health facilities, and VA hospitals in a variety of dental specialty areas.

Certifications

The student externship agreement requires students to have the Radiation Health & Safety Certification before completing a required ten-week externship. ECPI encourages student to obtain all appropriate certifications to increase potential job opportunities. ECPI provides students in this program with vouchers which allow the student to take certification exams at a greatly reduced cost. Entry-level dental assistants should retain CPR certification and pass the Dental Assisting National Board Exams, Infection Control and Radiation Health and Safety. A National DANB Radiation Health and Safety (RHS) is required to take dental x-rays. Certified Dental Assistant and Registered Dental Assistant (CDA/RDA) are recommended certifications.

Program Outline

To receive the Associate of Applied Science in Dental Assisting, the student must earn 63 semester credit hours. The program requires a minimum of four semesters, 15 months or 60 weeks of instruction. The Program requirements are as follows:

Program Requirements

Core Curriculum

36 semester credit hours

DEN100	Dental Anatomy	3
DEN105	Introduction to Dental Assisting	1
DEN110	Dental Fundamentals	2
DEN120	Clinical Science	2
DEN125	Community Health	1
DEN200	Dental Chairside Assisting	2
DEN200L	Dental Chairside Assisting LAB	2
DEN206	Dental Materials	2
DEN206L	Dental Materials Lab	1
DEN211	Dental Radiology	2
DEN211L	Dental Radiology LAB	2
DEN215	Clinical Dental Procedures	2
DEN215L	Clinical Dental Procedures LAB	1
DEN220	Dental Practice Management	1
DEN225	Clinical Rotation I	4
DEN225S	Seminar I	1
DEN230	Clinical Rotation II	3
DEN230S	Seminar II	1
MED104	Medical Terminology	3

Arts and Sciences*

21 semester credit hours

BIO101	Human Anatomy & Physiology I	3
BIO104	Human Anatomy & Physiology II	3
COM115	Principles of Communication	3
ENG110	College Composition	3
HUM205	Culture and Diversity	3
MTH120	College Mathematics	3
PSY105	Introduction to Psychology	3

*Arts & Sciences courses listed may not be substituted.

Self-Integration

6 semester credit hours

CIS108	Office Applications	2
COR191	Career Orientation	1
FOR110	Essentials for Success	3

Dental Assisting Program - Specific Policies

Admissions Requirements. Dental assisting program applicants must have a high school diploma or a GED. Dental Assisting program applicants must successfully complete the admissions assessment.

Attendance. A detailed record of each student's attendance is maintained by the instructors and becomes a part of their permanent records. Every absence from class, no matter what the reason, is recorded and counted as such by the instructor, beginning with the first day of class. It is sometimes necessary for the school to give employment recommendations for a student. The employer often takes attendance into consideration. Students **MUST** attend class regularly. **NO CALL/NO SHOW TO SCHEDULED CLASSES IS NOT PERMITTED.** If, for any reason, an absence is necessary, day clinical students must call the school and the instructor no later than one hour before the scheduled start time. Students with course absences greater than 15 percent may have their records reviewed for purposes of possible probation, termination, or suspension. A student may be dropped from a course if the student is absent more than 20 percent of the scheduled course hours. Written assignments must be submitted on time. Tests and assignments must be made up on the student's first classroom day back to school after absence unless the student makes alternate arrangements with the instructor. Students will be allowed two tests/exams make-ups per course. The student receives the grade earned for the first make-up test/exam. The grade received for the second makeup test/exam in the same course will be no higher than an 80%. No other make-up test/exam is permitted. A zero will be recorded for additional missed tests/exams in the same course. There are no make-up quizzes. Any late homework is the grade earned minus 10 points. All unit tests must be recorded prior to the final examination. Any student who does not take the make-up test/exam on the first day back will receive a zero for the test exam.

Clinical Phase Absenteeism and Tardiness. Absenteeism on clinical days will not be tolerated. Students are expected to arrive at clinical rotation sites prepared to administer patient care. If a student is unable to perform required duties due to health or other reasons, the student should not attend clinical. If for any reason the student cannot attend the clinical rotation site, the student must talk to the assigned site point of contact (POC) no later than one hour before the scheduled start time. Emergency messages will be conveyed from Medical Careers Institute to the clinical site location.

At no time should family or friends call the healthcare facility where the student is assigned. If more than two clinical days are missed, the student must report to the Program Director.

Program Philosophy. The program for dental assisting is built on a foundation of academic coursework, clinical performance, administrative techniques, and general professionalism. Program faculty and staff are strongly committed to providing all students with an exciting, stimulating, and comprehensive learning experience. The program prepares a graduate to provide safe, effective, ethical, and legal care to persons of all ages and diverse backgrounds. The program develops the ability of the student to think independently, to understand fundamental theory, and to develop the skills necessary to become clinical practitioners who are enlightened decision makers.

Program Purpose. Dental assistants are essential participants in the dental care delivery system. This program prepares students to meet the requirements for employment as a dental assistant. The dental assistant performs patient care procedures and dental office duties under the direction of a dentist. Duties for patient care include preparing dental operatories for receiving patients for examinations, sick calls or routine dental treatment, reviewing and updating patient health histories, charting existing patient treatment as well as patient needs, taking and displaying radiographs, taking and recording vital signs, assisting the general dentist or dental specialist while conducting several laboratory procedures. Dental office duties include communications and public relations, appointment scheduling and recall systems, supply and inventory control, accounts payable and accounts receivable (collections). This program includes instruction in both clinical and administrative functions. Instruction includes on-campus classroom and laboratory courses, distance learning, and off-campus clinical rotations.

The dental assistant program is comprehensive by providing the correct mix of hands on skills and general education to ensure graduates are able to function effectively as highly skilled professionals. A variety of instructional methods are utilized in program courses to support the learning style of each student, yet challenge the student to recognize and develop alternative learning styles.

Program Hours. Students are required to attend classes during the day hours Monday through Thursday 8:00 a.m. to 1:00 p.m. and Career Orientation on Friday. Students are required to complete two off-campus clinical rotations. During these two clinical rotations, students will be assigned to an off-site facility for eight hours a day Monday through Friday as determined by the site point of contact (POC).

Student Evaluation. The faculty shall use the objectives of the dental assisting program as criteria for student evaluation. The student's grades are determined by a combination of professionalism, written examinations, laboratory practical exams, and clinical competency checklists.

The student progresses to the next term when all prerequisite courses have been satisfactorily completed. Students must achieve a passing grade of "C" (73 numerical grade) in all DEN courses.

Total of 1,260 contact hours

Emergency Medical Services, Associate of Applied Science

Program Overview

The Associate of Applied Science Degree in Emergency Medical Services (EMS) follows the 2009 EMS Education Standards published by the US Department of Transportation and involves 555 hours of classroom and lab instruction; an extensive structured 270 hour in-hospital clinical component with experienced preceptors at various medical centers and a field internship with a high performance urban EMS agency.

Students successfully completing this program will be eligible for certification testing by the National Registry of Emergency Medical Technicians.

The Paramedic program provides general instruction in all human body systems and advanced life support management for a wide range of conditions. Components of this program include:

- Introduction to Paramedic
- Pharmacology
- Airway Management and Ventilation
- Advanced Patient Assessment
- Medicine
- Trauma
- Special Populations
- EMS Operations

Program Outcomes

The Associate of Applied Science Degree in Emergency Medical Services is designed to prepare competent entry-level Paramedics in the cognitive (knowledge), psychomotor (skills), and affective (behavior) learning domains with or without exit points at the Advanced Emergency Medical Technician and/or Emergency Medical Technician, and/or Emergency Medical Responder levels.

The ECPI University Emergency Medical Services (EMS) program is accredited by the Virginia Department of Health Office of Emergency Medical Services (www.vdh.virginia.gov/emergency-medical-services) upon the recommendation of Division of Accreditation, Certification and Education.

Virginia Office of EMS
1041 Technology Park Drive
Glen Allen, VA 23059
804-888-9100

www.vdh.virginia.gov/emergency-medical-services

The Associate of Applied Science Degree in Emergency Medical Services is designed to provide the entry-level Paramedic with knowledge and experience which will enable the graduate to:

- Exhibit behavior consistent with the standards of professional practice
- Adhere to the standards of professional practice within the legal, ethical and regulatory framework
- Utilize various methods of communication to effectively interact within the healthcare system
- Provide culturally competent care to a multicultural society
- Demonstrate technical competence in all skills required of practice

- Provide evidence-based, clinically competent care utilizing critical thinking and decision-making in the prehospital setting
- Utilize basic team leadership skills to ensure safety, coordinate care, delegate appropriately and solve problems to facilitate positive patient outcomes
- Demonstrate the characteristics of self-direction and accountability, which contribute to lifelong learning, both personally and within the profession

For additional information about the program link to: <https://www.ecpi.edu/programs/emergency-medical-services-paramedic-associates>. To see the Student Consumer Information link to: <https://www.ecpi.edu/student-consumer-services> which provides additional information on the future careers, success, cost, and financing for this program. For information on the University Completion and Graduation Rates, please see [About ECPI University](#) on the ECPI website.

About Emergency Medical Services

The Paramedic is an allied health professional whose primary focus is to provide advanced emergency medical care for critical and emergent patients who access the emergency medical system. This individual possesses the complex knowledge and skills necessary to provide patient care and transportation. Paramedics function as part of a comprehensive EMS response, under medical oversight. Paramedics perform interventions with the basic and advanced equipment typically found on an ambulance. The Paramedic is a link from the scene into the health care system.

In most communities, Paramedics provide a large portion of the out-of-hospital care and represent the highest level of out-of-hospital care. Paramedics work alongside other EMS and health care professionals as an integral part of the emergency care team.

The Paramedic's scope of practice includes basic and advanced skills focused on the acute management and transportation of the broad range of patients who require emergency medical care. This may occur at an emergency scene until transportation resources arrive, from an emergency scene to a health care facility, between health care facilities, or in other health care settings.

Applicants for employment in Emergency Medical Services must be capable of completing an employment process which may include the following:

- Criminal History Check
- Drug Screening
- Psychological Screening/ Mental Health History
- Driving Record
- Polygraph Examination
- Security Clearance
- Physical Agility
- Physical Health Evaluation
- Military Disciplinary History
- Domestic Violence Investigations
- Credit History
- Social Networking Background Investigation
- Background Investigation
- Panel Interviews
- Behavioral Assessment
- Possession of a Valid Driver's License
- Compliance with policies regarding body art/ tattoos and piercings

- Tobacco Free Agreement
- Educational History

A criminal background check, 5-panel urine drug screen, employment physical, proof of PPD test or negative chest x-ray, proof of tetanus inoculation, a Hepatitis B titer, Varicella titer, proof of MMR vaccination and current AHA Healthcare Provider CPR certification are required.

Recommended Certifications

Successful completion of the National Registry of Emergency Medical Technicians Certification Examination is required to obtain Paramedic Certification. Affiliation or employment with a licensed EMS Agency and approval of the Agency Operational Medical Director is required to practice as a Paramedic.

Program Outline

To receive the Associate of Applied Science in Emergency Medical Services, student must earn 71 semester credit hours. The program requires a minimum of five semesters, 19 months or 75 weeks of instruction. The Program requirements are as follows:

Program Requirements

Arts and Sciences

18 semester credit hours

BIO101	Human Anatomy & Physiology I	3
BIO104	Human Anatomy & Physiology II	3
ENG110	College Composition	3
HUM205	Culture and Diversity	3
MTH120	College Mathematics	3
PSY105	Introduction to Psychology	3

Self-Integration

3 semester credit hours

FOR110	Essentials for Success	3
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Emergency Medical Technician Certification

9 semester credit hours

EMS112	Emergency Medical Technician I	3
EMS113	Emergency Medical Technician II	2
EMS114	Emergency Medical Technician III	2
EMS115	Emergency Medical Technician IV	1
EMS120	Emergency Medical Technician Clinical	1

Paramedic Certification

41 semester credit hours

EMS201	Introduction to Paramedic	3
EMS203	EMS Pharmacology	3
EMS205	Airway Management and Ventilation	2
EMS207	Advanced Patient Assessment	4
EMS209	Medicine I	4
EMS210	Medicine II	4
EMS213	Trauma	4
EMS215	Special Populations	3
EMS217	EMS Operations	3
EMS219	Paramedic Skill Development	2
EMS241	Paramedic Clinical I	1
EMS242	Paramedic Clinical II	1
EMS243	Paramedic Clinical III	1
EMS244	Paramedic Clinical IV	1
EMS245	Paramedic Clinical V	1
EMS246	Paramedic Clinical VI	1
EMS250	Paramedic Field Clinical I	1
EMS252	Paramedic Field Internship	2

Emergency Medical Services Program - Specific Policies

Admissions Requirements. Admission to Emergency Medical Services Certification Programs in Virginia is regulated by the Board of Health, Emergency Medical Services Regulation 12VAC5-31-900. The below listed requirements have been established.

- Be a minimum of 18 years of age on the start date of the training program.
- Be proficient in reading, writing and speaking the English language.
- Hold a high school diploma, general equivalency diploma, or higher degree of education.
- Hold current certification as an Emergency Medical Technician.
- Hold current certification in an approved course in Cardiopulmonary Resuscitation.
- Be capable of performing all assigned duties. Have no defect, which would render the student unable to perform all practical skills required for this level of training. Physical performance skills must include the ability of the student to function and communicate independently, to perform appropriate patient care, physical assessments and treatments without the need for an assistant. Specific physical requirements are defined in the functional position description.
- Comply with OSHA 29 CFR part 1910.1030. A health examination and copies of immunization records is required.
- Evidence of competency in high school level mathematics and post high school English.
- Not have been convicted or found guilty of any crime, offense or regulatory violation, or participated in any other prohibited conduct identified in the Virginia EMS regulations as defined in 12VAC5-31-910

Attendance. A detailed record of student attendance is maintained by the program and becomes a part of the permanent student record. Every absence is recorded and counted as such, beginning with the first scheduled class. There are no excused absences. Virginia EMS Regulations require students attend 85% of all scheduled class and lab sessions. If absences exceed 15% of the scheduled class sessions, the student is dropped from the program.

Externship Phase Absenteeism and Tardiness. All clinical courses have minimum hour requirements and minimum clinical competency requirements. Both the minimum hours and the minimum clinical competencies must be met for successful course completion.

Students are expected to arrive for clinical rotations prepared to administer patient care and perform student responsibilities. If there is an emergency or illness resulting in a clinical absence, the student should notify the clinical site and the clinical coordinator prior to the start of the assigned shift. Any missed clinical time must be rescheduled with the Clinical Coordinator.

Student Evaluation. The faculty uses the objectives of the EMS Program as criteria for student evaluation. Student grades are determined by a combination of assignment completion, written examinations, laboratory and clinical competencies and professional behavior as detailed on the course syllabus.

The achievement of the student in theory, psychomotor performance, clinical performance and professional behavior is evaluated by the faculty at regular intervals and shared with the student. The student progresses to the next term when all course requirements have been met. Students must maintain a 73 percent average in all EMS or science courses and meet all psychomotor competency requirements.

At the completion of certain courses, students will be required to complete a computerized, national examination that tests the student's comprehensive knowledge of the course content. The student must score a minimum of 73% on the unit summative exams.

All clinical courses have minimum hour requirements and minimum clinical competency requirements. Both the minimum hours and the minimum clinical competencies must be met.

A final course grade of less than 73 percent or failure to meet clinical or laboratory requirements will result in failure of a course.

Following completion of all course requirements, the Paramedic student must score a minimum of 76% on the comprehensive capstone exam to be eligible for the National Registry of Emergency Medical Technicians Certification Examination.

Health Information Management, Associate of Applied Science in Health Science

Program Overview

The program offers an Associate of Applied Science degree in Health Information Management designed to facilitate the development of each student into a competent health information technician. The program regards each student as an active participant bringing a variety of individual needs and attributes to the educational process. The program is committed to preparing the Health Information Management students to become lifelong learners and critical thinkers who will be prepared to contribute to the body of knowledge in health information technology. Graduates of the program will be prepared to work in a wide variety of health care settings.

Program Outcomes

- Demonstrate proficiency in health data management, information policy, information systems, administration and clinical work flow.
- Demonstrate skills necessary to operations management that will ensure an adequate and complete medical record and cost effective information processing.
- Distinguish the legal and ethical standards of practice for health information management, including HIPAA, in a variety of health care settings and situations.
- Function as a bridge between clinicians, payers, regulators, patients, consumers, and technology.
- Demonstrate skills that are critical to adherence and promotion of continuous quality improvement, regulatory requirements, and the revenue cycle processes.
- Ensure the availability of accurate health data through the application of current and future healthcare technologies including the electronic medical record, electronic health records, integration of healthcare technologies within healthcare systems, and wireless and internet applications.
- Function as part of a team that includes not only health information management technicians, but also clinicians and customers, in a variety of settings.
- Perform in the role of health information management technician by applying skills, values, and knowledge from the coursework to professional practice experiences.

For additional information about the program link to: <https://www.ecpi.edu/programs/health-information-management-associate-degree>. To see the Student Consumer Information link to: <https://www.ecpi.edu/student-consumer-services> which provides additional information on the future careers, success, cost, and financing for this program. For information on the University Completion and Graduation Rates, please [About ECPI University](#) on the ECPI website.

In 1.5 years, through our year-round schedule, you can earn an Associate of Applied Science in Health Science, concentration in Health Information Management.

About Health Information Management

Health Information Management (HIM) professionals use a wide spectrum of health information technologies and concepts. Some individuals may choose to work with electronic health records. Graduates may also find employment

maintaining physical control of medical records, auditing medical records, providing quality assurance in record-keeping, and working to ensure compliance with all laws regarding confidentiality, privacy and security of patient information, creation, maintenance, and use of medical records. Agencies that coordinate disease and implant registries will also want to hire health information management professionals.

Requirements may vary depending on employer. Students will generally need to pass a background check, credit check, drug screening, and Mantoux test for tuberculosis. Students must be able to comply with all federal regulations on access, use, and release of all medical information.

Graduates will be prepared to demonstrate proficiency in health data management, information policy, information systems, administration, and clinical work flow. These graduates will not only function as a bridge between clinicians, payers, regulators, patients, consumers, and technology but will also function as part of that team in a variety of settings. Jobs may be found working for health departments, insurance carriers, medical supply companies, healthcare facilities, pharmaceutical manufacturers, disease and implant registries, and physician practices. HIM professionals will be in demand anywhere there is a medical record.

Recommended Certifications

Certifications are not required for completion of this program; however, ECPI encourages student to obtain all appropriate certifications to increase potential job opportunities. ECPI provides students in this program with vouchers which allow the graduate to take The National Registered Health Information Technician certification exam at a greatly reduced cost. The Registered Health Information Technician (RHIT) certification is recommended for entry-level HIM applicants.

Program Outline

To receive the Associate of Applied Science in Health Science, with a concentration in Health Information Management, the student must earn 77 semester credit hours. The program requires a minimum five semesters, 17 months or 70 weeks of instruction. The Program requirements for the Richmond, VA and Columbia, SC campuses are as follows:

Program Requirements

Core Curriculum

50 semester credit hours

<u>HIM100</u>	Electronic Health Records	3
<u>HIM200</u>	Health Information Technology I	3
<u>HIM205</u>	Pathophysiology	3
<u>HIM210</u>	Pharmacology	3
<u>HIM215</u>	Ethical and Legal Aspects of Health Information Management	3
<u>HIM231</u>	Clinical Classification Systems I	3
<u>HIM232</u>	Clinical Classification Systems I B	3
<u>HIM235</u>	Clinical Classification Systems II	3
<u>HIM245</u>	Healthcare Delivery Systems	3
<u>HIM250</u>	Reimbursement Methodologies	3
<u>HIM260</u>	Healthcare Statistics	3
<u>HIM271</u>	Clinical Classification Systems III	1
<u>HIM280</u>	Quality Assessment and Improvement	3

HIM290	Introduction to Management	3
HIM296	National Exam Preparation	3
HIM297	Health Information Management Externship	4
MED104	Medical Terminology	3

Arts and Sciences*

21 semester credit hours

BIO101	Human Anatomy & Physiology I	3
BIO104	Human Anatomy & Physiology II	3
COM115	Principles of Communication	3
ENG110	College Composition	3
HUM205	Culture and Diversity	3
MTH131	College Algebra	3
PSY105	Introduction to Psychology	3

*For allowable substitutions of arts and sciences courses, see the Arts & Sciences Department page.

Self-Integration

6 semester credit hours

CIS108	Office Applications	2
COR191	Career Orientation	1
FOR110	Essentials for Success	3

Health Information Management Program - Specific Policies

Program Purpose. The Health Information Management program will prepare graduates to demonstrate proficiency in the arena of health data management. Students will gain the experience necessary to ensure adequate and complete medical records, and will participate in cost effective information processing. This participation will take the form of proficient coding skills as well as an understanding of the regulatory process and the revenue cycle. Students will participate in maintaining health care data integrity through implementation of technology, such as electronic health records. Graduates will be prepared to take the Registered Health Information Technician national certification examination.

ECPI's hands-on approach to education assures that students will have the right skills to enter the job market prepared for exciting and rewarding positions in the growing healthcare industry.

The Health Information Management program is comprehensive by providing the correct mix of technical training and education coursework to ensure graduates are able to function effectively as highly skilled professionals. A variety of instructional methods are utilized in program courses to support the learning style of each student, yet challenge the student to recognize and develop alternative learning styles.

Program Philosophy. The Health Information Management program is built on a foundation of academic coursework, externship performance, administrative techniques, and general professionalism. Program employees are strongly committed to providing all students with an exciting, stimulating, and comprehensive learning experience. The program prepares a graduate to become productive member of the health information management team in a variety of work

settings. The program develops the ability of the student to think independently, to understand fundamental theory, and to develop the skills necessary to become health information technicians who are enlightened decision makers.

Admissions Requirements. Health Information Management program applicants must have a high school diploma or GED. Health Information Management program applicants must successfully complete the entrance assessment.

Attendance. A detailed record of students' attendance is maintained by the instructors and becomes a part of the permanent records. Every absence from class, no matter what the reason, is recorded and counted as such by the instructor, beginning with the first day of class. It is sometimes necessary for the school to give employment recommendations for a student. The employer often takes attendance into consideration. Students **MUST** attend class regularly. **NO CALL/NO SHOW TO SCHEDULED CLASSES IS NOT PERMITTED.** If, for any reason, an absence is necessary, students must call the school and the instructor no later than one hour before the scheduled start time. Students with course absences greater than 15 percent may have their records reviewed for purposes of possible probation, termination, or suspension. A student may be dropped from a course if the student is absent more than 20 percent of the scheduled course hours. Written assignments must be submitted on time. Tests and assignments must be made up on the student's first classroom day back to school after absence unless the student makes alternate arrangements with the instructor. Students will be allowed two test/exam make-ups per course. The student receives the grade earned for the first make-up test/exam. The grade received for the second makeup test/exam in the same course will be no higher than an 80%. No other make-up test/exam is permitted. A zero will be recorded for additional missed tests/exams in the same course. There are no make-up quizzes. Any late homework is the grade earned minus 10 points. All unit tests must be recorded prior to the final examination. Any student who does not take the make-up test/exam on the first day back will receive a zero for the test/exam.

Externship Phase Absenteeism and Tardiness. Absenteeism on externship days will not be tolerated. Students are expected to arrive at externship sites prepared. If a student is unable to perform required duties due to health or other reasons, the student should not attend. If for any reason the student cannot attend a scheduled externship day, the student must talk to the assigned site point of contact (POC) no later than one hour before the scheduled start time. Emergency messages will be conveyed from Medical Careers Institute to the externship site location. At no time should family or friends call the healthcare facility where the student is assigned. If more than two externship days are missed, the student must report to the Program Director.

Program Hours.

Day Program. Students are required to attend classes during the day hours Monday through Thursday, 8:00 a.m. to 1:00 p.m.

Evening Program. Students are required to attend classes during the evening hours Monday through Thursday, 5:30 p.m. to 10:30 p.m.

Externship. All students are required to complete an off-campus externship. During externship, students will be assigned to an off-site facility for eight hours during the daytime Monday through Friday as determined by the site point of contact (POC).

Student Evaluation. The faculty shall use the objectives of the Health Information Management program as criteria for student evaluation. The student's grades are determined by a combination of written examinations, and externship competency checklists.

Health Information Management technical skills and ability, attitude, and relationship with others are areas of externship evaluation. The achievement of the student in both theory and externship performance is evaluated by the faculty at regular intervals and shared with the student.

The student progresses to the next term when all prerequisite courses have been satisfactorily completed. Students must achieve a passing grade of "C" or better in all Health Information Management courses and satisfactorily meet all externship objectives. A final course grade of less than "C", or failure to meet externship objectives, will result in failure of the course.

Healthcare Administration, Bachelor of Science in Health Science

Program Overview

The Healthcare Administration program teaches students how to become entry-level managers in many different kinds of healthcare settings. Students learn the fundamental areas of healthcare administration including finance, accounting, management, technology, community health, healthcare research, long-term care administration, global health, managed care, and healthcare delivery systems. Graduates will serve as business advocates in the global healthcare workplace.

The business of healthcare needs well-educated caring professionals to manage:

- Medical Units
- Long-term Care Centers
- Hospital Departments
- Community Health and Physician Office Practices

Medical and health services managers plan, direct, coordinate, and supervise the delivery of healthcare. These workers are either specialists in charge of a specific clinical department or generalists who manage an entire facility or system.

Program Outcomes

Healthcare Administration students first learn basic business and accounting skills as they apply to the healthcare industry. They then learn about health information systems, managed care systems, marketing a healthcare business, public health issues, and legal and ethical issues in healthcare. The acute care track prepares entry level managers for work in hospitals, clinics, and emergency centers. The long-term care track prepares students for careers as long-term care administrators in skilled nursing facilities, nursing homes, and assisted living.

Upon completion of this program, graduates are able to:

- Critically analyze research findings for evidence-based medicine and management practices by applying core healthcare administration and fundamental knowledge of the arts and sciences for decision-making.
- Distinguish the legal and ethical standards of practice for healthcare administrators in a variety of healthcare settings and situations.
- Explain the complex relationships between healthcare payors, institutions, and customers within the state, nation, and foreign countries from economic and financial perspectives.
- Apply principles of healthcare administration within the continuum of care.
- Compare and contrast various U.S. healthcare delivery systems nationally and globally.
- Understand and utilize epidemiologic assessments, economic trends, population changes, and healthcare trends.
- Identify and recognize current and future health information technology, biotechnology, and other technological implications in the delivery of healthcare services.

- Apply skills, values, and knowledge from the coursework to present a complex business proposal for a healthcare unit.
- Incorporate a financial plan, human resources planning, a marketing strategy, basic and advanced technology needs, reimbursement, and applicability to the community.

For additional information about the program link to: <https://www.ecpi.edu/programs/healthcare-administration-bachelor-degree>. To see the Student Consumer Information link to: <https://www.ecpi.edu/student-consumer-services> which provides additional information on the future careers, success, cost, and financing for this program. For information on the University Completion and Graduation Rates, please see [About ECPI University](#) on the ECPI website.

In less than 2.5 years, through the year-round schedule, you can earn a Bachelor of Science in Health Science in Healthcare Administration.

About Healthcare Administration

The Bachelor of Science degree program in Healthcare Administration produces graduates who may plan, direct, coordinate, and supervise the delivery of healthcare. Program emphasis is on the preparation of future medical and health services managers to deal with the integration of healthcare delivery systems, technological innovations, an increasingly complex regulatory environment, and an increased focus on preventive care. Program graduates will be prepared to improve efficiency in a variety of healthcare settings and to positively impact the quality of the care provided.

Some jobs may require background checks and drug screening. Ability to obtain security clearance is a plus for certain government jobs.

Students could seek entry level management positions in many different kinds of acute care healthcare venues and in long-term care facilities and assisted living facilities.

Recommended Certifications

Certifications are not required for completion of this program; however, ECPI encourages student to obtain all appropriate certifications to increase potential job opportunities. ECPI provides students in this program with vouchers which allow the student to take certification exams at a greatly reduced cost. While no certifications are necessary for the acute care track, state licensing as a long-term care administrator, nursing home administrator or assisted living administrator is required by most states.

Program Outline

To receive the Bachelor of Science in Health Science in Healthcare Administration, the student must earn 120 semester credit hours. The program requires a minimum of 8 semesters, 30 months or 120 weeks of instruction. The program requirements are as follows:

Program Requirements

Core Curriculum

65 semester credit hours

ACC160	Principles of Accounting I	3
ACC161	Principles of Accounting II	3
BIO250L	Epidemiology LAB	1

BIO250	Epidemiology	3
BUS121	Introduction to Business	3
BUS303	Organizational Leadership and Management	3
BUS328	Business Process Improvement	3
BUS328L	Business Process Improvement LAB	1
HCA200	Healthcare Marketing	3
HCA300	Healthcare Administration and Regulation	3
HCA305	Legal Aspects of Healthcare Administration	3
HCA310	Healthcare Administration Ethics	3
HCA330	The Healthcare Continuum: Lifetime Services and Long-Term Care	3
HCA400	Health Information Systems	3
HCA410	Human Resource Management in Healthcare	3
HCA420	Healthcare Delivery Systems	3
HCA422	Healthcare Emergency Management	3
HCA430	Fundamentals of Healthcare Financial Management	3
HCA440	Research and Evidence-Based Practice for Healthcare Administrators	3
HCA470	Global Healthcare	3
HCA490	Capstone in Healthcare Administration	3
HLT101	Nutrition	3
LTC300	Long Term Care Environment	3

Arts and Sciences*

36 semester credit hours

CAP480	Arts and Sciences Capstone	3
COM115	Principles of Communication	3
ECO201	Macroeconomics	3
ECO202	Microeconomics	3
ENG110	College Composition	3
ENG120	Advanced Composition	3
HUM115	Reasoning & Analysis	3
HUM205	Culture and Diversity	3
MTH131	College Algebra	3
MTH140	Statistics	3
PSY105	Introduction to Psychology	3
SOC100	Introduction to Sociology	3

*For allowable substitutions of arts and sciences courses, see the Arts & Sciences Department page.

Self-Integration

6 semester credit hours

CIS108	Office Applications	2
COR191	Career Orientation	1
FOR110	Essentials for Success	3

Acute Care Track

13 semester credit hours

BUS472	Applied Project Management	3
BUS472L	Applied Project Management LAB	1
HCA320	Healthcare Administration Externship I	3
HCA450	Public Health	3
HCA480	Healthcare Administration Externship II	3

Long Term Care Track

13 semester credit hours

LTC310	Domains of Care	2
LTC320	Long Term Care Administration Externship I	4
LTC330	Domains of Care II	2
LTC480	Long Term Care Externship II	4
LTC482	Review for National Exam	1

Massage Therapy Diploma

Program Overview

This program has been designed to prepare students for an entry-level position in the field of therapeutic massage as a Licensed Massage Therapist (LMT). The Massage Therapy program teaches the art and science of massage therapy focusing on the medical and rehabilitative effects of massage while using sound business practices. An externship course is included where students may work in conjunction or collaboratively with physicians, nurses, chiropractors, medical spas, and physical and occupational therapists to help treat and rehabilitate patients with specific health conditions. Upon program completion, graduates are eligible to sit for the Massage and Bodywork Licensing Examination (MBLEx) offered through The Federation of State Massage Therapy Boards (FSMTB).

Program Outcomes

- Graduates will be able to safely assist with the treatment and care of patients while practicing standard precautions and adhering to HIPAA and OSHA guidelines.
- Graduates will be able to identify all major muscles of the body (actions, attachments, and palpation), systems within the body, and the medical terminology associated with massage therapy.
- Graduates will be able to assist with functional restoration through one or more soft tissue manipulation techniques to increase range of motion, flexibility, and stability, provide pain relief, relaxation, or stress reduction.
- Graduates will be able to demonstrate good oral and written communication skills and essential job search skills.
- Program provides comprehensive preparation of graduates to be successful on the Massage and Bodywork Licensing Examination (MBLEx) offered through The Federation of State Massage Therapy Boards (FSMTB) and meet requirements within the state.

For additional information about the program link to: <https://www.ecpi.edu/programs/massage-therapy-diploma>. To see the Student Consumer Information link to: <https://www.ecpi.edu/student-consumer-services>, which provides additional information on the future careers, success, cost, and financing for this program. For information on the University Completion and Graduation Rates, please see [About ECPI University](#) on the ECPI website.

About Massage Therapy

As a Licensed Massage Therapist, a vast range of employment opportunities are available. Therapists may own and manage private clinics, or they may secure employment in chiropractic clinics, medical and health centers, spas, private physicians' offices, nursing homes, professional and amateur sports teams, fitness institutes, and private industry.

Massage therapists must pass the Massage & Bodywork Licensing Examination (MBLEx) offered through Federation of State Massage Therapy Boards (FSMTB), as well as abide by current regulations to become licensed within the state/jurisdiction.

Recommended Certifications

Upon completion of the program, students will take the Massage & Bodywork Licensing Examination (MBLEx). After successfully passing the MBLEx, students must apply to the State Board of Nursing for Certification. ECPI University provides vouchers allowing students to take certification exams at a greatly reduced cost.

Program Outline

To receive a Diploma in Massage Therapy, student must earn 21 semester credit hours. The program requires a minimum of three semesters, 10 months or 40 weeks of instruction. The Program requirements are as follows:

Program Requirements

Core Curriculum

15.5 semester credit hours

MED100	Medical Terminology	1.5
MTP113	Swedish Massage	1.5
MTP117	Introduction to Massage Therapy	1.5
MTP118	Medical Massage	1.5
MTP119	Special Populations	1
MTP120	Fundamentals of Kinesiology	1
MTP121	Musculoskeletal Anatomy I	1.5
MTP122	Musculoskeletal Anatomy II	1.5
MTP209	Pathophysiology	1.5
MTP210	Massage Therapy Clinical	1
MTP211	Professional Ethics & Business Practice	1
MTP212	Massage Therapy Externship	1
MTP214	Exam Prep	0

Arts and Sciences

3 semester credit hours

BIO106	Human Anatomy & Physiology I	1.5
BIO108	Human Anatomy & Physiology II	1.5

Self-Integration

2.5 semester credit hours

COR191	Career Orientation	1
FOR109	Essentials for Success	1.5

Medical Assisting, Associate of Applied Science in Health Science

Program Overview

This program offers an Associate of Applied Science degree in Health Science-Medical Assisting. It prepares the student to perform clinical and administrative functions in a physician's office or other medical setting. The Program includes didactic classroom instruction, extensive hands-on laboratory experience, and externship in a local area medical facility. Medical Assisting graduates are CPR certified.

Students graduating from this program may be eligible to become Certified Medical Assistants, Registered Medical Assistants, Certified Phlebotomy Technicians, and EKG Technicians.

Program Outcomes

- Demonstrate characteristics of self-direction and accountability with strong educational foundations for lifelong personal and professional growth.
- Demonstrate critical thinking skills to effectively address patient care and to adapt to the rapidly changing challenges in healthcare and medical assisting.
- Provide clinically competent, contemporary care that recognizes individual differences and promotes caring behavior in the health care community.
- Function as competent, beginning practitioner in both clinical and administrative procedures for the medical office.
- Be eligible to sit for the Certified Medical Assistant Exam offered through AAMA and/or the RMA exam by AMT.
- Program provides comprehensive preparation of graduates for work in the career field.

For additional information about the program link to: <http://www.ecpi.edu/medical/program/medical-assistant-associate-degree/>. To see the Student Consumer Information link to: <https://www.ecpi.edu/student-consumer-services> which provides additional information on the future careers, success, cost, and financing for this program. For information on the University Completion and Graduation Rates, please see [About ECPI University](#) on the ECPI website.

About Medical Assisting

Medical Assistants perform a combination of clinical and administrative duties. Clinical duties might include preparing the patient for a physician's examination, collecting and preparing specimens, performing basic laboratory tests and EKGs, removing sutures after surgery, changing dressings, sterilizing medical instruments, and administering injections. They also communicate extensively with patients and other healthcare providers. The administrative duties include scheduling appointments, recording information in electronics medical records, completing insurance forms, arranging for referrals to other healthcare institutions, performing billing functions, and purchasing and maintaining supplies and equipment. These duties occur in a wide range of healthcare settings, such as doctors' offices, hospitals, clinics, urgent care, and other healthcare facilities.

For employment, students will generally need to pass a routine physical examination, background check, credit check, drug screening, and Mantoux test for tuberculosis and have current vaccinations, including Hepatitis B. Students must be able to comply with all federal regulations regarding HIPAA and OSHA.

Graduates could obtain employment as Medical Assistants, Phlebotomists, or EKG technicians, and they could be expected to work in any healthcare environment.

Recommended Certifications

Certifications are not required for completion of this program; however, ECPI encourages student to obtain all appropriate certifications to increase potential job opportunities. ECPI provides students in this program with vouchers which allow the student to take certification exams at a greatly reduced cost. Students graduating from this program may be eligible to become Certified Medical Assistants (CMA), Registered Medical Assistants (RMA), Certified Phlebotomy Technicians, and EKG Technicians. Students should also obtain their CPR certification.

Program Outline

To receive the Associate of Applied Science in Health Science, Medical Assisting, students must earn 61 semester credit hours. The program requires a minimum of four semesters, 15 months or 60 weeks of instruction.

Medical Assisting Program Outline (Virginia and Texas)

To receive the Associate of Applied Science in Health Science-Medical Assisting, the student must earn 61 semester credit hours. The program requires a minimum of 4 semesters, 15 months or 60 weeks of instruction. Program requirements are as follows:

Program Requirements

Core Curriculum

34 semester credit hours

MED104	Medical Terminology	3
MED112	Medical Coding & Billing I	2
MED143	Principles of Pharmacology	3
MED149	Medical Ethics	3
MED158	Phlebotomy & Laboratory Procedures	2
MED159	Patient Intake & Infection Control	2
MED160	Medical Office Procedures I	2
MED203	Pathophysiology	3
MED229	Advanced Procedures, Life Support & Specialties	2
MED232	Advanced Diagnostics & Testing	2
MED239	EKG Technician and Cardiology	2
MED254	Medical Office Procedures II	3
MED286	National Certification Exam Prep	1
MED295	Medical Assisting Externship	4

Arts and Sciences*

21 semester credit hours

BIO101	Human Anatomy & Physiology I	3
BIO104	Human Anatomy & Physiology II	3

COM115	Principles of Communication	3
ENG110	College Composition	3
HUM205	Culture and Diversity	3
MTH120	College Mathematics	3
PSY105	Introduction to Psychology	3

*For allowable substitutions of arts and sciences courses, see the Arts & Sciences Department page.

Self-Integration

6 semester credit hours

CIS108	Office Applications	2
COR191	Career Orientation	1
FOR110	Essentials for Success	3

Program includes a total of 1,170 contact hours.

^The following courses are available online for Medical Assisting students: [CIS108](#), [COM115](#), [COR191](#), [ENG110](#), [FOR110](#), [HUM205](#), and [PSY105](#).

Medical Assisting Program Outline (South Carolina)

To receive the Associate of Applied Science in Health Science-Medical Assisting, the student must earn 61 semester credit hours. The program requires a minimum of 4 semesters, 15 months or 60 weeks of instruction. Program requirements are as follows:

Program Requirements

Core Curriculum

34 semester credit hours

MED104	Medical Terminology	3
MED112	Medical Coding & Billing I	2
MED143	Principles of Pharmacology	3
MED149	Medical Ethics	3
MED158	Phlebotomy & Laboratory Procedures	2
MED159	Patient Intake & Infection Control	2
MED160	Medical Office Procedures I	2
MED203	Pathophysiology	3
MED229	Advanced Procedures, Life Support & Specialties	2
MED232	Advanced Diagnostics & Testing	2
MED239	EKG Technician and Cardiology	2
MED254	Medical Office Procedures II	3
MED286	National Certification Exam Prep	1

MED295	Medical Assisting Externship	4
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Arts and Sciences*

21 semester credit hours

BIO101	Human Anatomy & Physiology I	3
BIO104	Human Anatomy & Physiology II	3
COM115	Principles of Communication	3
ENG110	College Composition	3
HUM205	Culture and Diversity	3
MTH120	College Mathematics	3
PSY105	Introduction to Psychology	3

*For allowable substitutions of arts and sciences courses, see the Arts & Sciences Department page.

Self-Integration

6 semester credit hours

CIS108	Office Applications	2
COR191	Career Orientation	1
FOR110	Essentials for Success	3

Program includes a total of 1,170 contact hours.

^The following courses are available online for Medical Assisting students: [CIS108](#), [COM115](#), [COR191](#), [ENG110](#), [FOR110](#), [HUM205](#), and [PSY105](#).

Medical Assisting Program Outline (North Carolina)

To receive the Associate of Applied Science in Health Science-Medical Assisting, the student must earn 61 semester credit hours. The program requires a minimum of 4 semesters, 15 months or 60 weeks of instruction. Program requirements are as follows:

Program Requirements

Core Curriculum

34 semester credit hours

MED104	Medical Terminology	3
MED112	Medical Coding & Billing I	2
MED143	Principles of Pharmacology	3
MED149	Medical Ethics	3
MED158	Phlebotomy & Laboratory Procedures	2
MED159	Patient Intake & Infection Control	2
MED160	Medical Office Procedures I	2

MED203	Pathophysiology	3
MED229	Advanced Procedures, Life Support & Specialties	2
MED232	Advanced Diagnostics & Testing	2
MED239	EKG Technician and Cardiology	2
MED254	Medical Office Procedures II	3
MED286	National Certification Exam Prep	1
MED295	Medical Assisting Externship	4

Arts and Sciences*

21 semester credit hours

BIO101	Human Anatomy & Physiology I	3
BIO104	Human Anatomy & Physiology II	3
COM115	Principles of Communication	3
ENG110	College Composition	3
HUM205	Culture and Diversity	3
MTH120	College Mathematics	3
PSY105	Introduction to Psychology	3

*For allowable substitutions of arts and sciences courses, see the Arts & Sciences Department page.

Self-Integration

6 semester credit hours

CIS108	Office Applications	2
COR191	Career Orientation	1
FOR110	Essentials for Success	3

Program includes a total of 1,170 contact hours.

^The following courses are available online for Medical Assisting students: [CIS108](#), [COM115](#), [COR191](#), [ENG110](#), [FOR110](#), [HUM205](#), and [PSY105](#).

Medical Assisting Diploma

To receive the Medical Assisting Diploma, the student must earn 46 semester credit hours. The program requires a minimum of 3 semesters, 11 months or 45 weeks of instruction. Program requirements are as follows:

Program Requirements

Core Curriculum

28 semester credit hours

MED104	Medical Terminology	3
MED112	Medical Coding & Billing I	2
MED143	Principles of Pharmacology	3
MED149	Medical Ethics	3
MED158	Phlebotomy & Laboratory Procedures	2
MED159	Patient Intake & Infection Control	2
MED160	Medical Office Procedures I	2
MED229	Advanced Procedures, Life Support & Specialties	2
MED232	Advanced Diagnostics & Testing	2
MED239	EKG Technician and Cardiology	2
MED286	National Certification Exam Prep	1
MED295	Medical Assisting Externship	4

Arts and Sciences*

12 semester credit hours

BIO101	Human Anatomy & Physiology I	3
BIO104	Human Anatomy & Physiology II	3
ENG110	College Composition	3
PSY105	Introduction to Psychology	3

*For allowable substitutions of arts and sciences courses, see the Arts & Sciences Department page.

Self-Integration

6 semester credit hours

CIS108	Office Applications	2
COR191	Career Orientation	1
FOR110	Essentials for Success	3

Program includes a total of 945 contact hours.

^^The following courses are available for Medical Assisting students online: [CIS108](#), [COR191](#), [ENG110](#), [FOR110](#), and [PSY105](#).

Medical Assisting Program - Specific Policies

Attendance. Detailed records of student attendance, including absences, are maintained by the faculty and are part of the student's official record. Attending every scheduled class period is not only crucial to mastering course objectives, but attendance records may also be reviewed by prospective employers.

Students should communicate with the instructor in the event of necessary absences. Students with course absences greater than 15 percent may have their records reviewed for possible probation. A student may be dropped from a course if the student is absent more than 20 percent of the scheduled course hours.

Late Assignments. Assignments must be submitted by the due date assigned by the faculty member. A student who is absent will have the opportunity to make up missed assignments accordingly:

- **Class Assignments:** Class assignments can be submitted for full credit, provided they are submitted on the first day the student returns from absence.
- **Homework:** Homework assignments will be deducted 10 points.
- **Tests/exams:** Only two tests/exams can be made up for each course. Tests/exams must be made up on the first day the student returns from absence. The first make-up test/exam will be graded without penalty. The second make-up test/exam will have a maximum score of 80%. Any subsequent tests/exams missed will be issued a zero. All unit tests must be recorded prior to the final examination.
- **Quizzes:** Make-up quizzes are not permitted.

Student Evaluation. The faculty will use the objectives of the medical assisting program as criteria for student evaluation. The student's grades are determined by a combination of professionalism, written examinations, laboratory practical exams, competency checklists, and other assignments.

The student progresses to the next term when all prerequisite courses have been satisfactorily completed. Students must achieve a passing grade of "C" (73 numerical grade) in all MED courses.

College of Nursing Nursing

Nursing, Master of Nursing

Family Nurse Practitioner

Nursing Education

Program Overview

The Master of Science in Nursing Degree program builds on the skills and knowledge of a diverse population of registered nurses with a bachelor degree in nursing and preparing them to succeed in progressive roles in inter-professional health care and education settings. The program assists future nurse leaders and educators in the advancement of their professional practice through scientific inquiry and other scholarly activities. The concentrations are guided by the National League for Nursing's Certified Nurse Educator (CNE), and the American Association of Nurse Practitioner's (AANP) core and population-specific competencies.

Graduates of the Nursing Education concentration will be prepared to educate nursing students and practicing nurses in academic and clinical settings. Graduates of the family nurse practitioner program will be able to perform as a primary care provider in the assessment, diagnosis, and treatment of acute and chronic illnesses in patients across the lifespan. The program is delivered in hybrid and online formats using current technologies that promote collaboration, accessibility and flexibility for the working nurse.

The Master of Science in Nursing program at the Virginia Beach, Virginia campus is accredited by the Commission on Collegiate Nursing Education, 655 K Street NW, Suite 750, Washington, DC 20001, (202) 887-6791.

Program Outcomes

Upon successful completion of this program, the graduate will:

- Integrate evidence-based nursing practice and related sciences for the continual improvement of nursing care to individuals, families, and communities.
- Perform as a member, educator, and leader of nursing by developing and implementing patient safety measures and quality improvement initiatives as part of an inter-professional team using appropriate theories, communication skills, and effective group dynamics.
- Apply systematic quality management models that meet patient safety goals and initiatives and improve nursing care and patient outcomes
- Act as a change agent by substantiating and applying research outcomes in practice and education settings to resolve nursing practice problems; and translate and disseminate resulting nursing knowledge
- Ethically utilize current technologies to communicate with the interdisciplinary team, improve and coordinate care across the continuum, strengthen the delivery and outcomes of nursing education, leadership and advanced practice, and analyze healthcare data.
- Advocate for policies that improve the health of the public and the profession of nursing by using the broad determinants of health (psychosocial, economic, and cultural factors), and the legal and ethical foundations of nursing.
- Implement current standards of practice and healthcare policies to design, deliver, manage and evaluate culturally appropriate, evidence-based education and nursing care for select populations.

- Analyze various roles of graduate-level nursing and synthesize personal philosophies of nursing within the changing education or healthcare environments.
- Demonstrate role development by performing in the role of nurse educator, leader or advanced practitioner by integrating the concepts related to the area of practice demonstrating expertise, evidence-based practice, and the appropriate competencies.

For additional information about the program link to: <http://www.ecpi.edu/programs/nursing-master-degree>. To see the Student Consumer Information link to: <https://www.ecpi.edu/student-consumer-services> which provides additional information on the future careers, success, cost, and financing for this program. For information on the University Completion and Graduation Rates, please see [About ECPI University](#) on the ECPI website.

About the Profession

Nurses holding a master's degree in nursing leadership will be eligible for positions in a variety of acute care and community settings. Graduates with a concentration in nursing education will be eligible for positions teaching patients, healthcare employees, and nursing students at the practical, associate and bachelor degree levels. Graduates in the family nurse practitioner program will be eligible for primary care positions in clinics, doctor's offices, public health departments, and urgent care centers.

Program Outline

To receive the Master of Science in Nursing with a concentration in Education, students must earn 36 semester credit hours and 135 hours of practicum. The program requires a minimum of four semesters, 15 months or 60 weeks of instruction.

To receive the Master of Science in Nursing, Family Nurse Practitioner concentration, students must earn 49 semester credit hours and complete a minimum of 540 clinical hours. The program requires a minimum of six semesters, 22 months or 90 weeks. There are two residencies requiring weekend attendance in Virginia Beach, VA.

The Program requirements for each concentration are as follows:

Program Requirements

Concentration Family Nurse Practitioner

49 semester credit hours

NUR503	Advanced Physical Assessment for Providers	3
NUR511	Theoretical Foundations: A Multidisciplinary Approach	3
NUR520	Advanced Pathophysiology	3
NUR531	Topics in Population Health	3
NUR541	Policy, Politics, and Advocacy in Healthcare	3
NUR561	Nursing Research & Evidence-based Practice	3
NUR581	Healthcare Technologies and Patient Safety	3
NUR606	Advanced Pharmacology for Prescribers	3
NUR610	Advanced Procedures and Diagnostic Reasoning	1
NUR615	Primary Care: Adults and Older Adults	3
NUR615L	Primary Care: Adults and Older Adults Practicum I	1
NUR616L	Primary Care: Adults and Older Adults Practicum II	1

NUR620L	Primary Care: Care of the Family Practicum	1
NUR625	Primary Care: Children and Adolescents	3
NUR625L	Primary Care: Children and Adolescents Practicum I	1
NUR626L	Primary Care: Children and Adolescents Practicum II	1
NUR635	Primary Care: Women and Families	3
NUR635L	Primary Care: Women and Families Practicum I	1
NUR636L	Primary Care: Women and Family Practicum II	1
NUR655	Role Development and Clinical Leadership	2
NUR675L	Primary Care: Synthesis Practicum	1
NUR696L	Nursing Synthesis-NP	2
MTH551	Healthcare Statistics	3

Concentration in Nursing Education

36 Semester Credit Hours

NUR511	Theoretical Foundations: A Multidisciplinary Approach	3
NUR520	Advanced Pathophysiology	3
NUR541	Policy, Politics, and Advocacy in Healthcare	3
NUR561	Nursing Research & Evidence-based Practice	3
NUR581	Healthcare Technologies and Patient Safety	3
NUR601	Advanced Physical Assessment	3
NUR602	Advanced Pharmacology	3
NUR650	Curriculum Planning and Development	2
NUR652L	Nursing Education Practicum I	1
NUR660	Teaching and Learning Strategies	3
NUR660L	Nursing Education Practicum II	1
NUR670	Assessing and Evaluation Nursing Education	2
NUR670L	Nursing Education Practicum III	1
MTH551	Healthcare Statistics	3

Program Requirements

To receive the Master of Science in Nursing with a concentration in Nursing Education at the Lake Mary, Florida campus, students must earn 54 quarter credit hours and 162 hours of practicum. The program requires a minimum of 4 quarters or 12 months of instruction.

Concentration in Family Nurse Practitioner

Pending implementation

To receive the Master of Science in Nursing with a concentration in Family Nurse Practitioner at the Orlando (Lake Mary), Florida campus, students must earn 73.5 quarter credit hours and 540 hours of practicum. The program requires a minimum of four quarters, 12 months of instruction. The program requirements are as follows:

MTH552	Healthcare Statistics	4.5 Quarter Credit Hours
NUR507	Advanced Health Assessments for Providers	4.5 Quarter Credit Hours
NUR512	Theoretical Foundations: A Multidisciplinary Approach	4.5 Quarter Credit Hours
NUR532	Topics in Population Health	4.5 Quarter Credit Hours
NUR542	Policy, Politics, and Advocacy in Healthcare	4.5 Quarter Credit Hours
NUR562	Nursing Research and Evidence-based Practice	4.5 Quarter Credit Hours
NUR582	Healthcare Technologies and Patient Safety	4.5 Quarter Credit Hours
NUR604	Advanced Pathophysiology	4.5 Quarter Credit Hours
NUR607	Advanced Pharmacology for Prescribers	4.5 Quarter Credit Hours
NUR617	Advanced Procedures and Diagnostic Reasoning	1.5 Quarter Credit Hours
NUR618	Primary Care of Adults and Older Adults	4.5 Quarter Credit Hours
NUR618L	Primary Care: Adults and Older Adults Practicum I	1.5 Quarter Credit Hours
NUR619L	Primary Care Adults and Older Adults Practicum II	1.5 Quarter Credit Hours
NUR621L	Primary Care: Care of the Family Practicum	1.5 Quarter Credit Hours
NUR627	Primary Care: Children and Adolescents	4.5 Quarter Credit Hours
NUR627L	Primary Care: Children and Adolescents Practicum I	1.5 Quarter Credit Hours
NUR628L	Primary Care: Children and Adolescents Practicum II	1.5 Quarter Credit Hours
NUR637	Primary Care: Women and Families	4.5 Quarter Credit Hours
NUR637L	Primary Care: Women and Families Practicum I	1.5 Quarter Credit Hours
NUR638L	Primary Care: Women and Families Practicum II	1.5 Quarter Credit Hours
NUR657	Role Development and Clinical Leadership	3 Quarter Credit Hours
NUR677L	Primary Care: Synthesis Practicum	1.5 Quarter Credit Hours
NUR697L	Nursing Synthesis-NP	3 Quarter Credit Hours

Concentration in Nursing Education

54 quarter credit hours

NUR512	Theoretical Foundations: A Multidisciplinary Approach	4.5 Quarter Credit Hours
NUR542	Policy, Politics, and Advocacy in Healthcare	4.5 Quarter Credit Hours
NUR562	Nursing Research and Evidence-based Practice	4.5 Quarter Credit Hours
NUR582	Healthcare Technologies and Patient Safety	4.5 Quarter Credit Hours
NUR604	Advanced Pathophysiology	4.5 Quarter Credit Hours
NUR605	Advanced Physical Assessment	4.5 Quarter Credit Hours
NUR603	Advanced Pharmacology	4.5 Quarter Credit Hours
NUR651	Curriculum Planning and Development	3 Quarter Credit Hours
NUR651L	Nursing Education Practicum I	1.5 Quarter Credit Hours
NUR661	Teaching and Learning Strategies	4.5 Quarter Credit Hours
NUR661L	Nursing Education Practicum II	1.5 Quarter Credit Hours
NUR671	Assessing and Evaluating Nursing Education	3.0 Quarter Credit Hours
NUR671L	Nursing Education Practicum III	1.5 Quarter Credit Hours

NUR696	Nursing Synthesis	3 Quarter Credit Hours
MTH552	Healthcare Statistics	4.5 Quarter Credit Hours

Master's Nursing - Specific Policies

Prerequisites. Prerequisite courses for the MSN degree concentrations require an earned grade of C or higher.

Transfer credit. A maximum of six graduate credit hours with a B or higher may be transferred from a prior master's degree program in nursing. For the MSN program (all concentrations), prerequisite courses and courses considered for transfer credit should have a final course grade of B or higher with these limitations:

- **Specialty Core (3 P's):** Coursework will be considered within six years of the program completion date.
- **MSN Degree Major Courses:** Coursework will be considered within six years of the program completion.
- **Clinical (Practicum) Transfer Credits (All concentrations):** Clinical hours may not be transferred into the MSN degree concentrations.

Attendance. The course syllabi provide further information on attendance and participation. The MSN program follows ECPI University's Graduate Attendance Policy.

The expectations at ECPI are similar to the workplace where employees are expected to arrive at work each day prepared to add value. As such, attendance and participation in the class is critical to success in the course and students are expected to attend each regularly scheduled session. If the student is absent, it is his/her responsibility to contact the faculty member and arrange for any make-up work assignments. Excessive absences may result in the termination of enrollment in a course and a grade will be assigned in accordance with the grading policies.

Preceptorship Attire. All students participating in clinical or preceptor experiences should dress appropriately. Clinical is limited to corporate casual attire, a white lab coat and a name tag.

Practicum Clinical Requirements. Students attending the practicum courses in the MSN program are responsible for securing their own location and qualified preceptor, and providing any clinical documentation requested by the agency such as physical exam, immunizations, current PPD or TB testing, AHA CPR Certification, and current RN license in the state of residence. Students should maintain their own clinical records throughout the program. Clinical required documents may be different depending on the concentration, please refer to the MSN Student Handbook and Practicum Handbook.

Disclosure. Requirements regarding distance education and practicum experiences vary from state to state. The student's initial program application is reviewed using the address provided upon enrollment to determine individual ability to complete the program and practicum requirements in the student's state.

It is the responsibility of the student to inform the Program Director and ECPI University of address changes prior to relocation. Changing the state of residence during the course of the MSN program may alter the ability of students to complete the MSN program.

Essential Functional Abilities. Nursing is a profession that requires specific abilities. Students must be able to complete the minimal level of abilities to practice as a nurse as published by the National Council of State Boards of Nursing. RNs should be able to fully function in the following areas:

- Physical (gross and the fine motor, physical endurance, physical strength, mobility)
- Sensory (visual, tactile, olfactory, hearing)
- Cognitive (reading, arithmetic, analytical and critical thinking)

- Interactive (interpersonal, communicative)
- Contact the Program Director for questions or more information if you have questions about any one or all of the essential functional abilities. Also see the catalog section on Americans with Disabilities Act.

Late Assignments and Testing. Guidance for late assignments and testing are located in the MSN Program Student Handbook located in the MSN Student Corner in Canvas.

Program Purpose. The purpose of the master's in nursing program is to prepare nurses to act as experts in various clinical and academic settings. Graduates of this program will integrate interdisciplinary knowledge to become leaders of change and ensure quality patient outcomes and safe practices. Graduates will be prepared to engage in the research process, apply research findings to nursing practice across populations and settings, and disseminate knowledge. Graduates will provide direct and indirect nursing care at the graduate level, to coordinate care, advocate for patients, families and communities, and participate in political processes to ensure equality in care. Graduates will be able to leverage advanced technologies to solve healthcare systems problems and educate current and future nurses.

Philosophy of the MSN Program. Keeping with the nursing programs of the College of Health Science, the MSN program believes that:

- Each individual is a unique person having dignity and worth. Individuals, as members of the family and the community, are shaped by cultural, physiological, psychosocial, spiritual, and developmental forces. The family and the community influence early beliefs and values of individuals, and in turn individuals contribute to the effective functioning of the family and community.
- Nursing is both an art and a science grounded in a social context and related to experiences with people in need. It is based on a specific body of nursing theory and principles from behavioral and social sciences. Nursing is an interpersonal process and involves the application of knowledge, technical and collaborative skills, critical thinking and creative problem solving. The focus of nursing is on caring for individuals, families, or client groups. By using the nursing process, nurses promote, maintain, and restore client health as well as provide compassionate care to the dying. As health care providers, nurses engage in a collaborative practice that focuses on outcomes and adheres to practice guidelines that ensure quality and access.
- Professional values and value-based interventions are fundamental to nursing education. As the basis for professional nursing practice, values and value-based actions may be viewed as ethically reflective practice that the nursing student uses to interact with patients, health care professionals, and society.
- Teaching and learning are life-long interactive processes through which active inquiry and participation result in a change in behavior. A teaching/learning process is facilitated when the learner and teacher share responsibility for outcomes. Learning is facilitated when content is presented in an orderly sequential manner (i.e. simple to complex, known to unknown, normal or abnormal, general to specific).
- Critical thinking, clinical competence, accountability, and a commitment to the value of caring is necessary to maintain or restore clients to their optimum state of health and to provide the support which allows death with dignity. As the provider of care, the nurse's commitment to client/family-centered care will facilitate successful preparation for practice in various health care settings.
- It is essential that the nurse have current knowledge in nursing concepts, principles, processes, and skills. Supportive of that knowledge is an understanding of health, acute and chronic health deviations, nutrition, pharmacology, communication, human development, teaching-learning principles, current technology, humanities, and biological, social, and behavioral sciences.
- The nurse is a manager of care in various health care settings where policies and procedures are specified and guidance is available. To be competent in the role as a manager of care, the nurse must possess the knowledge and skills necessary to make decisions regarding priorities of care, to delegate some aspects of nursing care, and direct others to use time and resources efficiently, and to know when to seek assistance. Supporting this knowledge is an understanding of the principles of client-care management, communication and delegation, legal parameters of nursing practice, and roles and responsibilities of members of the health care team.

Organizing Framework of the MSN Program

The roles and functions of the MSN nurse graduate expand from the BSN level. The framework for the MSN programs is built on the AACN Essentials of Master's Education in Nursing (2011). Graduates of the MSN programs will possess "broad knowledge and practice expertise" beyond the baccalaureate degree and the roles of health care leader, care manager, contributor to the profession, and community collaborator. Graduates will be prepared for work in current and future innovative environments where nursing and healthcare are delivered. Graduates will utilize technology to solve unique as well as global nursing issues, and learn to coordinate care by communicating across the boundaries of degrees, departments, facilities, and states. Graduates are prepared to educate patients, families, groups, students, and each other. Graduates in direct-care roles will possess graduate-level knowledge in assessment, pharmacology, and pathophysiology; and, have precepted learning experiences. Expectations for graduates will focus on patient safety, quality healthcare, and impacting the systems that provide care.

Graduates will exemplify the Institute of Medicine (IOM) core competencies of all health care professionals (2003) by providing patient-centered care that identifies and respects patients' individual needs and differences. Graduates will work in interdisciplinary teams to promote care that is continuous, reliable and will use evidence-based practices to transmit research into practice. Quality improvement techniques will be applied to identify hazards to patient care, understand safety design principles, and measures of quality. Graduates will also use information technology to communicate with each other and reduce the chances for error. (<http://www.iom.edu/Reports/2003/Health-Professions-Education-A-Bridge-to-Quality.aspx>)

Additionally, the MSN program will use the teaching methods that support the use of technology and teach for a sense of salience, situated cognition and action in particular situations; integrate classroom and clinical experiences where appropriate; emphasize clinical reasoning and multiple ways of thinking; and emphasize role formation in graduate roles (Carnegie, 2010, <http://www.carnegiefoundation.org/elibrary/educating-nurses-highlights>)

Prerequisite courses. Applicants who do not have previous undergraduate coursework in statistics, health assessment and research may be required to complete one or more prerequisite courses prior to acceptance in the graduate program. Below are the corresponding undergraduate classes, which may be taken online, to satisfy this requirement. The MSN Director or Associate Director will review the undergraduate transcript for the following content:

MTH 140	Statistics
NUR 340	Health Assessment
NUR 350	Nursing Research & Evidence-based Practice

Progression. The MSN Program follows the ECPI University graduate program policies, including the grading scale. All Graduate courses require a “B-” or better to be considered applicable toward degree completion and students must maintain a cumulative grade point average (CGPA) of a 3.0 or better to remain actively enrolled in the graduate program. Students who receive two grades of “C+” or below, at any time during the program, will be dismissed. A student must re-take a course for which a grade of C+ or below was earned. Even if the course is repeated, the original earned grade counts as one of those grades and the student may not receive another grade of C+ or below.

Student Evaluation. The faculty uses the program student learning outcomes and course objectives within individual courses as criteria for student evaluation. A graduate portfolio is created across the curriculum and submitted as evidence of accomplishment of the student learning outcomes in the final nursing course. Student grades are determined by a variety of formative and summative evaluation methods.

Nursing, Bachelor of Science (Traditional Track)

Program Overview

The BSN program prepares its graduates for the field of nursing at a baccalaureate entry to practice. The purposes of the BSN program are to provide undergraduate students with the ability to practice professional nursing as a generalist, and an academic foundation necessary to pursue graduate education. The BSN program is dedicated to providing educational opportunities for qualified students from diverse backgrounds in caring for individuals, families and communities and preparing graduates for the practice of professional registered nursing in a variety of health care settings. A foundation for life-long personal and professional learning is built upon a broad base of liberal arts and sciences, humanities, and nursing theory to assist students develop ethically reflective professional nursing skills that uphold the ideals of today's health care delivery system. Through evidence-based clinical decision making in nursing practice and the development of leadership skills, the professional registered nurse will be educated to service and benefit a multicultural society across the lifespan. Students will participate in laboratory, simulation and clinical experiences. Students will submit a background check, provide a negative drug screen, complete CPR Basic Life Support for Health Care Providers certification and meet the essential nursing functions for practice.

For additional information about the program link to: <https://www.ecpi.edu/programs/accelerated-bachelor-of-science-nursing-absn>. To see the Student Consumer Information link to: <https://www.ecpi.edu/student-consumer-services> which provides additional information on the future careers, success, cost, and financing for this program. For information on the University Completion and Graduation Rates, please see [About ECPI University](#) on the ECPI website.

Program Outcomes

The curriculum leading to the Bachelor of Science in Nursing degree is designed to prepare a professional nurse who should be able to demonstrate the ability to:

- Provide holistic, safe, competent patient care by applying the nursing process and evidence-based practice to manage the health care needs of culturally diverse individuals, families, groups, and communities;
- Synthesize and apply knowledge from the humanities, the arts and letters, the social and natural sciences as a basis for clinical reasoning and decision-making in nursing practice;
- Effectively communicate using written, verbal and electronic methodologies;
- Collaborate as a member of the interdisciplinary health care team, in partnership with the individual, family, group, or community, to promote health and wellness, prevent disease, and to influence health care delivery;
- Apply theories of nursing, patient teaching, leadership and management, and legal and ethical principles to promote optimal care delivery with nurse-sensitive quality indicators;
- Contribute to the enhancement of nursing practice through the delivery of compassionate care, the evaluation of health outcomes, and the application of research to practice;
- Actively participate in the role of a professional nurse through practice, self-care, leadership and lifelong learning across the continuum of care.
- Apply knowledge of health care policy, finance, and regulatory environments to advocate for the provision of safe and equitable nursing care.

About Nursing

The BSN graduate can work in a variety of roles in community health, specialty bedside practice, informatics, and management, pursuing employment in a range of settings. The Bachelor of Science in Nursing program allows students to acquire the essential skills and knowledge needed to meet the preventative and restorative needs of patients. Students learn both the art and science of nursing.

Available job titles are Registered Nurse, Clinical Nurse Manager, Nurse Educator, Clinical Educator, Charge Nurse, or Community Health Nurse.

Recommended Licensure

All nurse graduates must apply for licensure through the state Board of Nursing. The Board of Nursing must deem the graduate eligible to test and the graduate must successfully pass the National Council Licensing Exam for Registered Nurses (NCLEX-RN) before being able to practice as a registered nurse.

Program Outline

To receive the Bachelor of Science in Nursing, the student must earn a minimum of 120 credit hours. The program requires a minimum of 8 semesters, 30 months and 120 weeks of instruction. The program requirements are as follows:

Program Requirements

Core Curriculum

80 semester credit hours

HCA400	Health Information Systems	3
HLT101	Nutrition	3
NUR219	Dosage Calculations	1
NUR221	Pathophysiology	3
NUR303	Essentials of Nursing Practice	3
NUR305	Concepts of Nursing I	2
NUR307	Concepts of Nursing II	3
NUR309	Concepts of Nursing III	3
NUR310	Pharmacology	3
NUR325	Health Assessment Across the Life Span	4
NUR347	Mental Health Nursing	4
NUR356	Medical-Surgical Nursing I	5
NUR357	Medical-Surgical Nursing II	5
NUR359	Community Health Nursing	5
NUR400	Nursing Research	3
NUR424	Maternal/Newborn Nursing	4
NUR426	Parent/Child Nursing	4
NUR457	Nursing Care of the Older Adult	4
NUR458	Acute Care Nursing	5
NUR470	Professional Leadership	3
NUR475	Transition to Practice I	3
NUR476	Transition to Practice II	4
NUR480	Senior Seminar	3

Arts and Sciences*

35 semester credit hours

BIO111	Anatomy & Physiology I w/Terminology	3
BIO111L	Anatomy & Physiology I with Terminology LAB	1
BIO116	Anatomy & Physiology II with Terminology	3
BIO116L	Anatomy & Physiology II with Terminology LAB	1
CAP480	Arts and Sciences Capstone	3
COM115	Principles of Communication	3
ENG110	College Composition	3
ENG120	Advanced Composition	3
HUM205	Culture and Diversity	3
MTH131	College Algebra	3
MTH140	Statistics	3
PSY105	Introduction to Psychology	3
PSY300	Human Growth & Development	3

*For allowable substitutions of arts and sciences courses, see the Arts & Sciences Department page.

Self-Integration

5 semester credit hours

CIS108	Office Applications	2
COR101	Freshman Orientation	1
COR191	Career Orientation	1
COR195	Study Skills	1

Nursing Program - Specific Policies (applies to all campuses)**Admissions Requirements**

Admission is on a selective and competitive basis. ECPI University reserves the right to select those applicants who are deemed best qualified for the Bachelor of Science in Nursing program. The admission process includes the following:

- Successful completion of the entrance assessment exam: Test of Essential Academic Skills (TEAS IV)
 - Minimum score requirements are as follows:
 - Reading: 85+
 - Math: 60+
 - English: 65+
 - Science: 60+
 - The following criteria will be evaluated for entrance assessments:
 - Reading: 20% of exam values
 - Math: 30% of exam values
 - English: 20% of exam values
 - Science: 30% of exam values

- A minimum overall GPA of 2.5 is required from the last college attended (minimum of 9 credits) or high school GPA if no college has been attended. If the GPA is below 2.5, applicants can qualify by completing a minimum of 6 additional credits of biological science courses with a cumulative 2.5 GPA or greater in those courses. GED with a passing score meets the 2.5 GPA requirements.
- Applicants are required to provide official high school or General Education Diploma (GED) transcripts, as well as official college transcripts for completed college level course work. An educational history evaluation will be completed upon receipt of official transcripts. High School Honors and Advanced Placement Science courses will be considered.
- Relevant work history in the medical field, i.e. Practical Nursing, Military Corpsman, etc. is evaluated.
- Submission of an Entrance Essay (1-2 pages maximum length) on one of the following topics: (1) Academic Integrity; (2) The Art of Caring; (3) Managing College / Life Balance. Completion may increase your admission ranking.
- Qualified applicants who rank highest on the admissions criteria will be evaluated by an academic review committee of no less than three individuals, with representation from Nursing Administration or faculty. The academic review committee will determine final selection for admission to the BSN program.
- Graduates of ECPI University's Practical Nursing program who hold a current and unencumbered Practical Nursing (LPN) license may apply to the Bachelor in Nursing (RN) program without completion of the steps outlined above. Acceptance to the program is contingent on space availability; therefore, acceptance is not guaranteed. Applicants are required to successfully complete the LPN to RN Transition Orientation course.
- All applicants (including Licensed Practical Nurses) must submit to a criminal background check and drug screen.
- All applicants (including Licensed Practical Nurses) must possess the ability to meet the minimal level of essential functional abilities required to practice as a nurse, as described by the National Council of State Boards of Nursing.
- All applicants must submit a physical examination and immunizations including, but not limited to, documentation of negative TB status; Td/Tdap; complete series of MMR and Varicella vaccination or titers documenting immunity; Hepatitis B titer documenting immunity.

Financial terms as specified on enrollment agreements must be agreed upon in addition to meeting the academic acceptance criteria.

Applicants are required to pass a physical examination and provide proof of immunizations prior to the commencement of skills labs/clinical experience. Conviction of a crime (other than a minor traffic violation) could make the student ineligible to take the licensing exam upon graduation, which is required by the profession. The student may be required to provide medical documentation of any disability or physical limitation prior to beginning classes. The rationale for these additional admission requirements is to provide reasonable assurance to the public that students are capable of performing duties required of a registered nurse upon graduation and successful preparation of the licensing exam.

Transfer of Credit Procedure for [BIO111/L](#) and [BIO116/L](#). The University will consider coursework for transfer of [BIO111/L](#) (4 credits) and [BIO116/L](#) (4 credits) courses in which the student achieved a B or better as the final grade, that were completed within the past two years, and that are established to be equivalent in content and objectives to courses offered at the University.

Philosophy of the Bachelor of Science in Nursing (BSN) Program

Faculty of the BSN program believe that:

- Baccalaureate nursing education is a basic preparation for professional nursing practice and establishes the foundation for life-long learning. The faculty members believe that the baccalaureate graduate is a generalist, prepared to provide clinical leadership in the assessment, planning, delivery and evaluation of health care for individuals, families and communities.

- The curriculum is structured to enable the student to demonstrate that they have developed an understanding and mastery of baccalaureate-level nursing and related concepts as they progress through their educational experience. Related concepts emphasized in the nursing curriculum include ethical decision-making, critical thinking, effective communication, leadership and management.
- As envisioned by the faculty members, the nursing paradigm includes:
 - **Person.** Each person is a unique being with basic rights and choices who experiences multiple stressors from their continually changing internal and external environments with varying degrees of adaptation. The ultimate goal that a person has is to find, establish and maintain balance with health. Clients of nursing care are composed of individuals, families, groups, and communities with diverse backgrounds, sharing common goals and values. Perceptions, attitudes, values, and goals are influenced by culture, race, spirituality, age, gender, and abilities.
 - **Environment.** The environment is a complex, open system existing in a dynamic state of change. Economic, political, environmental, and technological factors exert their effects on society. The nurse promotes an environment in which the person's needs may be met, while respecting individual differences related to values, customs, and responses to life experiences.
 - **Health.** Health is regarded as dynamic and multidimensional, with physical, mental, spiritual and social components that are all interrelated on the wellness-illness continuum, varying from a high level of wellness to varying degrees of illness. Health is influenced by both internal and external factors to the individuals' optimal level of functioning. When adaptive abilities are inadequate or stressed, the individual moves on the wellness-illness continuum toward a lower level of functioning. All people have the inherent right to make informed decisions regarding their health care, including self-determination.
 - **Nursing.** Nursing is both an art and a science. Professional nursing provides comprehensive health care services to clients in an effort to support them in attaining their optimal level of independence and wellness through the promotion, maintenance, and restoration of health. The role of the nurse is multifaceted, conceptualized in three primary categories: provider of care, coordinator of care and member of the profession. Nursing education is an interactive process, allowing the adult learner to incorporate previously learned knowledge, building a foundation for providing holistic, outcomes-oriented care. The profession works collaboratively with other members of the health care interdisciplinary team to facilitate optimal client outcomes. The faculty believes that the baccalaureate degree is the professional degree for nursing, providing the groundwork for the graduate degree.
 - **Learning.** Faculty members of the University believe baccalaureate education in nursing is the basis for professional practice as a nurse generalist and offers preparation for professional development and life-long learning. Baccalaureate nursing education, based upon a liberal arts education, is the synthesis of knowledge from a variety of disciplines, including humanities, social, behavioral, and natural sciences. Learning is a collaborative partnership between the student and the faculty member, promoted by critical thinking, problem-solving and effective decision-making. Learning occurs in a variety of settings, with each student responsible for maximizing his or her own experiences. Each student has unique life, educational and work experiences and therefore, has individual learning needs. Outcome assessments quantitatively and qualitatively measure achievement of programmatic goals.

Nursing, RN to BSN

Program Overview

The Bachelor of Science in Nursing is a degree completion program for registered nurses. The program provides a smooth transition for Registered Nurses furthering their education and careers, and serves the community and our society by meeting the need for increased numbers of highly skilled and knowledgeable nursing professionals. Program emphasis is on professional development in communication, critical thinking, community health, research, and leadership. Advanced standing credits are awarded for past nursing coursework. The program is delivered in an online format with a part-time or full-time option.

Program Outcomes

The objective of the curriculum is to produce baccalaureate-prepared, registered professional nurse graduates who can:

- Utilize critical thinking, clinical reasoning, and research in evidence-based decision making to improve nursing practice and patient outcomes across healthcare settings.
- Apply contemporary leadership and management concepts and theories to innovate practice environments, problem solve and effect change.
- Apply legal and ethical concepts, theories, and standards to professional nursing practice.
- Communicate with patients, families, and healthcare providers to coordinate care and advocate for vulnerable populations across healthcare settings.
- Integrate a variety of concepts related to trends and issues in contemporary nursing to foster professional role development.
- Analyze how advanced technologies may be used in practice to improve patient care.
- Contribute to the profession by performing as a team member, delegating effectively, and mentoring other nurses.
- Analyze the role of healthcare policy and politics in promoting healthy populations and the nursing profession.
- Apply theories, interventions, and health promotion and disease prevention strategies to promote physically safe and healthy environments for culturally diverse individuals, families, and groups in a variety of community settings and situations.
- Apply knowledge and skills specific to roles in education, clinical practice, or informatics for professional practice and career advancement.
- Demonstrate accountability and responsibility to nursing practice and value life-long learning and reflective practice.

For additional information about the program <http://www.ecpi.edu/medical/program/nursing-bachelor-degree/>. To see the Student Consumer Information link to: <https://www.ecpi.edu/student-consumer-services> which provides additional information on the future careers, success, cost, and financing for this program. For information on the University Completion and Graduation Rates, please see [About ECPI University](#) on the ECPI website.

About Nursing

The BSN-prepared graduate is eligible for roles in leadership and management, community health, informatics, and specialty bedside practice. Nurses holding a BSN degree may pursue advanced education that may lead to specialized practice. Graduates of this program can work in many different healthcare settings, such as hospitals, skilled nursing facilities, and community health facilities.

A state-issued license to practice as an RN, a background check, drug screening, up-to-date immunizations, TB testing, and CPR certification are all often required of BSN graduates in their careers.

Nurses who have a BSN degree are often placed in leadership positions after they have gained significant work experience. Some positions include: Case Manager, Charge Nurse, or Unit Manager.

Program Outline

To receive the Bachelor of Science in Nursing, the student must earn a minimum of 120 credit hours, which includes 70 advanced placement credits from the required associate degree or diploma in nursing. The degree completion program consists of 50 semester credits, which can be completed in a minimum of 3 semesters, 11 months or 45 weeks for the full-time option and 6 semesters for the part-time option. The Program requirements are as follows:

Program Requirements

Upper Level Program Curriculum

27 semester credit hours

NUR300	RN-BSN Orientation	1
NUR302	Foundations of Professional Nursing Practice	3
NUR321	Pathophysiology	3
NUR340	Health Assessment	4
NUR350	Nursing Research & Evidence-Based Practice	3
NUR430	Leading and Managing for Innovation	3
NUR443	Community Health Nursing	4
NUR443L	Community Health Practicum	1
NUR456	Senior Practicum	3
NUR490	Nursing Capstone	2

Upper Level Arts and Sciences

18 semester credit hours

CAP480	Arts and Sciences Capstone	3
COM115	Principles of Communication	3
ENG120	Advanced Composition	3
MTH140	Statistics	3
PSY300	Human Growth & Development	3
SOC100	Introduction to Sociology	3

**For allowable substitutions of arts and sciences courses, see the Arts & Sciences Department page.*

Interdisciplinary Studies

5 semester credit hours

CIS108	Office Applications	2
HCA400	Health Information Systems	3

Nursing Program - Specific Policies

Admissions Requirements. The RN to BSN Completion Program requires applicants to have an associate degree or diploma in nursing. All applicants must hold a valid, unencumbered license to practice registered nursing in their state of residence, and have a 2.5 GPA or better in the past nursing program. Students who do not meet the 2.5 GPA

requirement may apply for admission to the RN to BSN program on a provisional status. Upon successful completion of the first semester of the nursing curriculum, a student may apply for a change of status from provisional admission to the full admission. All applicants are required to submit a resume demonstrating work experience as an RN.

The full-time program is 45 weeks (9, five-week terms) in length. The part-time option is 15 terms. The classes are delivered online. All of the upper level general education courses are available online. Two courses require practical experiences ([NUR443L](#) and [NUR456](#)) and one class requires lab practice ([NUR340](#)).

Students are required to successfully complete an Online campus' orientation before they are enrolled for classes. In addition, students are encouraged to take an online tutorial available via the internet at <http://ecpicollege.com/?id=test#>. These resources provide information on the nature of faculty/student interaction, prerequisite technology competencies, and skills, technical equipment requirements, and availability of academic support services information pertaining to technical requirements, etc.

Disclosure. Requirements regarding distance education and practicum experiences vary from state to state. The student's initial program application is reviewed using the address provided upon enrollment to determine individual ability to complete the program and practicum requirements in the student's state.

It is the responsibility of the student to inform the Program Director and ECPI University of address changes prior to relocation. Changing the state of residence during the course of the RN to BSN program may alter the ability of students to complete the RN to BSN program.

Attendance. Attendance and participation is required. The attendance policy requirements for online classes are documented in each individual course. For courses with a practical experience component, students will be required to attend scheduled experiences as described in their course syllabus. A student may be dropped from a course if the student is absent more than 20% of the scheduled total course hours (classroom and clinical).

Essential Functional Abilities. Nursing is a profession that requires specific abilities. Students must be able to complete the minimal level of abilities to practice as a nurse as published by the National Council of State Boards of Nursing. RNs should be able to fully function in the following areas:

- Physical (gross and the fine motor, physical endurance, physical strength, mobility)
- Sensory (visual, tactile, olfactory, hearing)
- Cognitive (reading, arithmetic, analytical and critical thinking)
- Interactive (interpersonal, communicative)
- Contact the Program Director for questions or more information if you have questions about any one or all of the essential functional abilities. Also see the catalog section on Americans with Disabilities Act.

Late Assignments. Written assignments must be submitted on time. All assignments will be submitted electronically to the classroom assignment page established for the assignment. If the classroom server is down, students may submit the assignment to the faculty member's ecpi.edu email address by the deadline and later post the assignment to the assignment page.

Make-up examinations are at the sole discretion of the course faculty member and are discouraged.

Program Purpose. The program is dedicated to providing education opportunities for qualified registered nurse students from diverse backgrounds in caring for individuals, families, and communities and preparing graduates for the practice in a variety of healthcare settings. A foundation for lifelong personal and professional learning is built upon a broad base of liberal arts and sciences, humanities, and nursing theory to assist students to develop ethically reflective professional nursing skills that will uphold the ideals of today's healthcare delivery system. Through evidence-based clinical decision-

making in nursing practice the development of leadership skills, the professional registered nurse will be educated to service and benefit a multicultural society across the lifespan.

Philosophy of the RN to BSN Program. The RN to BSN program believes that:

- Each individual is a unique person having dignity and worth. Individuals, as members of the family and the community, are shaped by cultural, physiological, psychosocial, spiritual, and developmental forces. The family and the community influence early beliefs and values of individuals, and in turn individuals contribute to the effective functioning of the family and community.
- Nursing is both an art and a science grounded in a social context and related to experiences with people in need. It is based on a specific body of nursing theory and principles from behavioral and social sciences. Nursing is an interpersonal process and involves the application of knowledge, technical and collaborative skills, critical thinking, and creative problem-solving. The focus of nursing is on caring for individuals, families, or client groups. By using the nursing process, nurses promote, maintain, and restore clients' health as well as provide compassionate care to the dying. As healthcare providers, nurses engage in a collaborative practice that focuses on outcomes and adheres to practice guidelines that ensure quality and access.
- Professional values and value-based interventions are fundamental to nursing education. As the basis for professional nursing practice, values and value-based actions may be viewed as ethically reflective practice that the nursing student uses to interact with patients, healthcare professionals, and society.
- Teaching and learning are life-long interactive processes through which active inquiry and participation result in a change in behavior. A teaching/learning process is facilitated when the learner and teacher share responsibility for outcomes. Learning is facilitated when content is presented in an orderly sequential manner (i.e. simple to complex, known to unknown, normal or abnormal, general to specific).
- Critical thinking, clinical competence, accountability, and a commitment to the value of caring is necessary to maintain or restore clients to their optimum state of health and to provide the support which allows death with dignity. As the provider of care, the nurse's commitment to client/family-centered care will facilitate successful preparation for practice in various healthcare settings.
- It is essential that the nurse have current knowledge in nursing concepts, principles, processes, and skills. Supportive of that knowledge is an understanding of health, acute and chronic health deviations, nutrition, pharmacology, communication, human development, teaching-learning principles, current technology, humanities, and biological, social, and behavioral sciences.
- The RN to BSN program builds on the fundamental knowledge and skills acquired in associate degree and diploma nursing programs. The BSN graduate is prepared to care for individuals as well as families, groups and communities utilizing evidence-based practice. The BSN graduate will be prepared to serve in the roles of healthcare leader, care manager, community collaborator, and contributor to the profession of nursing.

Organizing Framework of the RN to BSN Program. This diagram represents the organizing framework of the RN to BSN program at ECPI University. The program is designed to build upon knowledge acquired in diploma and associate degree RN programs and offers courses that develop registered nurses to be healthcare leaders, community collaborators, care managers, and contributors to the profession. These four roles provide the basis for the program outcomes.



Prerequisite Courses. (Must be greater than or equal to 100 level College Courses Only)

- College English I (3 credit hours)
- College Algebra (3 credit hours)
- Anatomy & Physiology I & II (8 credit hours)
- Introductory to Psychology (3 credit hours)
- Culture and Diversity (3 credit hours)

Progression. Students must achieve a grade of C+ or higher in all NUR courses to progress. If a student fails a nursing course, they meet with the nursing program director. If a second failure occurs in any course in the program, the student is placed on probation. If a third failure occurs, the student is dismissed from the program. All catalog policies apply to RN to BSN students.

Students declare the part-time (PT) or full-time (FT) curriculum at the time of application. Students may request a one-time change from the FT to PT program by speaking to the nursing program director.

Student Evaluation. The faculty uses the objectives of the overall program and individual courses as criteria for student evaluation. A developmental student portfolio is created across the curriculum and submitted as evidence of accomplishment of the program outcomes in the final nursing course. Student grades are determined by a variety of formative and summative evaluation methods.

Nursing, BS to BSN (quarter credit)

Available at Orlando (Lake Mary) Florida Branch location

Program Overview

The mission of the University and the Bachelor of Science in Nursing program at the Orlando (Lake Mary), Florida location is to offer a quality educational program that provides its graduates with the educational foundation and skills necessary to achieve professional success in the field of nursing.

The University is committed to providing quality nursing education with the goal of developing clinical leaders with the ability to advance and promote the health of the diverse populations within the communities they serve, advocate on behalf of their clients, achieve and maintain their clinical competency, and provide service to the community and the profession.

The members of the faculty and administration of the University are dedicated to achieving the University's and the BSN program's mission.

Program Outcomes

The curriculum leading to the Bachelor of Science in Nursing degree is designed to prepare a professional nurse who should be able to demonstrate the ability to:

- Provide holistic, safe, competent patient care by applying the nursing process and evidence-based practice to manage the health care needs of culturally diverse individuals, families, groups, and communities;
- Synthesize and apply knowledge from the humanities, the arts and letters, the social and natural sciences as a basis for clinical reasoning and decision-making in nursing practice;
- Effectively communicate using written, verbal and electronic methodologies;
- Collaborate as a member of the interdisciplinary health care team, in partnership with the individual, family, group, or community, to promote health and wellness, prevent disease, and to influence health care delivery;
- Apply theories of nursing, patient teaching, leadership and management and legal and ethical principles to promote optimal care delivery with nurse sensitive quality indicators;
- Contribute to the enhancement of nursing practice through the delivery of compassionate care, the evaluation of health outcomes and the application of research to practice;
- Actively participate in the role of a professional nurse through practice, self-care, leadership and lifelong learning across the continuum of care.
- Apply knowledge of health care policy, finance and regulatory environments to advocate for the provision of safe and equitable nursing care.

For additional information about the program link to: <https://www.ecpi.edu/programs/accelerated-bachelor-of-science-nursing-bsn>. To see the Student Consumer Information link to: <https://www.ecpi.edu/student-consumer-services> which provides additional information on the future careers, success, cost, and financing for this program. For information on the University Completion and Graduation Rates, please see [About ECPI University](#) on the ECPI website.

About Nursing

The Bachelor to BSN graduate can work in a variety of roles in community health, specialty bedside practice, informatics, and management, pursuing employment in a range of settings. The Bachelor of Science in Nursing program allows students to acquire the essential skills and knowledge needed to meet the preventative and restorative needs of patients. Students learn both the art and science of nursing.

Program Requirements

A student transferring into the institution with a bachelor's degree will transfer the equivalent of 105 quarter credit hours from the previous baccalaureate degree, including: 46.5 quarter credit hours in general education courses, 30 quarter credits of which are in specific required general education courses; and 75 quarter credits in nursing, to meet the minimum total of 180 quarter credit hours. The program requires a minimum of 4 quarters, 12 months or 48 weeks of instruction. Nursing courses will not be available online. The program requirements are as follows:

Bachelor of Science in Nursing Curriculum

	Quarter Credit Hours
Subtotal Transfer - Bachelor's degree and required prerequisite courses including 42 general education prerequisites	105.0
NUR311 Pathophysiology	4 Quarter Credit Hours
NUR312 Pharmacology	4 Quarter Credit Hours
NUR313 Essentials of Nursing Practice	5 Quarter Credit Hours
NUR315 Health Assessment Across the Lifespan	5 Quarter Credit Hours
NUR316 Essentials of Nursing Practice Clinical	3 Quarter Credit Hours
NUR322 Nursing Care of the Adult Clinical	4 Quarter Credit Hours
NUR326 Nursing Care of the Adult	6 Quarter Credit Hours
NUR328 Public Health Nursing	3 Quarter Credit Hours
NUR329 Public Health Nursing Clinical	1 Quarter Credit Hour
NUR332 Topics in Professional Nursing	3 Quarter Credit Hours
NUR333 Pharmacologic Applications	2 Quarter Credit Hours
NUR433 Nursing Care of Women and Children Clinical	3 Quarter Credit Hours
NUR436 Mental Health Nursing Clinical	2 Quarter Credit Hours
NUR437 Nursing Research	3 Quarter Credit Hours
NUR438 Nursing Care of Women and Children	5 Quarter Credit Hours
NUR439 Mental Health Nursing	4 Quarter Credit Hours
NUR445 Professional Leadership	4 Quarter Credit Hours
NUR446 Nursing Care of the Older Adult	4 Quarter Credit Hours
NUR447 Nursing Care of the Older Adult Clinical	1 Quarter Credit Hour
NUR448 Transition to Practice	4 Quarter Credit Hours
NUR449 Senior Seminar	4 Quarter Credit Hours
NUR460 Clinical Applications Lab	1 Quarter Credit Hour

Designated General Education Prerequisites

Courses	Quarter Credit Hours
Anatomy and Physiology	12.0 (parts I and II, with labs)
Statistics	4.5
Social Science: Sociology or Psychology	4.5
Human Growth and Development or Development Psychology	4.5
English	4.5
General Education Elective	16.5
TOTAL	46.50

Orlando (Lake Mary) Nursing Programs - Specific Policies (Applicants also see Admissions Policies and Academic Policies for further details)

Class Scheduling / Hours of Operation. Classes will be held Monday-Friday and will be scheduled between 8:00 am and 6:00 pm. Clinical experiences can be scheduled at any time during the week, including weekends. Prospective students should also be aware that clinical experiences are scheduled for the convenience of the clinical site and may be held during evenings or nights. For example, a student may have a shift of 3:00 pm – 11:00 pm or 11:00 pm – 7:00 am. Due to the high-intensity nature of this program, it is advised that a student not have outside employment.

Administrative office hours may differ from scheduled class hours. Administrative office hours are generally Monday-Friday 9:00 am to 5:00 pm.

Classes are offered and scheduled by ECPI University in sequences or combinations to allow the student to complete the program in a timely manner. ECPI University reserves the right to alter schedules so that proper facilities, equipment, and faculty are available. As per the Florida Board of Nursing regulations, the maximum number of students in a clinical placement is 12 students to 1 faculty ratio and the maximum ratio for preceptored experiences is 18 students to 1 faculty ratio.

The sequence in which courses are taught during the program may change at the discretion of ECPI University. Prerequisites for all courses are listed in the Course Description section of this catalog.

Attendance Policy.

Class Time. It is an expectation that students attend all classes and all clinical experiences. The second-degree program is a full-time program, with students in class or clinical five days a week. Because of the high intensity of this program, outside employment is not recommended.

If a student is aware of the need to miss a class, he or she is to notify the faculty in advance, if possible. If a student misses a class, he or she is responsible for determining what materials were presented in the missed class and for making his or her own arrangements to obtain this information from available sources such as faculty, classmates, Moodle, or other on-line or reference sources.

ECPI University – Orlando faculty feel very strongly that it is important for students to attend all classes in order to achieve a full understanding of essential core content throughout the nursing curriculum. Attendance will be taken daily by the course faculty. Students who do not meet the attendance requirements, as stated by the course faculty, will be marked absent. Students who are absent for multiple class days will have points deducted from the final course grade as follows:

- Absent 1 day = no reduction in course grade
- Absent 2 days = 1 point
- Absent 3 days = 2 points
- Absent 4 days = 3 points
- Absent 5 days = 4 points
- Absent 6 days = 5 points
- Absent 7 days = 6 points
- Absent 8 days = 7 points
- Absent 9 days = 8 points
- Absent 10 days = 9 points
- Absent 11 days = 10 points

Exams. If the student anticipates missing a scheduled exam, he or she needs to notify the instructor. A different version of the missed exam may be administered at the faculty's discretion. Penalties for missing exams and quizzes will be applied as outlined in the course syllabi.

If the student anticipates missing a scheduled exam, he /she needs to notify the faculty member prior to the exam, unless it is an emergency situation without phone access. A five percent reduction will occur on any course make-up exam, while a ten percent reduction will occur on any make-up for a comprehensive final exam. For example, if a student scores a 93% on a course make-up exam, he/she will achieve an exam score of 88%. If a student scores a 93% on a comprehensive final make-up exam, he/she will achieve an exam score of 83%. If a student has missed an exam, another version of the exam is developed at the faculty member's discretion.

Students who miss an exam are not allowed to participate in the exam review for the missed exam. All make-up exams are scheduled during Week 12 and after final exams.

Clinical/Laboratory Time. A critical component of the nursing curriculum is that students demonstrate clinical competency (meeting the clinical evaluation criteria, either on-site in a skills laboratory or off-site at a clinical site).

"Clinical Time" means the time spent on-site at a clinical site or in a skills laboratory, including all required experiences, pre -/post-conferences and observations outlined by faculty.

"Clinical Absence" means the time scheduled at a clinical site or in a skills lab that the student does not attend.

Clinical Time schedules may be adjusted from time to time. Notice of schedule changes will be given to students as soon as reasonably possible after a schedule change has been made.

Attendance during the required amount of Clinical Time is mandatory in order to receive a passing grade. Accordingly, all Clinical Absences must be made up in accordance with the requirements set forth below, or the student will not be deemed to have passed the course:

- Students must be making satisfactory progress toward all course competencies in order to be eligible to make up a Clinical Absence.

- Students may be able to make up a missed clinical day. However, if more than one clinical day, or more than 20% of Clinical Time (whichever is greater) in a course is missed, the student will receive a failing grade.
- Tardiness and early departures constitute a Clinical Absence, and the time missed due to tardiness or early departure must be made up. A student who arrives to clinical more than 10 minutes late will be dismissed for the day and will have to make up the clinical time.
- For purposes of measuring the 20% of Clinical Time missed limitation, all missed Clinical Absences will be accumulated without regard to previous makeup time. (For example, if a student has missed 5% of the Clinical Time, has made up that 5%, and then misses another 16% of Clinical Time, the student will have exceeded the 20% missed Clinical Time limitation and will not be permitted to make up additional time and will fail the course.)
- A student who has not previously exceeded the 20% of Clinical Time missed limitation will be eligible to withdraw and not receive a failing grade only (a) due to extenuating circumstances approved in advance by the Dean, or (b) in the event of a genuine medical emergency of the student or an immediate family member. [Vacations, weddings, funerals (other than those of immediate family members), child care or other family care giving obligations will not be considered to be extenuating circumstances.]
- Faculty and course coordinators have the right to determine the nature of the experience that will be required for any Clinical Time that must be made up.
- Direct patient care is typically required in clinical instruction. If faculty and clinical sites are available, the student must attend the makeup Clinical Time at the clinical site on the scheduled makeup day. If patient experiences are not available, alternative assignments will be offered for makeup time. Students are not guaranteed patient experiences for makeup Clinical Time.
- If makeup Clinical Time is scheduled at a clinical site, all students with missed Clinical Time will be required to make up the missed Clinical Time on the scheduled makeup day. A student who misses scheduled makeup day may not be able to be scheduled for a second makeup day, and therefore may fail the course. All clinical makeup time must be completed before the end of the term. Makeup Clinical Time may routinely be scheduled for Week 12, after final exams. Accordingly, it may not be possible to make up Clinical Time missed near the end of the term.
- Makeup Clinical Time is coordinated by the lead instructor for each clinical course. Other faculty, including clinical adjunct faculty, are not authorized to schedule makeup Clinical Time. It is the responsibility of the student to notify the lead instructor of any clinical course regarding missed clinical Time. The student will then be notified of the scheduled makeup opportunity.
- If the makeup Clinical Time scheduled does not fall within the times that faculty is regularly scheduled at a clinical location, the student will be required to makeup Clinical Time. Makeup Clinical Time will be scheduled only to the extent that faculty and clinical space are available and there can be no assurance that makeup Clinical Time other than those scheduled by the college will be available.
- If there is an emergency or illness resulting in absence, the student should notify his or her assigned clinical instructor at least one hour prior to the start of the scheduled Clinical Time
- A student may be instructed to leave a clinical site if, in the opinion of the clinical instructor or clinical supervisor, the student's tardiness, preparedness, or other conditions render the student incapable of providing safe patient care or having been tardy to the extent that it adversely affects the student's ability to achieve the intended educational objective of the clinical experience. In the event the student is instructed to leave the clinical site, the student will be deemed to have a Clinical Absence for portion of the scheduled Clinical Time missed.

Program Purpose. The purposes of the Bachelor of Science in Nursing program are to provide undergraduate students with (1) Ability to practice professional nursing as a generalist, (2) the Academic foundation necessary to pursue graduate education.

Philosophy of the Bachelor of Science in Nursing (BSN) Program. The BSN program believes that:

- Baccalaureate nursing education is the basic preparation for professional nursing practice, and establishes the foundation for life-long learning. The faculty members believe that the baccalaureate graduate is a generalist, prepared to provide clinical leadership in the assessment, planning, delivery and evaluation of health care for individuals, families and communities.
- The curriculum is structured to enable the student to demonstrate that they have developed an understanding and mastery of baccalaureate-level nursing and related concepts as they progress through their educational experience. Related concepts emphasized in the nursing curriculum include ethical decision-making, critical thinking, effective communication, leadership and management.
- As envisioned by the faculty members of the University, the nursing paradigm includes:
- Person. Each person is a unique being with basic rights and choices who experiences multiple stressors from their continually changing internal and external environments with varying degrees of adaptation. The ultimate goal that a person has is to find, establish and maintain balance with health. Clients of nursing care are composed of individuals, families, groups, and communities with diverse backgrounds, sharing common goals and values. Perceptions, attitudes, values, and goals are influenced by culture, race, spirituality, age, gender, and abilities.
- Environment. The environment is a complex, open system existing in a dynamic state of change. Economic, political, environmental, and technological factors exert their effects on society. The nurse promotes an environment in which the person's needs may be met, while respecting individual differences related to values, customs, and responses to life experiences.
- Health. Health is regarded as dynamic and multidimensional, with physical, mental, spiritual and social components that are all interrelated on the wellness-illness continuum, varying from a high level of wellness to varying degrees of illness. Health is influenced by both internal and external factors to the individuals' optimal level of functioning. When adaptive abilities are inadequate or stressed, the individual moves on the wellness-illness continuum toward a lower level of functioning. All people have the inherent right to make informed decisions regarding their health care, including self-determination.
- Nursing. Nursing is both an art and a science. Professional nursing provides comprehensive health care services to clients in an effort to support them in attaining their optimal level of independence and wellness through the promotion, maintenance, and restoration of health. The role of the nurse is multifaceted, conceptualized in three primary categories: provider of care, coordinator of care and member of the profession. Nursing education is an interactive process, allowing the adult learner to incorporate previously learned knowledge, building a foundation for providing holistic, outcomes-oriented care. The profession works collaboratively with other members of the health care interdisciplinary team to facilitate optimal client outcomes. The faculty believes that the baccalaureate degree is the professional degree for nursing, providing the groundwork for the graduate degree.
- Learning. Faculty members of the University believe baccalaureate education in nursing is the basis for professional practice as a nurse generalist, and offers preparation for professional development and life-long learning. Baccalaureate nursing education, based upon a liberal arts education, is the synthesis of knowledge from a variety of disciplines, including humanities, social, behavioral, and natural sciences.
- Learning is a collaborative partnership between the student and the faculty member, promoted by critical thinking, problem-solving and effective decision-making. Learning occurs in a variety of settings, with each student responsible for maximizing his or her own experiences. Each student has unique life, educational and work experiences and therefore, has individual learning needs. Outcome assessments quantitatively and qualitatively measure achievement of programmatic goals

Prerequisite Courses. Applicants must have successfully completed all prerequisite courses, with no more than two being allowed to be in progress at the time of application. A science prerequisite GPA of at least 2.75 is needed to apply to the program. Students not meeting the GPA requirement may be considered for admission after review by the APG committee. Required prerequisite courses are:

Anatomy and Physiology (8 semester / 12 quarter credits, Parts I and II, with labs)

Statistics (3 semester / 4.5 quarter credits)

Human Growth and Development or Developmental Psychology (3 semester / 4.5 quarter credits)

Social Science: Sociology or Psychology (3 semester / 4.5 quarter credits)

English (3 semester / 4.5 quarter credits)

Additional General Education Electives (11 semester / 16.5 quarter credits)

Progression Policy. A numeric grade of 77 or better is required in all nursing courses to graduate from the nursing program. In order to receive a passing grade in the course, students are required to pass the clinical, lab, and theory portions of the course. Failure in the theory, lab, or clinical component requires repeating all aspects of the course. Academic progression in the nursing program is determined by a student's weighted exam average in each course without consideration for any additional assignments. The benchmark for passing each course is a weighted exam grade average of 77 or greater. Students who achieve a final course grade of less than 77 in any nursing course cannot enroll in subsequent clinical nursing courses. If the student does not pass the exam portion of the course with this average, other course requirements (such as papers and presentations) will not suffice to raise the grade to passing.

Only one nursing course may be repeated to raise an unsatisfactory grade. Students may not enroll in any course for which they do not have the necessary prerequisites as a result of course failure or course withdrawal. A Student who is unsuccessful in a course may be allowed to reattempt that course the next time it is offered, based on availability. In order to be considered to repeat the failed course, the student must write a letter to the Dean/Chief Nursing Administrator requesting permission to repeat the course ECPI University's Nursing Admission, Progression, and Graduation Committee will determine reinstatements and reviews each case individually. Re-admission to the nursing program is not guaranteed.

A student who fails more than one course, or who fails one course twice, will be dismissed from the program and will not be eligible for re-enrollment.

Student Evaluation. At the completion of certain courses, students are required to complete a computerized, national examination that tests the student's comprehensive knowledge of the course content. Any fees for these examinations are included in the program costs.

Students are evaluated according to course-specific performance criteria designated on the syllabus. Students will receive a written evaluation in each clinical course at mid-term and at the completion of the clinical course. The instructor will review the evaluation with the student, and upon completion of the review, the student and the instructor will sign the evaluation. The student's signature does not constitute an acknowledgement that the student agrees with the instructor's evaluation, but serves as confirmation that the evaluation has been reviewed with and provided to the student. The student may make written comments in response to the evaluation, attaching it to the evaluation.

In the final quarter of the program, students are required to take a course entitled Senior Seminar and as a part of the course requirements, must pass a comprehensive computerized examination provided by ATI, containing questions similar to those found on the National Council Licensure Examination for Registered Nurses ("NCLEX-RN"). Students who fail to achieve a passing score of 70 or greater on the exam, as graded by the testing service, will not pass the Senior Seminar course, and will not be eligible for graduation until they pass the Senior Seminar course. During the Senior Seminar course, students are given three (3) opportunities to achieve a passing score on the comprehensive computerized examination. Students who do not achieve a passing score on the ATI comprehensive computerized examination during the Senior Seminar course, will receive a failing grade for the course.

Associate Degree in Nursing

Program Overview

The Associate Degree in Nursing (ADN) program is dedicated to providing education opportunities for qualified students from diverse backgrounds in caring for individuals, families, and communities and for preparing graduates for the entry level practice of nursing in a variety of healthcare settings. A foundation for life-long personal and professional learning is built upon a broad base of liberal arts and sciences, humanities, and nursing theory, to assist students to develop ethically reflective professional nursing skills that will uphold the ideals of today's healthcare delivery system. Through evidence-based clinical decision-making in nursing practice and the development of leadership skills, the entry level professional registered nurse will be educated to serve and benefit a multicultural society across the life span.

For additional information about the program link to: <http://www.ecpi.edu/medical/program/registered-nursing-associate-degree/>. To see the Student Consumer Information link to: <https://www.ecpi.edu/student-consumer-services> which provides additional information on the future careers, success, cost, and financing for this program. For information on the University Completion and Graduation Rates, please see [About ECPI University](#) on the ECPI website.

In 1.5 years, through our year round instruction, you can earn an Associate Degree in Nursing.

About Nursing

Registered nurses have many different career options. They can hold various positions including charge nurse, floor nurse, and even some management positions. Registered nurses are also prepared to continue their formal education and prepare for more advanced nursing degrees and certifications.

Typical employment opportunities require a background check, drug screen, drug calculation test, American Heart Association Basic Life Support (BLS) Certification. The individual needs to have the ability to perform the following: execute a full range of motion, utilize fine and gross motor skills, demonstrate physical stamina, and lift 25 pounds.

Available job titles are Registered Nurse and Staff Nurse.

Recommended Licensure

The Associate Degree in Nursing program is approved by the State Board of Nursing for the state in which the ECPI University campus which the student attends is located. ECPI University provides vouchers allowing students to take licensure exams administered by the student's state's Board of Nursing at a greatly reduced cost. All Associate Degree Nursing graduates must successfully pass the National Council Licensing Exam for Registered Nurses (NCLEX-RN) before being able to practice as a Registered Nurse (RN).

While ECPI University's Associate Degree in Nursing program does not have its own distinct accreditation by a national nursing education body, it is not required for licensure. ECPI University is accredited by the Southern Association of Colleges and Schools Commission on Colleges to award the associate, baccalaureate, and master's degrees and diplomas. [Accreditation](#), [state licensure](#) and [Board of Nursing](#) approval information can be found in this catalog under [Accreditation and Licensure](#).

Program Outcomes

The Associate Degree in Nursing is designed to provide the entry-level nurse with knowledge and experience which will enable the graduate to:

- Contribute to the interdisciplinary health care team by collaborating effectively in health care settings with individuals, families, and communities across the life span and continuum of healthcare environments.
- Execute the standards of professional nursing practice within legal, ethical, and regulatory frameworks.

- Utilize best practices from healthcare and related disciplines to provide clinically competent, safe and effective care within the framework of the nursing process.
- Provide holistic care to promote, protect, and improve quality and safety outcomes in multicultural, diverse settings.
- Apply information regarding disease processes to determine appropriate prevention and health promotion strategies to provide quality care.
- Integrate information management and technology in the delivery of quality client care.
- Demonstrate effective leadership that reflects sound clinical judgement and accountability for ongoing professional development.

The Associate Degree in Nursing is equivalent to and at the same degree level as an Associate of Applied Science.

Program Requirements in Virginia and South Carolina

Program Outline

To receive the Associate Degree in Nursing, the student must earn 71 credit hours. The program requires a minimum 5 semesters, 18 months or 75 weeks of instruction. The program requirements are as follows:

Core Curriculum

49 semester credit hours

NUR119	Dosage Calculations for Professional Nurse	1
NUR138	Pharmacology	3
NUR164	Concepts of Nursing I	2
NUR166	Concepts of Nursing II	3
NUR168	Concepts of Nursing III	3
NUR221	Pathophysiology	3
NUR234	Mental Health Nursing	4
NUR242	Maternal/Newborn Nursing	4
NUR243	Parent/Child Nursing	4
NUR256	Medical Surgical Nursing I	5
NUR257	Medical Surgical Nursing II	5
NUR258	Acute Care Nursing	5
NUR273	Dimensions of Professional Nursing	4
NUR280	Nursing Capstone	3

Arts and Sciences*

20 semester credit hours

BIO111	Anatomy & Physiology I w/Terminology	3
BIO111L	Anatomy & Physiology I with Terminology LAB	1
BIO116	Anatomy & Physiology II with Terminology	3
BIO116L	Anatomy & Physiology II with Terminology LAB	1
ENG110	College Composition	3

HUM205	Culture and Diversity	3
MTH131	College Algebra	3
PSY105	Introduction to Psychology	3

**For allowable substitutions of arts and sciences courses, see the Arts & Sciences Department page.*

Self-Integration

2 semester credit hours

COR101	Freshman Orientation	1
COR195	Study Skills	1

Program Requirements North Carolina

Core Curriculum

49 semester credit hours

NUR119	Dosage Calculations for Professional Nurse	1
NUR138	Pharmacology	3
NUR164	Concepts of Nursing I	2
NUR166	Concepts of Nursing II	3
NUR168	Concepts of Nursing III	3
NUR221	Pathophysiology	3
NUR234	Mental Health Nursing	4
NUR242	Maternal/Newborn Nursing	4
NUR243	Parent/Child Nursing	4
NUR256	Medical Surgical Nursing I	5
NUR257	Medical Surgical Nursing II	5
NUR258	Acute Care Nursing	5
NUR274	Dimensions of Professional Nursing I	4
NUR281	Dimensions of Professional Nursing II	3

Arts and Sciences

20 semester credit hours

BIO111	Anatomy & Physiology I w/Terminology	3
BIO111L	Anatomy & Physiology I with Terminology LAB	1
BIO116	Anatomy & Physiology II with Terminology	3
BIO116L	Anatomy & Physiology II with Terminology LAB	1
ENG110	College Composition	3
MTH131	College Algebra	3
HUM205	Culture and Diversity	3
PSY105	Introduction to Psychology	3

**For allowable substitutions of arts and sciences courses, see the Arts & Sciences Department page.*

Self-Integration

2 semester credit hours

COR101	Freshman Orientation	1
COR195	Study Skills	1

Nursing Program - Specific Policies (applies to all campuses)

Admissions Requirements. Admission is on a selective and competitive basis. ECPI University reserves the right to select those applicants who are deemed best qualified for the Associate Degree in Nursing program. The Admission process includes the following.

- Successful completion of the entrance assessment exam: Test of Essential Academic Skills (TEAS)
 - Minimum score requirements are as follows:
 - Reading: 85
 - Math: 51
 - English: 60
 - Science: 55
 - The following criteria will be evaluated for entrance assessments:
 - Reading: 20% of exam values
 - Math: 30% of exam values
 - English: 20% of exam values
 - Science: 30% of exam values
- A minimum overall GPA of 2.5 is required from the last college attended (minimum of 9 credits) or high school GPA if no college has been attended. If the GPA is below 2.5, applicants can qualify by completing a minimum of 6 additional credits of biological science courses with a cumulative 2.5 GPA or greater in those courses. GED with a passing score meets the 2.5 GPA requirements.
- Applicants are required to provide official high school or General Education Diploma (GED) transcripts, as well as official college transcripts for completed college level course work. An educational history evaluation will be completed upon receipt of official transcripts. High School Honors and Advanced Placement Science courses will be considered.
- Relevant work history in the medical field, i.e. Practical Nursing, Military Corpsman, etc. is evaluated.
- Submission of an Entrance Essay (1-2 pages maximum length) on one of the following topics: (1) Academic Integrity; (2) The Art of Caring; (3) Managing College / Life Balance. Completion may increase your admission ranking.
- Qualified applicants who rank highest on the admissions criteria will be evaluated by an academic review committee of no less than three individuals, with representation from Nursing Administration or faculty. The academic review committee will determine final selection for admission to the ADN program.
- Graduates of ECPI University's Practical Nursing program who hold a current and unencumbered Practical Nursing (LPN) license may apply to the Associate Degree in Nursing (RN) program without completion of the steps outlined above. Acceptance to the program is contingent on space availability; therefore, acceptance is not guaranteed. Applicants are required to successfully complete the LPN to RN Transition Orientation course.

- All applicants (including Licensed Practical Nurses) must submit to a criminal background check and drug screen.
- All applicants (including Licensed Practical Nurses) must possess the ability to meet the minimal level of essential functional abilities required to practice as a nurse, as described by the National Council of State Boards of Nursing.

Transfer of Credit Procedure for [BIO111/L](#) and [BIO116/L](#). The University will consider coursework for transfer of [BIO111/L](#) (4 credits) and [BIO116/L](#) (4 credits) courses in which the student achieved a B or better as the final grade, that were completed within the past two years, and that are established to be equivalent in content and objectives to courses offered at the University.

Coursework for Licensed Practical Nurses. The University will consider prior coursework from current licensed practical nurses in accordance with the Transfer of Credit policies outlined in the University Catalog for courses in which the student achieved a B or better as the final grade and were completed within the past two years. The program will determine the comparability to course learning objectives.

Attendance. A detailed record of student's attendance is maintained by the instructors and becomes a part of their permanent records. Every absence from class, no matter what the reason, is recorded and counted as such by the instructor, beginning with the first day of class. It is sometimes necessary for the school to give employment recommendations for a student. The employer often takes attendance into consideration.

Students MUST attend class regularly. CUTTING SCHEDULED CLASSES IS NOT PERMITTED. If, for any reason, an absence is necessary, students must call the school and the instructor no later than one hour before the scheduled start time.

Students with course absences greater than 15 percent may have their records reviewed for purposes of possible probation, termination, or suspension. A student may be dropped from a course if the student is absent more than 20 percent of the scheduled course hours. Written assignments must be submitted on time. Tests and assignments must be made up on the student's first classroom day back to school after absence unless the student makes alternate arrangements with the instructor.

Clinical Phase Absenteeism and Tardiness. Absenteeism on clinical days will not be tolerated. A student is expected to arrive at clinical prepared to administer patient care. If a student is unable to perform required duties due to health or other reasons, the student should not attend clinical. If for any reason the student cannot attend the clinical, the student must talk to the assigned group instructor no later than one hour before the scheduled start time.

Emergency messages will be conveyed from the school to the clinical area. At no time should family or friends call the healthcare facility where the student is assigned. Students who are absent or tardy during their scheduled clinical/simulation hours must contact the Director of Nursing or designee, prior to attending their next scheduled class/clinical time.

Clinical Protocol. Clinical experiences are scheduled in various local healthcare agencies and hospitals and are subject to change.

- Students are not to provide personal telephone numbers or addresses to clients.
- Students are not permitted to accept gifts from clients, patients, or their families.
- Visiting patients, other than friends and relatives, is not permitted.
- Students are not permitted to fraternize with any patient/agency employee while enrolled in school.

- Students may not visit any clinical facilities while wearing the student uniform (including the name pin) unless prior permission is granted by a Nursing faculty member.
- Students may not review any patient's chart except the patients assigned to them.

Program Philosophy. The Nursing Department believes that each individual is a unique person having dignity and worth. Individuals, as members of the family and the community, are shaped by cultural, physiological, psychosocial, spiritual, and developmental forces. The family and the community influence early beliefs and values of individuals, and in turn individuals contribute to the effective functioning of the family and community.

We believe that Nursing is both an art and a science grounded in a social context and related to experiences with people in need. It is based on a specific body of nursing theory and principles from behavioral and social sciences. Nursing is an interpersonal process and involves the application of knowledge, technical and collaborative skills, critical thinking, and creative problem-solving. The focus of nursing is on individuals, families, or client groups. By using the nursing process, nurses promote, maintain and restore clients' health as well as provide compassionate care to the dying. As healthcare providers, nurses engage in a collaborative practice that focuses on outcomes and adheres to practice guidelines that ensure quality and access.

We believe that professional values and value-based interventions are fundamental to nursing education. As the basis for professional nursing practice, values and value-based actions may be viewed as ethically reflective practice that the nursing student uses to interact with patients, healthcare professionals, and society.

We believe that teaching/learning is a life-long interactive process through which active inquiry and participation result in a change in behavior. The teaching/learning process is facilitated when the learner and teacher share responsibility for outcomes. Learning is facilitated when content is presented in an orderly sequential manner, i.e. simple to complex, known to unknown, normal to abnormal, general to specific.

We believe that critical thinking, clinical competence, accountability, and a commitment to the value of caring is necessary to maintain or restore clients their optimum state of health and to provide the support which allows death with dignity. As the provider of care, the nurse's commitment to client/family-centered care will facilitate successful preparation for practice in various healthcare settings where policies and procedures are specified and guidance is available.

We believe it is essential that the nurse have current knowledge in nursing concepts, principles, processes, and skills. Supportive of that knowledge is an understanding of health, acute and chronic health deviations, nutrition, pharmacology, communication, human development, teaching-learning principles, current technology, humanities, and biological, social, and behavioral sciences.

We believe the nurse is the manager of care in various healthcare settings where policies and procedures are specified and guidance is available. To be competent in the role as a manager of care, the nurse must possess the knowledge and skills necessary to make decisions regarding priorities of care, to delegate some aspects of nursing care, direct others to use time and resources efficiently, and to know when to seek assistance. Supporting this knowledge is an understanding of the principles of client-care management, communication, and delegation, legal parameters of nursing practice, and roles and responsibilities of members of the healthcare team.

We believe that the entry level practice of a graduate from the Associate Degree in Nursing program is characterized by collaboration, organization, delegation, accountability, advocacy, and respect for other healthcare workers. As a coordinator of care, the entry level registered nurse demonstrates caring and compassion and provides and coordinates holistic nursing care for groups of clients who have healthcare needs.

Conceptual Framework



Program Purpose. The nursing program offers potential candidates the opportunity to complete an Associate Degree in Nursing. The program is designed for the purpose of providing additional opportunities for those interested in obtaining a license and practicing as a registered nurse. The Nursing program prepares graduates to provide direct client care in a safe, effective manner across multiple settings.

The ADN education in Nursing equips nursing students with the knowledge and skills prerequisite to begin professional practice in the care, counseling, and education of multicultural healthcare consumers in a variety of settings. The Nursing Program will graduate a competent entry-level professional nurse workforce for providers of healthcare in local, statewide, and national communities. ECPI sees this opportunity as one that will positively impact the local shortage of registered nurses and support the healthcare community in hiring qualified candidates to work in their facilities.

Program Hours.

Day: Class hours may vary from 4 – 5 days per week from 8:00 AM to 5:00 PM depending on course requirements. Clinical hours may include day, evening or weekend hours depending on the clinical site and course requirements.

Evenings: Class hours may vary from 4 – 5 evenings per week from 5:30 PM to 10:30 PM and 8:00 AM to 4:30 PM on weekends. Clinical hours may include evening or weekend hours depending on the clinical site and course requirements. Occasional day clinical rotations may be required.

Preceptorship Hours: Clinical hours are scheduled to meet the staffing schedule of the Professional Nurse assigned and may include day, night or weekend hours. Schedules may vary by course and instructor. 12 hour clinical shifts may be required as needed.

Student Evaluation. The faculty shall use the objectives of the Program of Nursing as criteria for student evaluation. The student's grades are determined by a combination of written examinations, laboratory competence, and clinical performance.

Nursing ability, attitude, and relationship with others are areas of clinical and laboratory evaluation. The achievement of the student in both theory and clinical performance is evaluated by the faculty at regular intervals and shared with the student. The student progresses to the next term when all prerequisite courses have been satisfactorily completed. Students must achieve an 80 percent average in all nursing or science courses and satisfactorily meet all clinical objectives and laboratory objectives. A final course grade of less than 80 percent or failure to meet clinical or laboratory objectives will result in failure of a course.

Practical Nursing, Diploma

Program Overview

The Practical Nursing program is designed to provide with the opportunity to acquire the knowledge, skills, and attitudes necessary for developing effective communication, critical thinking, clinical reasoning and teamwork/collaboration skills which will prepare the graduate to care for individuals, families and communities as an entry level practical nurse in a variety of healthcare settings.

The Practical Nursing program prepares the student to become a valuable member of a healthcare team, working under the supervision of an advanced practice registered nurse, registered nurse, licensed physician, licensed dentist, or other practitioner.

Program Outcomes

The Practical Nursing diploma program prepares the student for a foundation of life-long personal and professional learning built upon liberal arts, science and nursing theory courses. The program includes classroom, laboratory/simulation, and evidence based client-centered care learning experiences across the lifespan in a variety of healthcare settings. All practical nurse graduates must successfully pass the National Council Licensing Exam for Practical Nurses (NCLEX-PN) before being able to practice as a LPN.

Upon successful completion of the program, the student will:

- Function within the role of the practical nurse in the delivery of care to clients and families.
- Communicate with clients, families, and members of the health care team.
- Use critical thinking to safely perform requisite cognitive, psychomotor and affective nursing skills
- Integrate ethical, professional, legal responsibility and accountability into actions and decisions.
- Assume responsibility for personal and professional growth.

For additional information about the program link to: <http://www.ecpi.edu/medical/program/practical-nursing-diploma/>. To see the Student Consumer Information link to: <https://www.ecpi.edu/student-consumer-services> which provides additional information on the future careers, success, cost, and financing for this program. For information on the University Completion and Graduation Rates, please see Information About the University on the ECPI website (link to: <http://www.ecpi.edu/services/about-ecpi-university/>).

About Practical Nursing

Licensed Practical Nurses typically provide nursing care under the direction of a more senior healthcare practitioner, including registered nurses. They understand nursing fundamentals and assist with delivering care to patients and their families. They are prepared to continue their formal education and prepare for more advanced nursing degrees and certifications, including Registered Nursing.

Criminal background checks, drug screening, dosage calculation competency exams, nursing skills competency exams, and security clearances may be required, depending on the facility.

Practical Nurses must physically be able to change position frequently, stand and sit for prolonged time periods, lift 50 pounds or more with or without assistance or assistive devices, bend, and twist. They must have adequate vision and hearing, and they must be able to use computers.

A graduate from the Practical Nursing program will work as a Licensed Practical Nurse (LPN) in a healthcare setting such as a long-term care facility, skilled nursing facility, assisted living facility, or correctional facility infirmary. Licensed Practical Nurses may also work in home health care settings, physicians' offices, clinics, urgent care centers, or acute care facilities.

Recommended Licensure

The Practical Nursing program is approved by the State Board of Nursing for the state in which the ECPI University campus which the student attends is located. ECPI University provides vouchers allowing students to take licensure exams administered by the student's state's Board of Nursing at a greatly reduced cost. All Practical Nursing graduates must successfully pass the National Council Licensing Exam for Practical Nursing (NCLEX-PN) before being able to practice as a Licensed Practical Nurse (LPN).

While ECPI University's Practical Nursing program does not have its own distinct accreditation by a national nursing education body, it is not required for licensure. ECPI University is accredited by the Southern Association of Colleges and Schools Commission on Colleges to award the associate, baccalaureate, and master's degrees and diplomas. [Accreditation](#), [state licensure](#) and [Board of Nursing](#) approval information can be found in this catalog under [Accreditation and Licensure](#).

Practical Nursing Program Requirements for Virginia and South Carolina

To receive the Diploma in Practical Nursing, the student must earn 48.5 semester credit hours. The program requires a minimum of four semesters, 15 months or 60 weeks of instruction. Program requirements are as follows:

Program Requirements

Core Curriculum

BIO112	Anatomy & Physiology with Terminology I	2
BIO112L	Anatomy & Physiology with Terminology I LAB	1
BIO117	Anatomy & Physiology II	2
BIO117L	Anatomy and Physiology II LAB	1
COR102	Freshman Orientation	1
COR105	Study Skills	0.5
ENG109	College Composition	1.5
NUR100	Dosage Calculations	1
NUR139	Pharmacology	1.5
NUR165	Concepts of Nursing I	2.5
NUR167	Concepts of Nursing II	3
NUR169	Concepts of Nursing III	3
NUR190	Medical Surgical Nursing I	3
NUR203	Medical/Surgical Nursing II	4
NUR204	Acute Care Nursing I	4
NUR208	Medical/Surgical Nursing III	3
NUR209	Acute Care Nursing II	4
NUR213	Acute Care Nursing III	4
NUR233	Role Transition	4
PSY108	Normal Life Span	1
PSY109	Introduction to Psychology	1.5

Contact Hours: 1,658

Diploma Program Length: Minimum weeks of instruction: 60 weeks

Maximum satisfactory time frame completion: 90 weeks

Practical Nursing Program Requirements for North Carolina

To receive the Diploma in Practical Nursing, the student must earn 48.5 semester credit hours. The program requires a minimum of four semesters, 15 months or 60 weeks of instruction. Program requirements are as follows:

Program Requirements

Core Curriculum

BIO114	Anatomy & Physiology I with Terminology	2
BIO114L	Anatomy & Physiology with Terminology I LAB	1
BIO118	Anatomy & Physiology II with Terminology	2
BIO118L	Anatomy & Physiology II with Terminology LAB	1
COR104	Freshman Orientation	1
COR107	Study Skills	0.5
ENG114	College Composition	1.5
NUR111	Dosage Calculations	1
NUR134	Pharmacology	1.5
NUR174	Concepts of Nursing I	2.5
NUR177	Concepts of Nursing II	3
NUR179	Concepts of Nursing III	3
NUR205	Medical Surgical Nursing I	3
NUR206	Medical Surgical Nursing II	4
NUR207	Medical Surgical Nursing III	3
NUR235	Acute Care Nursing I	4
NUR236	Acute Care Nursing II	4
NUR237	Acute Care Nursing III	4
NUR238	Role Transition	4
PSY106	Normal Life Span	1
PSY111	Introduction to Psychology	1.5

Contact hours: 1,736

Diploma program length: minimum weeks of instruction, 60 weeks;

Maximum satisfactory time frame for completion is 90 weeks.

Practical Nursing Program - Specific Policies (applies to all campuses)

(These policies apply to Virginia, North Carolina, and South Carolina campuses)

Admissions - Students must meet minimum application thresholds to be considered a qualified applicant.

- Successful completion of the assessment exam*:

Test of Essential Academic Skills (TEAS) I V

- Minimum score requirements are as follows:

- Reading: 80
- Math: 51

- Provisional score requirements are as follows:

- Reading: 75-79
- Math: 42-50 ([MTH099](#) required)

Test of Essential Academic Skills (TEAS) V

- Minimum score requirements are as follows:

- Reading: 58.3
- Math: 55

- Provisional score requirements are as follows:

- Reading: 55.3
- Math: 55 ([MTH099](#) required)

**PN Students may take either transitional math or be admitted under provisional status for Reading scores, but not both. TEAS versions (IV, V) vary by campus location.*

- Record of high school graduation or high school equivalent.
- Ability to meet minimal level of essential functional abilities required to practice as a nurse as described by the National Council of State Boards of Nursing.
- Physical and emotional health that would provide evidence that is indicative of the applicant's ability to provide safe nursing care to the public.

Physical and Emotional Health: Assessment is collected via the Clinical requirements and Immunization Policy published in the Catalog. If a physical or emotional condition threatens to prevent satisfactory classroom or clinical performance, the individual is counseled and referred to an appropriate professional at the individual's expense. The recommendation of the professional is utilized in advising the individual with regard to continued enrollment in the program. A person may be denied admission or continued enrollment if the physical or emotional problem conflicts with safety essential to nursing practice and/or does not respond to appropriate treatment within a reasonable period of time. Refer also to the Students with Disabilities Policy and Procedures section of the Catalog.

Vision. The Practical Nursing program at ECPI University (hereafter will be referred to as "ECPI") is a leading provider of practical nurse education. ECPI creates an environment that promotes effective teaching and successful learning.

Transfer of credit. The University will consider coursework for transfer for the [BIO112/L](#) (3 credits), [BIO114/L](#) (3 credits), [BIO117/L](#) (3 credits), [BIO118/L](#) (3 credits) and Normal Lifespan courses in which the student achieved a B or better as the final grade, that was completed within the past two years, and that is established to be equivalent in content and objectives to courses offered in the Practical Nursing Program.

Attendance. A detailed record of student's attendance is maintained by the instructors and becomes a part of their permanent records. Every absence from class, no matter what the reason, is recorded and counted as such by the instructor, beginning with the first day of class. It is sometimes necessary for the school to give employment recommendations for a student. The employer often takes attendance into consideration.

Students MUST attend class regularly. CUTTING SCHEDULED CLASSES IS NOT PERMITTED. If, for any reason, an absence is necessary, day clinical students must call the school and the instructor no later than one hour before the scheduled start time. Students with course absences greater than 15 percent may have their records reviewed for purposes of possible probation, termination, or suspension. A student may be dropped from a course if the student is absent more than 20 percent of the scheduled course hours. Written assignments must be submitted on time. Tests must be made up on the student's first classroom day back to school after absence unless the student makes alternate arrangements with the instructor.

Clinical Phase Absenteeism and Tardiness. Absenteeism on clinical days will not be tolerated. A student is expected to arrive at clinical prepared to administer patient care. If a student is unable to perform required duties due to health or other reasons, the student should not attend clinical. If for any reason the student cannot attend the clinical, the student must talk to the assigned group instructor no later than one hour before the scheduled start time.

Emergency messages will be conveyed from the school to the clinical area. At no time should family or friends call the healthcare facility where the student is assigned. Students who are absent or tardy during their scheduled clinical/simulation hours must contact the Director of Nursing or designee, prior to attending their next scheduled class/clinical time. **Any additional absence or tardiness in the term may result in failure of the course and may jeopardize the student's ability to remain in the program. Absence from the clinical site on the first or last day of a rotation requires prior approval from the Director of Nursing.**

Clinical Protocol. Clinical experiences are scheduled in various local healthcare agencies and hospitals and are subject to change.

- Students are not to provide personal telephone numbers or addresses to clients.
- Students are not permitted to accept gifts from clients, patients, or their families.
- Visiting patients, other than friends and relatives, is not permitted.
- Students are not permitted to fraternize with any patient/agency employee while enrolled in school.
- Students may not visit any clinical facilities while wearing the student uniform (including the name pin) unless prior permission is granted by a nursing faculty member.
- Students may not review any patient's chart except the patients assigned to them.

Purpose. The practical nursing program will:

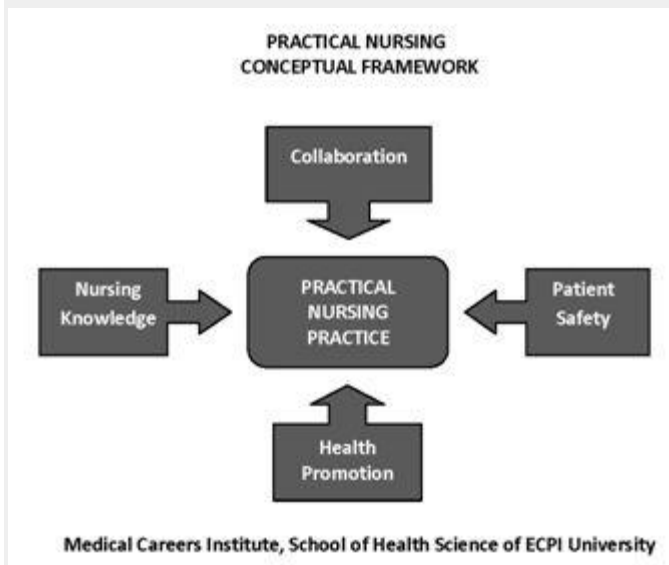
- Prepare a competent, beginning practitioner of practical nursing to function effectively in a variety of healthcare settings.
- Provide a collaborative learning environment in which the students will demonstrate the ability to apply concepts of systematic reasoning through critical thinking and clinical judgment.
- Guide the student in the continuing process of personal and professional growth.

- Continue to achieve its purpose through systematic planning and evaluation by fostering mutually beneficial relationships within the community.
- Prepare students, through didactic and clinical experiences, to be eligible to take the NCLEX-PN exam.

Philosophy. The following belief of ECPI's faculty provides a foundation that guides the program of learning:

- The individual is a unique being. Nursing focuses on the bio-psychosocial-cultural aspects of an individual or family regardless of age, race, color, creed, or sexual orientation.
- Individuals, families, and communities form a society for the purpose of monitoring human needs. Individuals interact within larger interdependent systems of the family, community, and society.
- Practical nursing as a discipline assists clients/families in the achievement of optimal function. Practical nursing is conceptualized as a dynamic health care service that blends science and the humanities with a caring response.
- Practical nursing education utilizes instruction in the basic sciences, communication skills, care-giving activities, critical thinking, concepts of the nursing process and collaboration, and prepares graduates who can focus on safe, client-centered care using evidence-based practice.
- Following licensure, the LPN functions as a member of the health care team performing dependent practical nursing actions, commensurate with his/her education and demonstrated competencies within the statute defined scope. They provide care to clients in a variety of settings.
- Learning is a self-directed, life-long, personal process resulting in a change in affective, cognitive, and psychosocial behavior. A collaborative practice environment in which the teacher and student share responsibility for the educational process enhances learning. The faculty plans, implements, and evaluates the curriculum in cooperation with the student. The curriculum model, which utilizes information to emphasize and value individuality, respects and responds to individual and professional needs.
- Practical nursing education is the integration of planned theory, critical thinking, and evidence-based clinical experience through which the student progresses within the practical nursing practice.

Conceptual Framework.



Practical Nursing Hours.

Day: Class hours may vary from 4 – 5 days per week from 8:00 AM to 5:00 PM depending on course requirements. Clinical hours may include day, evening or weekend hours depending on the clinical site and course requirements.

Evenings: Class hours may vary from 4 – 5 evenings per week from 5:30 PM to 10:30 PM and 8:00 AM to 4:30 PM on weekends. Clinical hours may include evening or weekend hours depending on the clinical site and course requirements. Occasional day clinical rotations may be required.

Preceptorship Hours: Clinical hours are scheduled to meet the staffing schedule of the Professional Nurse assigned and may include day, night or weekend hours.

Student Evaluation. The faculty use the objectives of the Program of Nursing as criteria for student evaluation. The student's grades are determined by a combination of written examinations, laboratory/simulation competence, and clinical performance.

Nursing ability, attitude, and relationship with others are areas of clinical and laboratory/simulation evaluation. The achievement of the student in both theory and clinical performance is evaluated by the faculty at regular intervals and shared with the student.

The student progresses to the next term when all prerequisite courses have been satisfactorily completed. Students enrolling in the Practical Nursing program at any of the Virginia campuses must achieve an 80 percent average in all nursing and science courses including courses with the prefix COR, BIO, or NUR. Students enrolling in the program at any of the North Carolina and South Carolina campuses as well as those students enrolled in the Virginia campuses prior to January 2018 must achieve an 80 percent average in all courses and satisfactorily meet all clinical objectives. A final course grade of less than 80 percent or failure to meet laboratory/simulation competence and clinical objectives will result in failure of a course.

College of Culinary Arts Food Service Management

Food Service Management, Bachelor of Science

Program Overview

The Bachelor of Science in Food Service Management degree completion program is dedicated to studying the operational issues that lead to profitability in a food service operation. Students examine the food service industry from the perspective of management, expanding leadership knowledge and skills to further their careers in the hospitality industry.

Core curriculum courses fall into three categories:

- *Financial Management:* The ability to create, interpret, and analyze financial reports.
- *Leadership:* Exposure to the leadership skills associated with creating, communicating, and implementing an operational vision.
- *Operations Management:* Studying the development and management of service systems.

Students are required to have an associate's degree in a culinary related field, with a minimum of 60 semester credits, for admission to the program. The Bachelor of Science in Food Service Management is a degree completion program that can be earned in less than 15 months. Classes are offered days and evenings.

Program Outcomes

The objective of the Food Service Management degree program is to educate and train prospective food service professionals with the knowledge, skills and abilities to compete for employment in the hospitality field. Graduates of the program will be able to:

- Establish and maintain high standards of professionalism across all dynamics of foodservice operations.
- Conform to a code of ethics when making business and operational related decisions.
- Communicate effectively to diverse groups utilizing professional verbal and writing skills.
- Implement strategies to effectively manage and improve foodservice performance.
- Demonstrate a working knowledge of operational cost controls and its relation to the overall financial success of a foodservice establishment.
- Understand how trends across the hospitality industry may affect operations from a service, people, product, and facilities perspective.
- Cultivate habits of continuous learning and improvement in foodservice managerial practices.
- Implement effective leadership techniques to enhance operational decision-making processes.
- Create operational policies and procedures to effectively manage staff and guest relations.

For additional information about the program link to: <https://www.ecpi.edu/programs/food-service-management-bachelor-degree>. To see the Student Consumer Information link to: <https://www.ecpi.edu/student-consumer-services>, which provides additional information on the future careers, success, cost, and financing for this program. For information on the University Completion and Graduation Rates, please see [About ECPI University](#) on the ECPI website.

About Food Service Management

Food Service Managers are responsible for the daily operation of restaurants and other food service establishments that prepare and serve food and beverages to customers. Managers ensure that customers are satisfied with their guest service experience.

The role of a Food Service Manager can often be physically demanding. Prospective students able to meet the following physical requirements will have the greatest number of employment opportunities available to them:

- Physical Stamina: The ability to stand for extended periods of time.
- Physical Strength: The ability to lift and transport up to 50 pounds.

Recommended Certifications

No specific certifications are recommended nor required for entry level food service manager positions.

Program Outline

To receive the Bachelor of Science in Food Service Management, the student must earn a minimum of 120 credit hours, which includes 60 transfer credits from the required associate's degree or diploma in a culinary arts or hospitality related field. The degree completion program consists of 60 semester credits, which can be completed in a minimum of 4 semesters or 15 months of instruction. The program requirements are as follows:

Program Requirements

Core Curriculum

43 semester credit hours

ACC101	General Accounting	3
FSM310	Leadership in Foodservice	3
FSM315	Staff Development and Communication for Managers	3
FSM320	Food Service Financial Management	3
FSM340	Hospitality Marketing and Social Media	3
FSM355	Wine and Beverage Management	3
FSM355L	Wine and Beverage Lab	1
FSM358L	Food Service Technology Lab	1
FSM360	Managing Outstanding Customer Service	3
FSM380	Food Service Cost Controls	3
FSM410	Operational Ethics and Legal Issues	3
FSM424	Facility Management	3
FSM424L	Facilities Lab	1
FSM430	Case Studies in Food Service Management	3
FSM440	Project and Special Event Management	3
FSM452	Developing Your Career in Hospitality Leadership	2
FSM490	Food Service Entrepreneurship	2

Arts and Sciences*

15 semester credit hours

CAP480	Arts and Sciences Capstone	3
ECO201	Macroeconomics	3
ENG120	Advanced Composition	3
MTH131	College Algebra	3
MTH140	Statistics	3

**For allowable substitutions of arts and sciences courses, see the Arts & Sciences Department page.*

Self-Integration

2 semester credit hours

CIS108	Office Applications	2
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College of Culinary Arts

Baking and Pastry Arts

Baking and Pastry Arts, Associate of Applied Science

Program Overview

Baking and pastry skills are considered an area of specialty within the field of culinary arts. A variety of food service employers, including bakeshops, grocery stores, restaurants, hotels/resorts, and contract dining facilities, employ individuals with the sole purpose of preparing baked goods on-site. Additionally, baking positions are available in manufacturing facilities which produce breads and pastries in large quantities for distribution. The graduate of the program may work in a variety of positions from entry level to lead baker or pastry chef. The industry grants exceptional opportunities for advancement with favor given to those individuals with exemplary work ethic and experience. At present, there is an industry need for skilled and work-place ready bakers. Students in the Associate of Applied Science in Baking and Pastry Arts program will be taught skills in:

- Foundational methods and techniques used throughout the baking and pastry industry
- Ensuring a safe and sanitary bake shop
- Baking and pastry recipe development and execution for various production levels
- Alternative baking techniques to accommodate specialty diets and allergies.

Program Outcomes

The objective of the Baking and Pastry Arts Degree program is to educate and train prospective bakers with the knowledge, skills and abilities necessary to compete for employment in the baking and pastry field. Upon successful completion of this degree program graduates will be able to:

- Apply sound judgment and ethical practices in the professional baking and pastry environment.
- Apply ServSafe standards to insure a safe and secure bakeshop.
- Apply learned baking and pastry technical and analytical skills.
- Communicate effectively to various audiences.
- Practice continuous improvement in the Baking and Pastry Arts.
- Collaborate effectively with team members to achieve success.

For additional information about the program link to: <http://www.ecpi.edu/culinary/program/baking-and-pastry-arts-diploma/>. To see the Student Consumer Information link to: <https://www.ecpi.edu/student-consumer-services> which provides additional information on the future careers, success, cost, and financing for this program. For information on the University Completion and Graduation Rates, please see [About ECPI University](#) on the ECPI website.

About Baking and Pastry Arts

A career in the Baking and Pastry Arts allows you to use your creative, intellectual, and leadership skills in creating, preparing, and serving food that your customers will enjoy. Demand is high for qualified baking personnel and can be global- there are no geographic boundaries. In addition to designing and preparing fine baked goods, bakers may be responsible for managing staff, budgeting, setting menu prices, forecasting production quantities, ordering product, and

maintaining a safe, clean kitchen area. Depending on the student’s work ethic, experience, and dependability, the graduate may work as an entry level or lead baker or pastry chef with exceptional opportunity for advancement.

Working in a baking position is physically very demanding. Long periods of standing, lifting heavy objects and long periods between breaks are not uncommon in the industry. Hepatitis A vaccination may be required.

Background checks, drug screening and/or security clearances may be requirements for employment depending on the food service outlet.

Recommended Certifications

Students will have the opportunity to earn the ServSafe Food Protection Manager and ServSafe Alcohol Certificates as a result of their studies. Additionally students enrolled in the Baking and Pastry Arts programs will have the opportunity to earn their Baking Certification by passing the National Restaurant Association Educational Foundation (NRAEF) Baking Exam during their capstone course.

Program Outline

To receive the Associate of Applied Science in Baking and Pastry Arts, the student must earn 60 semester credit hours. The program requires a minimum of four semesters, 15 months or 60 weeks of instruction.

Program Requirements

Core Curriculum

42 semester credit hours

BPA110	Principles of Baking and Pastry Arts	2
BPA120	Basic Cakes and Tarts	2
BPA130	Artisan Breads and Viennoiserie	4
BPA225	Chocolate and Confectionary Artistry	2
BPA235	Advanced Pastry Design	2
BPA245	Alternative Baking	2
BPA265	Petit Fours, Custards, and Glaciers	2
BPA275	Baking and Pastry Capstone	4
CAA105	Culinary Skills	2
CAA110	Culinary Techniques	2
CAA115	Kitchen Essentials	3
CAA120	Culinary Fundamentals	2
CAA201	Banquet and Buffet Service	2
CAA255	Procurement and Food Service Cost Control	3
CAA260	Culinary Nutrition	3
CAA270	Supervision for Food Service	3
CAA280	Externship-CUL I-a	1
CAA285	Externship-CUL I-b	1

Arts and Sciences*

15 semester credit hours

COM115	Principles of Communication	3
ENG110	College Composition	3
HUM205	Culture and Diversity	3
MTH120	College Mathematics	3
PSY105	Introduction to Psychology	3

*For allowable substitutions of arts and sciences courses, see the Arts & Sciences Department page.

Self-Integration

3 semester credit hours

CAA100	Essentials for Success	3
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Baking and Pastry Arts, Diploma**Program Outline**

To receive the Diploma in Baking and Pastry Arts, student must earn 38 semester credit hours. The program requires a minimum of three semesters, 10 months or 40 weeks of instruction. The program requirements are as follows:

Program Requirements**Core Curriculum**

35 semester credit hours

BPA110	Principles of Baking and Pastry Arts	2
BPA120	Basic Cakes and Tarts	2
BPA130	Artisan Breads and Viennoiserie	4
BPA225	Chocolate and Confectionary Artistry	2
BPA235	Advanced Pastry Design	2
BPA245	Alternative Baking	2
BPA265	Petit Fours, Custards, and Glaciers	2
BPA275	Baking and Pastry Capstone	4
CAA115	Kitchen Essentials	3
CAA201	Banquet and Buffet Service	2
CAA255	Procurement and Food Service Cost Control	3
CAA260	Culinary Nutrition	3
CAA270	Supervision for Food Service	3
CAA280	Externship-CUL I-a	1

Self-Integration

3 semester credit hours

CAA100

Essentials for Success

3

College of Culinary Arts

Culinary Arts

Culinary Arts, Associate of Applied Science

Program Overview

The School of Culinary Arts, Culinary Institute of Virginia, educational program prepares students for success in the competitive field of food service. The program prepares students for entry level positions in the food service industry. Emphasis is placed on the development of professional culinary skills, through standards-based, hands-on training. The Associate of Applied Science Degree in Culinary Arts students will be taught skills in:

- Foundational methods and techniques used throughout the foodservice industry
- Culinary and baking recipe development and execution
- Ensuring a safe and sanitary kitchen
- Applying purchasing, nutrition and supervision concepts in the foodservice environment

Program Outcomes

The objective of the Culinary Arts Degree program is to educate and train prospective culinarians with the knowledge, skills, and abilities necessary to compete for employment in the Culinary Arts field. Students will be able to demonstrate the attributes of a good cook including stamina, dexterity, hand-eye coordination, timing, and the ability to work well with others. Students learn restaurant management skills and proper ways to serve food to restaurant patrons. In order to manage the food preparation environment and collaborate with other food service professionals, each student will develop their oral and written communication skills. Upon successful completion of this degree program, graduates will be able to:

- Apply sound judgment and ethical practices in the culinary environment
- Apply ServSafe standards to insure a safe and secure foodservice outlet
- Apply technical and analytical skills as they relate to foodservice
- Communicate effectively to various audiences
- Practice continuous improvement in the Culinary Arts
- Collaborate effectively with team members to achieve success

For additional information about the program link to: <http://www.ecpi.edu/culinary/program/culinary-arts-associate-degree/>. To see the Student Consumer Information link to: <https://www.ecpi.edu/student-consumer-services> which provides additional information on the future careers, success, cost, and financing for this program. For information on the University Completion and Graduation Rates, please see [About ECPI University](#) on the ECPI website.

About Culinary Arts

A career in the Culinary Arts allows you to use your creative skills in creating, preparing, and serving food that your customers will enjoy. Demand for qualified foodservice personnel can be global, there are no geographic boundaries. Culinarians plan and cook menus combining flavor profiles in ways that make memorable meals while

maintaining a safe, clean kitchen area. Depending on the student's work ethic, experience, and dependability, the graduate may work as a cook, pantry cook, banquet cook, line cook, or sous chef, with exceptional opportunity for advancement.

Working in a food service position is physically very demanding. Long periods of standing, lifting heavy objects and long periods between breaks are not uncommon in the industry. Hepatitis A vaccination may be required.

Background checks, drug screening and/or security clearances may be requirements for employment depending on the food service outlet.

Recommended Certifications

Students may obtain the National Restaurant Association Educational Foundation (NRAEF) ServSafe Food Protection Manager and ServeSafe Alcohol certifications as a result of their studies. The Culinary Institute of Virginia is accredited by the American Culinary Federation. Upon successful completion of the program, students are eligible to apply for initial certification of Certified Culinarian.

Program Outline

To receive the Associate of Applied Science in Culinary Arts, the student must earn 60 semester credit hours. The program requires a minimum of 4 semesters, 15 months or 60 weeks of instruction. The program requirements are as follows:

Program Requirements

Core Curriculum

42 semester credit hours

CAA105	Culinary Skills	2
CAA110	Culinary Techniques	2
CAA115	Kitchen Essentials	3
CAA120	Culinary Fundamentals	2
CAA130	Pantry Kitchen	2
CAA140	Introduction to a La Carte	2
CAA150	Baking and Pastry Fundamentals	2
CAA200	Meat Selection and Utilization	2
CAA206	Front-of-House Management	4
CAA210	Garde Manger	2
CAA216	A La Carte	4
CAA230	Advanced Baking and Pastry Arts	2
CAA240	International Cuisine	2
CAA255	Procurement and Food Service Cost Control	3
CAA260	Culinary Nutrition	3
CAA270	Supervision for Food Service	3
CAA280	Externship-CUL I-a	1
CAA285	Externship-CUL I-b	1

Arts and Sciences*

15 semester credit hours

COM115	Principles of Communication	3
ENG110	College Composition	3
HUM205	Culture and Diversity	3
MTH120	College Mathematics	3
PSY105	Introduction to Psychology	3

*For allowable substitutions of arts and sciences courses, see the Arts & Sciences Department page.

Self-Integration

3 semester credit hours

CAA100	Essentials for Success
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Culinary Arts, Diploma**Program Outline**

To receive the Diploma in Culinary Arts, student must earn 30 semester credit hours. The program requires a minimum of two semesters, 8 months or 30 weeks of instruction. The program requirements are as follows:

Program Requirements**Core Curriculum**

27 semester credit hours

CAA105	Culinary Skills	2
CAA110	Culinary Techniques	2
CAA115	Kitchen Essentials	3
CAA120	Culinary Fundamentals	2
CAA130	Pantry Kitchen	2
CAA140	Introduction to a La Carte	2
CAA150	Baking and Pastry Fundamentals	2
CAA160	Culinary Purchasing	3
CAA170	Production Kitchen	2
CAA201	Banquet and Buffet Service	2
CAA280	Externship-CUL I-a	1
CAA285	Externship-CUL I-b	1
MTH120	College Mathematics	3

Self-Integration

3 semester credit hours

CAA100	Essentials for Success	3
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Culinary Arts, Certificate

Program Overview

ECPI University offers Certificate programs (also referred to as Micro-credentials) that focus on specific skill sets. These programs are shorter than traditional degree programs and are designed to meet the needs of working professionals so that they can stay competitive in their field. Certificate programs may be offered in a variety of ways to suit the learning style and schedules of individuals. They may include remote learning, instructor led in-seat learning, hybrid courses, and online courses.

Students can choose from one of two options:

- Food Service Financial Management - 9 semester credit hours
- Food Service Leadership - 12 semester credit hours

Food Service Financial Management Certificate Outcomes

Upon completion of the Certificate in Food Service Financial Management, graduates are able to:

- Interpret basic financial statements and communicate using appropriate accounting.
- Create and analyze budget reports, forecast revenues and costs, and interpret key operational cost ratios that financial managers use for effective long-term decision-making.
- Establish effective pricing, identify and correct costing problems, and understand the relationship between cost of goods and profit.

Food Service Leadership Certificate Outcomes

Upon completion of the Certificate in Food Service Leadership, graduates are able to:

- Implement effective leadership techniques to enhance operational decision-making.
- Communicate effectively to diverse groups utilizing professional verbal and writing skills.
- Conform to a code of ethics when making business and operational related decisions.
- Create operational policies and procedures to effectively manage staff and guest relations.

About Culinary Arts Certificates

Food Service Financial Management. The certificate program covers aspects of the food service industry specifically from the perspective of financial management, learning the fundamentals of hospitality accounting, including how to develop and interpret financial balance sheets, income statements, profit and loss statements, and statements of cash flow..

Food Service Leadership. The certificate program covers aspects of the leadership skills associated with creating, communicating, and implementing an operational vision. Students will learn to use effective leadership communication skills to manage diversity in the workforce, coach and motivate staff members, resolve staff conflicts, and empower/delegate tasks to be an effective leader in food service operations.

Program Outline

To receive the Certificate, students in the Food Service Financial Management program must earn 9 semester credit hours. Students in the Food Service Leadership program must earn 12 semester credit hours. The Culinary Arts Certificate program requires a minimum of 1 semester, 2 months or 10 weeks. The program requirements are as follows:

Program Requirements

Food Service Financial Management

9 semester credit hours

ACC101	General Accounting	3
FSM320	Food Service Financial Management	3
FSM380	Food Service Cost Controls	3

Food Service Leadership

12 semester credit hours

FSM310	Leadership in Foodservice	3
FSM315	Staff Development and Communication for Managers	3
FSM360	Managing Outstanding Customer Service	3
FSM410	Operational Ethics and Legal Issues	3

Culinary Arts Certificate - Program Specific Policies

Admissions Requirements. Admission is on a selective and competitive basis. ECPI University reserves the right to select those applicants who are deemed best qualified for the Culinary Arts Certificate program. Entrance requirements include the following prerequisites:

- **Food Service Financial Management** – [CIS108](#) Office Applications
- **Food Service Leadership** – No pre-requisites

Student Evaluation. Students must achieve a minimum term grade point average of 2.0

College of Culinary Arts

Culinary Arts and Applied Nutrition

Culinary Arts and Applied Nutrition, Associate of Applied Science

Program Overview

The Associate of Applied Science degree in Culinary Arts and Applied Nutrition prepares students for success in the competitive field of food service. The program prepares students develop specialized skills needed by employers in the hospitality and healthcare industries. Emphasis is placed on the science behind culinary nutrition and dietary management while also developing fundamental culinary skills through hands-on training. The Associate of Applied Science Degree in Culinary Arts and Applied Nutrition students will be taught skills in:

- Culinary skills and techniques
- Nutrition and dietary management
- Culinary operations management

Program Outcomes

The Culinary Arts and Applied Nutrition program is designed to educate and train culinarians to compete for employment in food service operations that specialize in nutrition based menus and specialized diets. Graduates of the program will be able to:

- Apply sound judgment and ethical practices in the professional food service environment.
- Apply ServSafe standards to insure a safe and secure workplace.
- Apply learned culinary technical and analytical skills.
- Communicate effectively to various audiences.
- Practice continuous improvement in culinary arts and dietetics.
- Collaborate effectively with team members to achieve success.

For additional information about the program link to: <http://www.ecpi.edu/programs/culinary-nutrition-associate-degree>. To see the Student Consumer Information link to: <https://www.ecpi.edu/student-consumer-services> which provides additional information on the future careers, success, cost, and financing for this program. For information on the University Completion and Graduation Rates, please see [About ECPI University](#) on the ECPI website.

About Culinary Arts and Applied Nutrition

A wide range of career opportunities exist in the field of culinary nutrition. The ability to design and prepare appealing menus that may have to meet the strictest of dietary guidelines requires a combination of nutritional knowledge, culinary skills, and creativity. This specialized skill set can be applied in highly regulated clinical operations, such as hospitals to preparing meals for an individual's specialty diet as a personal chef.

Working in a food service position is physically very demanding. Long periods of standing, lifting heavy objects and long periods between breaks are not uncommon in the industry. Additionally, the student should possess the following:

- Near vision: The ability to see details at close range (within a few feet of the observer).

- Visual color discrimination: The ability to match or detect differences between colors, including shades of color and brightness.
- Arm-Hand Steadiness: The ability to keep your hand and arm steady while moving your arm or while holding your arm and hand in one position.
- Physical stamina: The ability to stand for extended periods of time.
- Physical strength: The ability to lift and transport up to 50 pounds.
- Hepatitis A vaccination may be required.

Background checks, drug screening and security clearances may be requirements for employment depending on the food service outlet.

Recommended Certifications

No specific certifications are required for entry level career positions. Students will have the opportunity to earn a ServSafe Food Handler Certificate during their sanitation coursework. Upon completion of the Dietary Management Capstone, students will have the opportunity to sit for the Certified Dietary Manager (CDM) exam. This nationally recognized credential validates competency in performing the responsibilities of a dietary manager.

Program Outline

To receive the Associate of Applied Science in Culinary Arts and Applied Nutrition, the student must earn 60 semester credit hours. The program requires a minimum of 4 semesters, 15 months or 60 weeks of instruction. The program requirements are as follows:

Program Requirements

Core Curriculum

42 Semester Credit Hours

BPA245	Alternative Baking	2
CAA105	Culinary Skills	2
CAA110	Culinary Techniques	2
CAA115	Kitchen Essentials	3
CAA120	Culinary Fundamentals	2
CAA130	Pantry Kitchen	2
CAA140	Introduction to a La Carte	2
CAA150	Baking and Pastry Fundamentals	2
CAA200	Meat Selection and Utilization	2
CAA240	International Cuisine	2
CAA255	Procurement and Food Service Cost Control	3
CAA260	Culinary Nutrition	3
CAA280	Externship-CUL I-a	1
CAA285	Externship-CUL I-b	1
NUT110	Introduction to Dietary Management	3
NUT210	Menu Development in Culinary Nutrition	3
NUT220	Applied Concepts in Culinary Nutrition	2

NUT230	Customer Service Management in Culinary Nutrition	3
NUT240	Dietary Management Capstone	2

Arts and Sciences

15 Semester Credit Hours

COM115	Principles of Communication	3
ENG110	College Composition	3
HUM205	Culture and Diversity	3
MTH120	College Mathematics	3
PSY105	Introduction to Psychology	3

**For allowable substitutions of arts and sciences courses, see the Arts & Sciences Department page.*

Self-Integration

3 Semester Credit Hours

CAA100	Essentials for Success	3
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Arts and Sciences Curriculum

Arts and Sciences Curriculum

Arts and sciences coursework provides the foundational skills necessary for success in all fields; ECPI University places significant emphasis upon the Arts and Sciences core in each program offered. The Arts and Sciences component of the curricula at ECPI University has been designed with the intention of fulfilling the University's mission to "promote the enhancement of each student's professional and personal life through education." In order to prepare students for successful careers, the Arts and Sciences courses provide students with opportunities to demonstrate collegiate-level critical thinking and problem-solving skills. Additionally, these courses give students a firm foundation for lifelong learning in the sciences and the humanities. The faculty designed the Arts and Sciences curriculum so that it provides a rich context to the students' program-related studies.

Associate degrees require a minimum of 15 semester credit hours in the Arts and Sciences, while bachelor's degrees require a minimum of 30 semester hours. The credit hours required in the Arts and Sciences core for all degree programs include at least one course from each of the following areas: mathematics/natural science, humanities, and social/behavioral sciences.

The Arts and Sciences curriculum includes the following program-level outcomes:

- Upon successful completion of the arts and sciences requirements, students will be able to:
- Exhibit effective oral and written communication.
- Support conclusions with quantitative logical reasoning and research.
- Support conclusions with qualitative logical reasoning and research.
- Collaborate within a diverse group to accomplish a common goal.
- Demonstrate awareness of diverse perspectives in the global community.

DIPLOMA PROGRAMS

The courses required in the Arts and Sciences core for all diploma programs cover topics in mathematics/ natural science, humanities, and social/behavioral sciences. Students pursuing a diploma are required to satisfy the requirements for each category, as designated by his/her degree program:

Culinary Arts

Mathematics	MTH120 College Mathematics	3 semester credits
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Medical Assisting

Social/Behavioral Sciences	PSY105 Introduction to Psychology	3 semester credits
Natural Sciences	BIO101 Human Anatomy & Physiology I BIO104 Human Anatomy & Physiology II	6 semester credits
Communication	ENG110 College Composition	3 semester credits

Massage Therapy

Natural Sciences	BIO106 Human Anatomy & Physiology I BIO108 Human Anatomy & Physiology II	3 semester credits
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Practical Nursing (VA and SC)

Social/Behavioral Sciences	PSY108 Normal Life Span PSY109 Introduction to Psychology	2.5 semester credits
Natural Sciences	BIO112 and BIO112L Human Anatomy & Physiology w/ Terminology I and LAB BIO117 and BIO117L Human Anatomy & Physiology II w/ Terminology and LAB	6 semester credits
Communication	ENG109 College Composition	1.5 semester credits

Practical Nursing (NC)

Social/Behavioral Sciences	PSY106 Normal Life Span PSY111 Introduction to Psychology	2.5 semester credits
Natural Sciences	BIO114 and BIO114L Human Anatomy & Physiology w/ Terminology I and LAB BIO118 and BIO118L Human Anatomy & Physiology II w/ Terminology and LAB	6 semester credits
Communication	ENG114 College Composition	1.5 semester credits

ASSOCIATE OF SCIENCE AND ASSOCIATE OF APPLIED SCIENCE DEGREES

The table below lists the required courses or course options for the Arts and Sciences core in each Associate degree program area. Some health science programs may require additional courses in anatomy and physiology, microbiology, or prerequisite courses in chemistry.

Computer & Information Science

Humanities	HUM205 Culture and Diversity	3 semester credits
Social/Behavioral Sciences	One of the following: PSY105 Introduction to Psychology SOC100 Introduction to Sociology ECO201 Macroeconomics ECO202 Microeconomics	3 semester credits
Mathematics	MTH131 College Algebra	3 semester credits
Communication	ENG110 College Composition COM115 Principles of Communication	6 semester credits

Culinary Arts (Baking & Pastry Arts, Culinary Arts, and Culinary Arts and Applied Nutrition)

Humanities	HUM205 Culture and Diversity	3 semester credits
Social/Behavioral Sciences	One of the following: PSY105 Introduction to Psychology SOC100 Introduction to Sociology ECO201 Macroeconomics ECO202 Microeconomics	3 semester credits
Mathematics	MTH120 College Mathematics OR MTH131 College Algebra	3 semester credits
Communication	ENG110 College Composition COM115 Principles of Communication	6 semester credits

Electronics Engineering Technology

Humanities	HUM205 Culture and Diversity	3 semester credits
Social/Behavioral Sciences	One of the following: PSY105 Introduction to Psychology SOC100 Introduction to Sociology ECO201 Macroeconomics ECO202 Microeconomics	3 semester credits
Natural Sciences	PHY120 and PHY120L Physics and LAB	4 semester credits
Mathematics	MTH131 College Algebra	3 semester credits
Communication	ENG110 College Composition COM115 Principles of Communication	6 semester credits

Mechanical Engineering Technology

Humanities	HUM205 Culture and Diversity	3 semester credits
Social/Behavioral Sciences	One of the following: PSY105 Introduction to Psychology SOC100 Introduction to Sociology ECO201 Macroeconomics ECO202 Microeconomics	3 semester credits
Natural Sciences	PHY120 and PHY120L Physics and LAB	4 semester credits
Mathematics	MTH131 College Algebra MTH200 Pre-calculus	6 semester credits
Communication	ENG110 College Composition ENG120 Advanced Composition COM115 Principles of Communication	9 semester credits

Dental Assisting, Health Information Management, Medical Radiography, and Medical Assisting

Humanities	HUM205 Culture and Diversity	3 semester credits
Social/Behavioral Sciences	PSY105 Introduction to Psychology	3 semester credits
Natural Sciences	BIO101 Human Anatomy & Physiology I BIO104 Human Anatomy & Physiology II <i>(these two courses not applicable to Medical Assisting, SC)</i>	6 semester credits <i>(not applicable to Medical Assisting, SC)</i>
Mathematics	MTH120 College Mathematics OR MTH131 College Algebra <i>(required for Health Information Management)</i>	3 semester credits
Communication	ENG110 College Composition COM115 Principles of Communication	6 semester credits

Emergency Medical Services and Surgical Technology

Humanities	HUM205 Culture and Diversity	3 semester credits
Social/Behavioral Sciences	PSY105 Introduction to Psychology	3 semester credits
Natural Sciences	BIO101 Human Anatomy & Physiology I BIO104 Human Anatomy & Physiology II	6 semester credits
Mathematics	MTH120 College Mathematics OR MTH131 College Algebra	3 semester credits
Communication	ENG110 College Composition COM115 Principles of Communication <i>(Emergency Medical Services only)</i>	3 semester credits <i>(Surgical Technology)</i> 6 semester credits <i>(Emergency Medical Services)</i>

Diagnostic Medical Sonography, Physical Therapist Assistant, and Associate Degree in Nursing

Humanities	HUM205 Culture and Diversity	3 semester credits
Social/Behavioral Sciences	PSY105 Introduction to Psychology	3 semester credits
Natural Sciences	<p>PHY120 and PHY120L Physics and LAB (<i>Diagnostic Medical Sonography only</i>)</p> <p>BIO111 and BIO111L Anatomy & Physiology I w/Terminology and LAB</p> <p>BIO116 and BIO116L Anatomy & Physiology II w/Terminology and LAB</p>	<p>8 semester credits (<i>Physical Therapist Assistant and Associate Degree in Nursing</i>)</p> <p>12 semester credits (<i>Diagnostic Medical Sonography</i>)</p>
Mathematics	MTH131 College Algebra (<i>Physical Therapist Assistant and Associate Degree in Nursing only</i>)	3 semester credits (<i>Physical Therapist Assistant and Associate Degree in Nursing only</i>)
Communication	ENG110 College Composition	3 semester credits

BACHELOR OF SCIENCE DEGREES

The table below lists the required courses or course options for the Arts and Sciences core in each Bachelor of Science degree program area.

Computer & Information Science and Organizational Leadership

Humanities	HUM205 Culture and Diversity	3 semester credits
Social/Behavioral Science	Two of the following: PSY105 Introduction to Psychology SOC100 Introduction to Sociology PSY220 Positive Psychology ECO201 Macroeconomics ECO202 Microeconomics	6 semester credits
Natural Sciences	PHY120 and PHY120L Physics and LAB OR BIO122 and BIO122L Environmental Biology and LAB	4 semester credits
Mathematics	MTH131 College Algebra AND One of the following: MTH140 Statistics (<i>required for BS CIS</i>) MTH200 Pre-calculus	6 semester credits
Communication	ENG110 College Composition ENG120 Advanced Composition COM115 Principles of Communication	9 semester credits
Capstone	CAP480 Arts and Sciences Capstone	3 semester credits

Electronics Engineering Technology

Humanities	HUM205 Culture and Diversity	3 semester credits
Social/Behavioral Science	Two of the following: PSY105 Introduction to Psychology SOC100 Introduction to Sociology PSY220 Positive Psychology ECO201 Macroeconomics ECO202 Microeconomics	6 semester credits
Natural Sciences	PHY120 and PHY120L Physics and LAB	4 semester credits
Mathematics	MTH131 College Algebra MTH200 Pre-calculus	6 semester credits
Communication	ENG110 College Composition ENG120 Advanced Composition COM115 Principles of Communication	9 semester credits
Capstone	CAP480 Arts and Sciences Capstone	3 semester credits

Electronic Systems Engineering Technology and Mechanical Engineering Technology

Humanities	HUM205 Culture and Diversity	3 semester credits
Social/Behavioral Science	Two of the following: PSY105 Introduction to Psychology SOC100 Introduction to Sociology PSY220 Positive Psychology ECO201 Macroeconomics ECO202 Microeconomics	6 semester credits
Natural Sciences	PHY120 and PHY120L Physics and LAB	4 semester credits
Mathematics	MTH131 College Algebra MTH200 Pre-calculus MTH220 Applied Calculus I MTH320 Applied Calculus II	12 semester credits
Communication	ENG110 College Composition ENG120 Advanced Composition COM115 Principles of Communication	9 semester credits
Capstone	CAP480 Arts and Sciences Capstone	3 semester credits

Criminal Justice

Humanities	HUM205 Culture and Diversity	3 semester credits
Social/Behavioral Science (<i>Criminal Justice and Homeland Security concentrations</i>)	PSY105 Introduction to Psychology PSY220 Positive Psychology	6 semester credits
Social/Behavioral Science (<i>CI Analysis and Digital Forensics concentrations</i>)	ECO201 Macroeconomics AND One of the following: PSY105 Introduction to Psychology SOC100 Introduction to Sociology ECO202 Microeconomics	6 semester credits
Natural Sciences	PHY120 and PHY120L Physics and LAB OR BIO122 and BIO122L Environmental Biology and LAB	4 semester credits
Mathematics	MTH131 College Algebra MTH140 Statistics	6 semester credits
Communication	ENG110 College Composition ENG120 Advanced Composition COM115 Principles of Communication	9 semester credits
Capstone	CAP480 Arts and Sciences Capstone	3 semester credits

Business Administration

Humanities	HUM205 Culture and Diversity	3 semester credits
Social/Behavioral Science	Two of the following: PSY105 Introduction to Psychology SOC100 Introduction to Sociology PSY220 Positive Psychology	6 semester credits
Natural Sciences	PHY120 and PHY120L Physics and LAB OR BIO122 and BIO122L Environmental Biology and LAB	4 semester credits
Mathematics	MTH131 College Algebra AND One of the following: MTH140 Statistics MTH200 Pre-calculus	6 semester credits
Communication	ENG110 College Composition ENG120 Advanced Composition COM115 Principles of Communication	9 semester credits
Capstone	CAP480 Arts and Sciences Capstone	3 semester credits

Radiologic Sciences*

Social/Behavioral Science	PSY300 Human Growth & Development	3 semester credits
Mathematics	MTH131 College Algebra MTH140 Statistics	6 semester credits
Communication	ENG120 Advanced Composition	3 semester credits
Capstone	CAP480 Arts and Sciences Capstone	3 semester credits

*The BS in Radiologic Sciences is a degree completion program. The program requires an additional 21 semester credits of Arts and Sciences prerequisite courses.

Healthcare Administration

Humanities	HUM115 Reasoning & Analysis HUM205 Culture and Diversity	6 semester credits
Social/Behavioral Science	PSY105 Introduction to Psychology SOC100 Introduction to Sociology ECO201 Macroeconomics ECO202 Microeconomics	12 semester credits
Mathematics	MTH131 College Algebra MTH140 Statistics	6 semester credits
Communication	ENG110 College Composition ENG120 Advanced Composition COM115 Principles of Communication	9 semester credits
Capstone	CAP480 Arts and Sciences Capstone	3 semester credits

Nursing, Bachelor of Science (Traditional Track)

Humanities	HUM205 Culture and Diversity	3 semester credits
Social/Behavioral Science	PSY105 Introduction to Psychology PSY300 Human Growth & Development	6 semester credits
Natural Sciences	BIO111 and BIO111L Anatomy & Physiology I w/Terminology and LAB BIO116 and BIO116L Anatomy & Physiology II w/Terminology and LAB	8 semester credits
Mathematics	MTH131 College Algebra MTH140 Statistics	6 semester credits
Communication	ENG110 College Composition ENG120 Advanced Composition COM115 Principles of Communication	9 semester credits
Capstone	CAP480 Arts and Sciences Capstone	3 semester credits

Nursing, RN to BSN*

Social/Behavioral Science	SOC100 Introduction to Sociology PSY300 Human Growth & Development	6 semester credits
Mathematics	MTH140 Statistics	3 semester credits
Communication	ENG120 Advanced Composition COM115 Principles of Communication	6 semester credits
Capstone	CAP480 Arts and Sciences Capstone	3 semester credits

*The RN to BSN is a degree completion program. The program requires an additional 20 semester credits of Arts and Sciences prerequisite courses.

Food Service Management*

Social/Behavioral Science	ECO201 Macroeconomics	3 semester credits
Mathematics	MTH131 College Algebra MTH140 Statistics	6 semester credits
Communication	ENG120 Advanced Composition	3 semester credits
Capstone	CAP480 Arts and Sciences Capstone	3 semester credits

*The BS Food Service Management is a degree completion program. The program requires an additional 15 semester credits of Arts and Sciences courses.

Self-Integration courses

In addition to the listed courses, students enroll in additional courses designed to help them learn valuable research skills, become more technically literate, and initiate successful career searches.

Most programs require an orientation course to assist students in becoming familiar with the learning resources available to them at ECPI. They may also take other computer science courses to help them become proficient at using the technologies available to them at school and at work. Near the end of their academic careers, students take a Career Orientation course, in which they learn a variety of professional skills, including how to complete an interview process successfully and how to prepare effective resumes.

Academic Policies

The following academic policies apply to all students attending ECPI University. Additional policies for students pursuing a graduate degree are included in this *Catalog* under the [Graduate Program Policies](#). Students pursuing health science programs at the ECPI University College of Health Science, Medical Careers Institute, must also refer to their program handbook for additional policies. The following health science programs have program-specific policy handbooks: [Dental Assisting](#), [Diagnostic Medical Sonography](#), [Health Information Management](#), [Medical Radiography](#), [Nursing](#) (diploma, associate's, bachelor's and master's degree programs), [Physical Therapist Assistant](#), and [Surgical Technology](#).

ECPI University reserves the right to make changes at any time to academic programs. Updates and changes in policies and procedures may occur during your studies at ECPI University. Changes that may materially affect all students in your program of study, including any changes as to your financial obligations, graduation requirements, or substantial changes in curriculum, will be communicated by official notification to your ECPI University email account which all students are expected to monitor, and will additionally be posted in the Learning Management System accessed in your courses and distributed in class. A signature acknowledgment may be requested for significant policy changes. If your program of study includes a program-specific policy handbook, pertinent changes in instructional policies or procedures will additionally be communicated to you via addendums to the handbook.

To support student success on licensure where applicable, and employability as you near graduation, some courses include score requirements on a predictor, preparatory exam, or other comprehensive test. If there is a change to a course requirement, such as a change in the required score, the University will notify you at least one semester in advance, and this advance notice will be delivered to all affected students' ECPI University email accounts, the Learning Management System, and distributed in class.

If a policy change is necessitated by external parties such as programmatic accrediting agencies, state agencies, or to meet any regulatory requirements, students in the affected program will also be provided notice of the change through notification to your ECPI University email account, the Learning Management System, and distributions in class with new or revised requirements and the effective date.

Certain substantive program, policy or procedure changes are intended to apply only to new students, with currently enrolled students in good standing grandfathered. However, if a student changes their program or has a break in attendance, all current policies in place at the time are required, except when military orders or other hardships apply. Students that change programs, and are therefore subject to a change in tuition rates, will be asked to accept any such changes in the terms of their Enrollment Agreement, and will be asked to sign a new Enrollment Agreement.

Academic Calendar/Year Definition

The University operates on a semester system and instruction is typically offered in five-week terms. Three consecutive five-week terms comprise a student's semester. The ECPI academic year is 24 semester credits and 30 weeks.

The Accelerated Bachelor of Science in Nursing and the Master of Science in Nursing at the Orlando campus operate on a quarter system and instruction is typically offered in twelve-week quarters. Three quarters and 36 quarter credits constitute an academic year.

A week is defined as seven consecutive calendar days beginning on Monday at 12:00 a.m. Eastern Time and ending on Sunday at 11:59 p.m. Eastern Time. Based on the University's calendar, a term ends on Sunday at 11:59 p.m. Eastern Time of the fifth week. All coursework must be completed and submitted by the term end date, or as otherwise required by faculty.

A week for the Accelerated Bachelor of Science in Nursing and Master of Science in Nursing at the Orlando campus is defined as seven consecutive calendar days beginning on Monday at 12:00 am Eastern Time and ending on Sunday at

11:59 pm Eastern Time. Based on the University's calendar, a term ends on Saturday at 11:59 pm Eastern Time of the twelfth week. All coursework must be completed and submitted by the term end date, or as otherwise required by faculty.

Academic Course Load / Overload

To complete the program requirements in a timely manner, students must carry a minimum load of 12 semester credit hours and a maximum of 18 semester credit hours per semester. This course load is considered full time.

The following minimum course loads apply to undergraduate students:

Full time students:	at least 12 semester credit hours
Three-quarter time students:	at least 9 semester credit hours
Half-time students:	at least 6 semester credit hours

The maximum course load recommended for students is 6 credit hours (approximately 2 classes) per term; however, Career Orientation ([COR090](#), [COR101](#), [COR191](#)) may be taken as a third course without being considered an overload.

Taking an academic overload is highly discouraged; however, a student can request additional courses on a limited, case-by-case basis. To be considered for an academic overload, the student must meet the following criteria:

- Completed at least 18 semester hours
- Earned at least a 3.2 GPA
- Submitted the Academic Overload Request Form.

If the student seeks to enroll in an online course as part of the overload, the student must demonstrate competency within the online environment by either satisfactorily completing the online orientation or by demonstrating successful completion of a previous online course.

Students who take an academic overload consisting of more than two courses in a term may reduce their eligibility for financial aid assistance in future semesters, which may result in greater out-of-pocket expenses. There will be an additional charge in the semester that the overload course is taken if the student takes more than 18 credits. Therefore, each student is responsible for checking with the Financial Aid office to determine the impact of schedule changes.

Academic Freedom

ECPI University supports the freedom of the faculty and students to exchange ideas, examine all aspects of issues, and question assumptions in order to develop the skills and understanding necessary for graduates to qualify for employment in appropriate occupations and to assume positions as responsible members of a democratic society. The ECPI University Board of Trustees requires the exercise of responsible judgment to ensure academic freedom at the University.

Academic Scheduling

A student may begin most programs during any semester; restrictions typically apply in programs in which a maximum number of students is specified. The required courses, course prerequisites, and clinical requirements where applicable, may be found in each program's description in the Program section of the *Catalog*.

ECPI University seeks to graduate students on a timely basis. In an effort to assist students as they progress toward graduation, a combination of on-campus, online, remote synchronous, and hybrid classes are provided. All students will be scheduled for a full-time course load each semester, unless other arrangements are made in advance or other circumstances intervene. Low enrollments or other factors may require the school to cancel or reschedule on-campus courses. In addition, some courses may not be offered on-campus within an academic year. Students who need courses that are not available on-campus may choose to take courses delivered online or in a hybrid format, if available.

ECPI reserves the right to adjust class schedules to meet student needs and the availability of faculty, classroom, equipment, parking, and facilities.

Add/Drop Period

The add/drop period refers to the period of time during which a student may add, drop, or re-enroll late in a given term without academic penalty. Add/drops may occur only during Week 1 of the current term. Students who wish to add/drop classes must consult with the Academic Program Director prior to making any schedule changes. Depending on the class size and/or schedule, changes to an individual student's schedule may not be possible.

Attendance Policy

ECPI believes students should follow a policy of regular attendance and punctuality to receive the maximum benefit from an ECPI education and to develop the work habits and personal qualities highly valued by employers. Therefore, students are expected to attend all regularly scheduled class meetings. The student should attempt to notify the faculty member assigned to the course by telephone or email in advance of any anticipated absence. Faculty and staff may likewise contact the student if the student is absent.

On the first day of class for each course, the faculty member will make the course syllabus available which includes the specific attendance policy and opportunities, if any, to make up missed assignments for that course. Please see the [Late Assignments](#) and [Make up Tests](#) section of this Catalog or the College of Health Science program handbook for specific program policies.

Faculty members may request an Academic Review Board for a student whose absences from class interfere with the student's ability to meet course objectives. Action may result in the student being removed from the course, probation, or suspension. If a pattern of excessive absences is identified, an Academic Review Board review may be conducted.

Late Arrivals and Early Departures. Students are encouraged to contact the faculty member for the course, by telephone or email, if the student anticipates being late for class. Being tardy is defined as student arrival after class attendance has been taken. Leaving prior to class dismissal is considered early departure. Students are not allowed to disrupt academic processes and, at the faculty member's discretion, admission to a class may be denied to tardy students until the next class break. Late arrivals and early departures may affect a student's record of attendance.

Online Courses. Students taking online courses at ECPI University are expected to participate every week of the course. Attendance in online courses occur from Monday 12:00 am EST to Sunday at 11:59 pm EST. A student who does not earn attendance by **Sunday of Week 1** (11:59PM EST), will be unregistered from his/her course(s) for non-attendance. A variety of learning activities and assessments are required for successful completion of an online course.

Activities may be graded or ungraded. Only graded items are counted toward attendance. Activities which are graded may include posting to a graded discussion forum, submitting an assignment, quiz or exam. Students should expect to academically participate in a course at least two times a week. Please note that certain course activities may be required but are not graded. For example, an ungraded Introduction discussion is required for certain courses but does not qualify for attendance because it is an ungraded activity. Earning attendance does not constitute earning a passing grade.

In addition, students must meet ECPI's minimum attendance requirements. A student who has not attended a course for 14 consecutive calendar days will be withdrawn from the course. A student who has not attended all courses for which s/he is enrolled for 14 consecutive calendar days will be administratively withdrawn from the University.

Hybrid Courses. Students taking hybrid courses are expected to attend class at a campus location at least one day per week, as outlined by the course schedule. Additional course attendance is earned by completing graded assignments online. These may include posting to a graded discussion forum or submitting an assignment, quiz, or exam. Please note that certain course activities may be required but are not graded; therefore, they do not qualify for earned attendance.

In addition, students must meet ECPI's minimum attendance requirements. A student who has not attended a course for 14 consecutive calendar days will be withdrawn from the course. A student who has not attended all courses for which s/he is enrolled for 14 consecutive calendar days will be administratively withdrawn from the University.

Awards and Recognitions

Awards are periodically presented to undergraduate students for academic achievement. These awards become part of a student's permanent record that is available for release to prospective employers.

Dean's List. A student may be named to the Dean's List for exceptional academic performance covering three consecutive terms designated by the local campus. The student must be enrolled at least three-quarter time for the three terms and have achieved a minimum Cumulative Grade Point Average (CGPA) of 3.7 for those same three terms.

Attendance Award. A student may earn an attendance award for class attendance covering three consecutive terms designated by the local campus. To earn the award, a student must have had perfect attendance for each class taken during the three-term period.

Graduation with honors. To be eligible for graduation with honors, a student seeking an undergraduate academic degree must earn a CGPA of 3.7 or higher and receive a recommendation by the Academic Program Director. Honor graduates will be recognized at the annual commencement exercises and the honors distinction appears on transcripts and the degree for associates and bachelor's degrees. The University bestows the following graduation honors:

Degree Honors for Undergraduates:

Summa Cum Laude	3.90-4.00
Magna Cum Laude	3.80-3.89
Cum Laude	3.70-3.79

It is the student's responsibility to confirm any awards or special recognition that may be due at graduation with the campus Student Records Coordinator (or equivalent) prior to the commencement exercises.

Change of Program

Students will be allowed one change of program and the student may change his or her program at any point of his or her enrollment. The following changes are NOT considered a change of program:

- Change from a day to an evening version of the same program.
- Change from an associate's to a bachelor's degree in the same program.
- Change from one concentration to another concentration within the same program.

Students who wish to change a program will be required to meet all the admissions requirements of the new program, including admissions assessments. A written request for a change of program must be submitted to the campus Student Records Coordinator. Evaluation of the student's transcripts, GPA, and attendance is initiated by the Student Records Coordinator through the appropriate academic department(s). If the change of program is approved, the student must sign a new Enrollment Agreement and an administrative processing fee may be assessed for the change of program. The change of program is effective starting the term following the approval of a submitted request, subject to course availability.

Certain programs within the College of Health Science have established enrollment limits that may not permit a change of program or concentration.

Please see the [Satisfactory Academic Progress](#) policy for additional information on how a change of program may affect the student's financial aid eligibility, financial aid package, and/or academic progress.

Class Availability

Not all courses are offered each term or semester. ECPI reserves the right to cancel any scheduled class if ten or fewer students are registered. A student who withdraws or fails a course, changes programs, or interrupts his/her studies may experience a delay(s) in program completion due to the availability of required courses outside the sequence of scheduled courses.

Class Standing

Class standing is determined by credits earned, according to the following criteria:

Freshman:	0 – 23 semester credit hours earned
Sophomore:	24 – 47 semester credit hours earned
Junior:	48 – 71 semester credit hours earned
Senior:	72 or more semester credit hours earned

Foundational courses are not included when determining class standing and academic progression.

Course Audits

ECPI graduates and returning or current students in any major (diploma or degree) may audit any course previously completed with approval of the Program Director or Campus Director of Academic Affairs. Students auditing courses are expected to fully participate in the course and class attendance is required. Audited courses will be reflected with an 'N/A' grade on the transcript. Students may be required to purchase supplies, textbooks, or uniforms, for the audited course. Financial aid is not applicable. There is no charge for a course audit.

Course Requirements

Requirements for each course are included in the course syllabus, which is reviewed with the class by the assigned faculty member on the first day of the course.

Credit/Contact Hours

A class contact hour consists of 60 minutes with at least 50 minutes of scheduled instruction in a class, lab, lecture, test, examination, externship/internship, clinical or preceptorship experience. Occasionally, additional class contact hours may be required for class completion without additional credit.

Credit for most ECPI courses in degree and diploma programs in Virginia, North Carolina, and South Carolina are calculated on a semester credit hours basis, using the following conversion:

- One (1) semester credit hour is awarded for 15 lecture clock hours
- One (1) semester credit hour is awarded for 30 laboratory clock hours
- One (1) semester credit hour is awarded for 45 externship/internship, clinical or preceptorship clock hours

Credit for ECPI courses in practical nursing diploma programs in Virginia and South Carolina are calculated on a semester credit hours basis, using the following conversion:

- One (1) semester credit hour is awarded for 30 lecture or laboratory clock hours
- One (1) semester credit hour is awarded for 45 externship/internship, clinical or preceptorship clock hours

Credit for ECPI courses in practical nursing diploma programs in North Carolina are calculated on a semester credit hours basis, using the following conversion:

- One (1) semester credit hour is awarded for 32 lecture or laboratory clock hours
- One (1) semester credit hour is awarded for 48 externship/internship, clinical or preceptorship clock hours

BS to BSN Credit Hour Conversion

- One (1) credit hour didactic is equivalent to 1 hour per week in the classroom.
- One (1) credit hour laboratory is equivalent to 2 hours per week in the on-campus skills lab.
- One (1) credit hour clinical is equivalent to 3 hours per week at a clinical site.

BS to BSN Unit of Credit/Academic Hour Definition

An academic hour or class is 50 minutes of instruction in a 60-minute period. Academic hours are converted to credit hours to allow for comparison with other post-secondary institutions.	One quarter credit hour equals 30 units, comprised of the following academic activities:
	<ul style="list-style-type: none"> • one clock hour in a didactic learning environment equals 2 units;
	<ul style="list-style-type: none"> • one clock hour in a supervised laboratory setting of instruction equals 1.5 units;
	<ul style="list-style-type: none"> • one hour of clinical equals 1 unit; and
	<ul style="list-style-type: none"> • one hour of out-of-class work and/or preparation designed to measure the student's achieved competency, relative to the required subject matter objectives, equals 0.5 units.

Dual Major or Concentration

The University permits an undergraduate student to pursue a second major. Students must meet with their academic advisor and declare their intent prior to completing 100 semester credit hours of a bachelor's degree program or prior to completing 45 semester credit hours of an associate's degree program. Requirements for both majors must be completed before receiving the degree. The student will receive one degree. Both majors will appear on the transcript. The degree awarded will be determined by the majors to which University requirements are applied.

Grade Report

Grade reports are posted in the ECPI Student Portal following the completion of each term. Students receiving a failing grade may be required to meet with a Program Director or designee to develop an Academic Success Plan. This plan may include actions such as mandatory tutoring, periodic advising or a reduced course load.

Grade Report Appeals

A student who wishes to challenge a grade on a test/assignment or the final grade in a course must follow the steps outlined below to appeal the grade:

- The student must first try to resolve the difference with the faculty member involved (online students should email the faculty member). If the faculty member agrees to the student's request, the faculty member will make the appropriate change in the grade book or submit a grade change through the Campus Director of Academic Affairs/Director of Nursing. If the student agrees with the faculty member's decision, the matter is considered resolved and no further action is taken.
- If a satisfactory solution cannot be reached between the student and the faculty member, the student may submit a written grade appeal to the Program Director/Director of Nursing by the end of the add/drop period of the subsequent term.

- Upon the determination of the Program Director/Director of Nursing, if a satisfactory solution is not reached, the student has a final appeal available through the Campus Director of Academic Affairs or his/her designee or Program Dean. This appeal must be filed within five calendar days of the Program Director's decision. The Campus Director of Academic Affairs or his/her designee or Program Dean will investigate the facts of the case and make a decision in writing regarding the grade within seven days of receiving the appeal. The decision of the Campus Director of Academic Affairs or his/her designee or Program Dean regarding a grade appeal is final.

Grade Reports of Dependent Students. Parents or guardians of dependent students are an integral part of the enrollment process and subsequent educational process and success of their child/dependent. ECPI wants to maintain a relationship with parents and guardians while developing a supportive working relationship with the student, which will be important to the student's professional and personal growth and development. A dependent student may request that his/her grade reports be sent to his/her parents or guardians by submitting a written request to the Student Records Coordinator.

Grade Reports of Independent Students. Grade reports for independent students are available to the student only. However, an independent student may request that his/her grade reports be sent to his/her parents, guardians, or any other third party by submitting a written request to the Student Records Coordinator.

Grades and Grading Policies

Effective April 1, 2019, ECPI utilizes the following grading scale:

Letter Grade	Numerical Grade	Quality Points
A	93 - 100	4
A-	90 - 92	3.7
B+	87 - 89	3.3
B	83 - 86	3.0
B-	80 - 82 ^{Note 1}	2.7
C+	77 - 79 ^{Note 2}	2.3
C	73 - 76 ^{Note 3}	2.0
C-	70 - 72	1.7
D	65 - 69	1.0
F	64 or below	0
Letter Grade	Other designations	Quality Points
AS	Advanced Standing credit	Not computed
I	Incomplete	Not computed

ME	Military Experience credit	Not computed
NP	Not Passed	Not computed
P	Passed	Not computed
T	Transfer credit from academic institution	Not computed
TO	Tested Out	Not computed
W	Attempted/Withdrawal during add/drop	Not computed
WF	Attempted/Withdrawal failed	0*
WP	Attempted/Withdrawal passed	Not computed*
L	Emergency Leave of Absence	Not computed

*Effective July 18, 2016

Any previous grading scale(s) are identified on the Transcript Key.

Note:

1. A minimum score of 80 is required for students in graduate programs and courses with the following prefixes: COR, BIO, and NUR in the Practical Nursing and Associate Degree Nursing programs and BIO in the Physical Therapist Assistant and Diagnostic Medical Sonography programs. Grades earned below the minimum of 80 in all of the above courses will be awarded an F.
2. A minimum score of 77 is required for courses with the following prefixes: COR, BIO, and NUR in the BSN (Bachelor of Science in Nursing), the RN to BSN and the Bachelor to BSN programs. Grades earned below the minimum of 77 in all the above courses will earn a F.
3. A minimum score of 73 is required for courses with the following prefixes: DEN (Dental Assisting), DMS (Diagnostic Medical Sonography), EMS (Emergency Medical Systems), HIM (Health Information Management), HCA and LTC (Healthcare Administration), MTP (Massage Therapy), MED (Medical Assisting), RAD (Medical Radiography), PTA (Physical Therapist Assistant), and SUR (Surgical Technology) programs. Grades earned below the minimum of 73 in all of the above courses will be awarded an F.
4. A minimum score of 70 is required for [COR090](#) and [COR191](#) in all programs offering these courses (including those listed in the grading scale exceptions above).

Withdrawal Grades. A student may withdraw without academic penalty from any course during the add/drop period of each term. The assigned grade of “W” is not included in the calculation of any grade point average. A student may withdraw after the add/drop period. The grade of “WP” or “WF” will be assigned and is determined by the grade earned at the time of the student’s last date of attendance.

Incomplete grades. Incomplete (“I”) grade may be assigned at the faculty member’s discretion to permit the student time to complete required coursework which s/he was prevented from completing in a timely manner due to mitigating circumstances. The faculty member may require the student to document the request to assist in the decision. The “I” grade should be considered only when the student has the potential to earn a passing grade if the missing work is made up.

To be eligible for an “I” grade, the student must have a passing grade in the course at the time of the request based upon the required coursework up to that point and must have completed at least 75 percent of the course work. All incomplete work must be completed within the first week of the following term; exceptions must be approved by the Campus Director of Academic Affairs or his/her designee. When the work is completed, the faculty member will submit a grade change

form with the final grade earned. If the work is not completed within the prescribed time frame, the “I” will automatically change to a permanent “F” grade. The student will be informed of the final grade assigned.

Final grades. Once the grades are posted, they will become final on the last day of the following term’s add/drop period, unless a student appeals the grade. See the [Grade Report Appeals](#) and [Grade Report](#) sections of this *Catalog* for information on appealing a final grade.

Grading Policy for the BS to Bachelor of Science in Nursing program (Orlando, Lake Mary campus)

Honors. Students with the following cumulative GPAs upon graduation will be granted the designation of Cum Laude, Magna Cum Laude and Summa Cum Laude:

Cum Laude	GPA between 3.50 and 3.74
Magna Cum Laude	GPA between 3.75 and 3.95
Summa Cum Laude	GPA between 3.96 and 4.0

Drug Calculation Testing. Each quarter, the students will be tested on their ability to perform specific drug calculations. The student has three opportunities to pass the drug calculation test in the designated courses with at least a 90% score. If the student is not successful in passing within three attempts, the student will fail the course.

Withdrawal from a course. Students desiring to withdraw from the nursing program should consult their Advisor and the Dean/Chief Nursing Administrator prior to the withdrawal.

Students who withdraw (voluntarily or involuntarily) from a course after the drop/add period will be assigned the following grade(s):

- A “W” if before 50% of grading period is completed.
- A “W” if passing at any point in the grading period.
- An “F” if failing after 50% of grading period.
- For clinical courses only, an “F” if the clinical is not successfully completed.

Graduation Requirements

To meet graduation requirements, undergraduate students must:

- Submit a completed graduation checkout/ exit sheet to the campus records office;
- Comply with the Satisfactory Academic Progress Policy standards;
- Meet program attendance and residency requirements;
- Successfully complete all courses required for degree completion;
- Comply with the financial terms of enrollment; and
- Satisfactorily resolve any outstanding obligations on the student account or library account.

The University has the right to set or change all academic standards and students are required to meet those standards to be considered as successfully completing their program.

It is important that students confirm completion of all graduation requirements with the campus records office. Students should not assume they are graduating until they have completed all graduation requirements.

Digital degrees and diplomas are issued approximately three weeks after graduation requirements have been met. Paper degrees and diplomas are mailed approximately six to eight weeks after completion of all graduation requirements. For ordering final transcripts, please see the [Transcripts](#) section of this catalog.

Please see the [Commencement](#) section of this catalog for information regarding the commencement ceremony.

Honor Code

The honor code at ECPI is based upon individual integrity. This code assumes that each student accept his/her role in the academic community with a feeling of self-respect and duty.

The Honor Code states: I pledge to support the Honor Code of ECPI and will refrain from any form of academic dishonesty or deception, such as cheating or plagiarism. I am aware that as a member of the academic community it is my responsibility to turn in all suspected violators of the honor code. I understand that any failure on my part to support the Honor System will be turned over to a Judicial Review Board for review. I will report to a Judicial Review Board hearing if summoned.

Each student attending ECPI is required to sign the Honor Code as part of his/her Enrollment Certification. Therefore, it follows that work submitted by a student must be his/her own work. Suspected violations of the Honor Code should be reported either to the Academic Program Director, Campus Director of Academic Affairs, or the Campus President. If the Judicial Review Board (refer to the *Catalog* section that defines this board) determines that a violation of the Honor Code has occurred, the offending student will be disciplined, up to and including involuntary dismissal from the University.

Independent Study

Independent study is defined as a non-traditional format for learning. It is an option designed to meet the needs of a student who must complete a course that would not otherwise be offered during a specific term. An independent study course meets the same learning objectives as the traditional version of the course. A student may be scheduled for an independent study for a particular course if the student has no prior failures or withdraws for that particular course. Independent study is utilized only when no other course offerings are available or extenuating circumstances exist that would prohibit regular course completion.

Enrollment in an independent study course is subject to the approval of the Campus Director of Academic Affairs. Not all of the University's courses are available for independent study. It is recommended that the student have a CGPA of 3.0 or above to be eligible for an independent study.

Meetings with the faculty member are at the faculty member's discretion. Grading are as outlined in the course syllabus. Examination dates are on a schedule agreeable to both the faculty member and student. Independent study must be completed during the term in which it is scheduled. Independent study courses will meet the same learning objectives as traditional courses. A student may not receive an "I" grade for a course scheduled as an independent study.

Prerequisites for each course, as listed in this *Catalog*, must be successfully completed prior to enrollment in an independent study course. Textbooks and other support materials for a course scheduled as independent study are the same as described in the course syllabus.

Late Assignments

A student who has a documented, approved absence will have the opportunity to earn full credit for any missed assignments that are submitted late. Assignments turned in late due to a documented absence will be graded as initially assigned. A reasonable deadline for completion of the late work will be established by the instructor.

Late assignments due to an undocumented absence will lose 10 percent for each day the assignment is late. For example, if a student has an undocumented absence for Monday's class and submits the assignment on Tuesday, the highest grade the assignment can receive is a 90. If submitted the following class meeting (Wednesday in this case or 2 days later), the highest grade the assignment can receive is an 80.

In online classes, the late assignment policy is located in the Online Policies and Procedures section of the learning management system.

Please see the College of Health Science program handbook for late assignment policies applicable to the following programs: Dental Assisting, Diagnostic Medical Sonography, Medical Radiography, Nursing (diploma, associate's and bachelor's degree programs), and Physical Therapist Assistant.

Late Registration

Students seeking late entrance into a class must do so within the add/drop period of the term. The student is responsible for all work missed but will not receive attendance for days missed.

Leave of Absence Policy

ECPI offers undergraduate students who are in good standing the opportunity to request an academic leave of absence. The academic leave of absence is designed for the student who must temporarily suspend his/her academic endeavors at ECPI for one or more terms/semester, but intends to return at a later date. Reasons for granting a leave of absence may include, but are not limited to, serious student medical problems, pregnancy, military duty, or the death or serious illness of an immediate family member. Students must submit requests for leaves of absence in writing to the Campus Student Records Coordinator or Student Success Coordinator. All requests must be approved. Leave of absence status must be requested before the beginning of the term for which the leave is desired. A leave of absence may extend until the next scheduled term or a longer period if approved by the University, up to a maximum of 180 days. If an additional leave of absence is approved, the combination of these leaves may not exceed 180 days within an academic year. If you are receiving Federal Direct Student loans, the enrollment status will be reported as a withdrawal, see your Financial Aid Advisor to discuss for details. While on an approved leave of absence, the student retains the right to use certain campus facilities, such as the ECPI Library.

**Exceptions will be made to the current Leave of Absence policy in relation to the COVID-19 pandemic.*

Make-up Tests

Tests are typically announced in advance so that a student may prepare. Students must typically complete the required tests according to the stated schedule.

Students who miss an original (first administered) test for sufficient and documented reasons may arrange with the faculty member for that course to take a make-up test and receive full credit. Make-up tests will normally be given the day the student returns to school.

Examples of sufficient reason include third-party written documentation of illness, medical, or dental emergencies, work schedule conflicts, military duty assignments, court appearances, funerals, or family emergencies. A make-up test is an examination of equal or greater difficulty given in a subject area. Only one make-up test will be allowed per course.

A student or faculty member may request an Academic Review Board review if special circumstances indicate that an exception to this make-up test policy warrants consideration.

Please see the College of Health Science program handbooks for specific program policies.

Online Delivery of Courses/Programs

ECPI offers courses through the online delivery format for students who choose to attend completely online or for on-campus students who choose to enroll in one or more online courses to progress toward program completion. Some courses are offered only online. On-campus student enrollment in online courses is subject to the approval of the Campus Director of Academic Affairs or his/her designee. The tuition rate for online and residential courses is the same.

The online and on-campus courses have the same course outcomes. Online courses are designed to take advantage of technology, making the learning environment accessible at any time. As with on-campus courses, students are expected to complete all work and submit assignments within the time period required by the faculty member and as provided on the course syllabus.

Online courses are offered in a five-week term format. Each week of the term runs from Monday to Sunday. Online students are required to participate in the discussion assignments during the week. Original discussion posts will be due each week no later than 11:59pm Thursday (Eastern Time). All other discussion responses and unit assignments are due each week no later than 11:59pm Sunday (Eastern Time).

Online Courses. The course textbook requirements are listed under the "Course Text Book" link in each online classroom in the learning management system.

Online students should anticipate extensive online communication with both faculty members and other students. Faculty may be contacted via email, telephone, text, or Live Chat in designed Live Chat courses. Students needing additional help may also contact their faculty member to request a tutor. Students are required to be proficient in using the Internet and to have the ability to manage information on the computer.

Online students may also visit www.ecpionline.com to access essential information, including academic advising and student support coordinators; computer requirements; technical support; key contacts; library resources; and tutorials and demonstrations.

Online Identification Verification Process. (effective May 1, 2016) To maintain the integrity of the online coursework, ECPI utilizes an identification verification system that periodically poses a series of challenge questions via the electronic learning management system. The first time a student is prompted by the ID Verification System, the student is required to establish individual challenge questions. The student must respond with the correct answers to the

challenge questions to access the associated assignment or assessment. Failure to answer challenge questions correctly will

cause the associated assessment/assignment to be locked. The student must then contact his or her designated Student Success Advisor/Online Point of Contact to access the locked assessment. Repeated failure of an ID verification attempt and/or refusal to answer the questions will result in further investigation that may include a Judicial Review Board.

In addition to the ID verification, other online activities are reviewed to maintain integrity; for example, attendance logs, IP addresses, plagiarism detection tools, special security settings, and start/stop times for online learning activities.

Students enrolling in an online course are also required to carefully review the Student Electronic Communications Policy, the Student Conduct Policy, and the Honor Code section of this *Catalog*.

Online Orientation. All students registering for an online course, regardless of whether the student is taking one course or an entire program, are required to successfully complete an online orientation prior to beginning class. Online orientation ensures each student has an adequate Internet connection, the required computer equipment, sufficient computer proficiency and has the knowledge to navigate an online course.

Online Student Services. Comparable student support services are available for online students, including access to learning resources, financial assistance, career advising, and academic advising.

Online Requirements for Hardware and Software. Students may be required to upgrade hardware and/or software if completing their program through online instruction. The PC requirements link in the online classroom learning management system provides details on hardware and software requirements.

Medical Assisting and Surgical Technology programs: Students who relocate to states in which the University does not have approval to operate may be adversely impacted in their ability to complete the program, obtain credentials, or gain in-field employment.

Plagiarism Policy

Purpose and Scope. The purpose of the ECPI University Plagiarism Policy is to promote awareness and adherence to copyright and intellectual property law. Refer to <https://www.copyright.gov/> for information on U.S. copyright law.

This policy applies to all students, faculty, and staff of ECPI and all intellectual property including but not limited to all written and electronic publications, ideas and inventions, verbiage and phrasing.

Definitions. The following definitions apply to this policy.

The Writer. The Writer is defined as any student, faculty, or staff member to whom this policy applies. However, plagiarism is not limited to writers, per the definition of plagiarism and the scope of this policy. Examples of plagiarism other than through writing include but are not limited to software programs, hardware designs, schematics, multimedia, charts, graphs, tools, and other inventions.

Plagiarism. Plagiarism is defined as: *(n) the unauthorized use or close imitation of the language and thoughts of another author and the representation of them as one's own original work, as by not crediting the author* (www.dictionary.com, 2012). Plagiarism can be intentional or unintentional.

Intentional Plagiarism —Plagiarism is intentional when one or more of the following conditions apply:

- the writer uses exact words from a source but neglects to include quotation marks;
- the writer paraphrases ideas from a source but neglects to cite the source using an acceptable documentation style such as APA;
- the writer copies someone else's work and presents it as his/her own;
- the writer purchases documents, ideas, and/or verbiage and presents it as his/her own;
- the writer fails to give credit to co-authors, team members, and/or editors of the writer's original work;
- the writer uses previously published work protected under copyright and presents the work as original and not copyrighted elsewhere; or
- the writer repeatedly commits unintentional plagiarism.

Unintentional Plagiarism —Plagiarism is unintentional when one or more of the following conditions apply:

- the writer demonstrates ignorance of copyright law and plagiarism policy;
- the writer fails to quote or paraphrase accurately but attributes the words and/or ideas to a source;
- the writer attempts to document the source but does so incorrectly;
- the writer attempts to give credit to an original source but does not use acceptable documentation methods;
- the writer uses ideas, text and/or verbiage without giving credit to the original source because the writer incorrectly believes the information is common knowledge;
- the writer inadvertently fails to give credit to co-authors, team members, and/or editors of the writer's original work; or
- the writer inadvertently breaks copyright agreement of his/her own copyrighted work.

Consequences of Violating Policies. Violation of the University's plagiarism policy, whether the plagiarism is intentional or unintentional, may result in disciplinary action up to and including suspension from the University.

Disciplinary action may include initiation of a Judicial Review Board. For more information on ECPI's general disciplinary actions, see the sections entitled, [Termination Policy](#), [Academic Review Board](#), and [Judicial Review Board](#) in this *Catalog*.

Resources and Prevention. The University offers several resources, which vary by campus, for students, faculty, and staff who require information on plagiarism and documentation. These resources include:

Seminars and training on citation style methods

Writing Assistance Center handouts and workshops on avoidance of plagiarism

Classroom instruction on documentation of sources

Library recommended websites and sources on how to define and avoid plagiarism.

Prerequisites and Course Waiver/Substitution

Students must meet applicable prerequisite requirements. A prerequisite course or a required (for-credit) course for a program may only be waived or substituted upon the recommendation and approval of the appropriate Academic Program Director, Campus Director of Academic Affairs, Program Dean, or the approval of the Campus President. Documentation of the waiver or substitution must be filed in the student's academic record.

Remote Synchronous and Hybrid Delivery of Courses/Programs

ECPI offers some courses through remote synchronous or hybrid delivery formats. The tuition rate is the same for on-campus, online, remote synchronous, or hybrid courses.

Admissions. During the admissions process, ECPI University utilizes various standardized assessment tools to determine an applicant's preparedness to undertake college-level coursework. In addition to taking an admissions assessment, the Admissions advisor will conduct a personal interview with all candidates to assess whether the applicants have the appropriate skills and competencies needed to succeed in taking courses through remote synchronous, hybrid or online delivery.

Requirements regarding distance education vary from state to state. The initial enrollment documents are reviewed using the address provided upon enrollment to determine physical location and individual ability to complete the program requirements in the location provided. Upon enrolling the student signs and enrollment agreement certifying all information. It is the responsibility of the student to inform ECPI University of address changes. It is essential that students notify the campus Student Records Coordinator and/or designee immediately of any changes to their name, address, telephone number or email address. Changing the state of residence during the course of the program may alter the ability of students to complete the program.

Remote Synchronous Courses. Courses offered through a remote synchronous delivery method are conducted live using video conferencing software. Students are expected to attend and participate in class on the assigned days and hours. Attendance will be taken by the instructor and/or a teaching assistant.

Hybrid Courses. Courses offered in a hybrid delivery format may combine on-campus (face-to-face) instruction with synchronous (live) or asynchronous (online) instruction or learning activities. The asynchronous portion of the courses follows the format and requirements of online delivery. The asynchronous (online) instruction/activities will not exceed 50 percent of all instruction/activities.

Courses have the same course outcomes, whether they are offered on-campus, online, or through remote synchronous or hybrid delivery. For each course, students are expected to complete all work and submit assignments within the time period required by the faculty member and as provided on the course syllabus. The course textbook requirements are listed under the "Course Text Book" link for each classroom in the learning management system.

All courses are offered in a five-week term format. Each week of the term runs from Monday to Sunday.

Student Identification Verification Process. During the application and admission process, students receive a unique and secure ECPI University username and password which allows students to authenticate to most University systems. Network user account credentials are managed by authorized personnel who assist students with password resets and unlocking of accounts, upon verifying identity. The features for the secure accounts include lockout after multiple incorrect log in attempts and answering security questions specific to the user.

Visual identification of the student occurs in the live remote synchronous environment. In addition, instructors in some classes use monitoring technology, which includes the presentation of ID cards, inspection of the local testing environment, video recording of exam sessions, and automatic flagging of suspicious behavior during the exam.

Students enrolling in remote synchronous or hybrid courses are required to review the [Student Electronic Communications Policy](#), [Student Conduct Policy](#), and [Honor Code](#) sections of this *Catalog*.

Orientation. The University is committed to student success; therefore, new students are required to attend a mandatory virtual/remote orientation. This orientation is designed to orient students to the University while providing information sessions on a range of topics to include study skills, adequate internet connection, required computer equipment, sufficient computer proficiency and knowledge to navigate a virtual/remote classroom. During the orientation, students log on to the Learning Management System to enter the virtual course prior to the first day of classes.

Student Services. Comparable student support services are available for remote synchronous or hybrid students, including access to learning resources, financial assistance, career advising, and academic advising.

Medical Assisting and Surgical Technology programs. Students who relocate to states in which the University does not have approval to operate may be adversely impacted in their ability to complete the program, obtain credentials, or gain in-field employment.

Requirements for Hardware and Software. Students may be required to upgrade hardware and/or software if completing their program through remote synchronous or hybrid instruction. ECPI University supports Microsoft Windows, Version 10.0, operating system. Android, ChromeOS (Chromebook), iOS (iPad/iPhone), macOS, and Unix/Linux operating systems are not fully supported. All Engineering, Health Sciences, and Information Technology degree programs use third party software that requires a Windows-based computer.

Hardware requirements will vary, depending upon the degree program. ECPI University requires the following minimum hardware specifications:

Engineering and Information Technology Degree Programs

<i>Specification:</i>	<i>Minimum Requirement:</i>
Number of vCPUs	8 vCPUs
Installed Memory (RAM)	16 GB RAM
Free Disk Space (Storage)	256 GB (SSD Drive)
Installed Webcam	Built-in or USB
Available Ethernet Port	Built-in

All Other Degree Programs

<i>Specification:</i>	<i>Minimum Requirement:</i>
Number of vCPUs	4 vCPUs
Installed Memory (RAM)	8 GB RAM
Free Disk Space (Storage)	256 GB (SSD Drive)
Installed Webcam	Built-in or USB
Available Ethernet Port	Built-in

Satisfactory Academic Progress Policy – Undergraduate Programs

ECPI University's Satisfactory Academic Progress (SAP) Policy for Undergraduate Programs measures whether eligible undergraduate students are progressing at a responsible rate towards the completion of their educational objectives. Students must be in compliance with this policy in order to maintain their federal financial aid program eligibility. However, this policy applies to all undergraduate students, regardless of participation in federal financial aid programs.

The evaluation points contained in the policy are designed to help identify students who would benefit from an early intervention and/or remediation. Most critical is a student's ability to enroll in and complete courses successfully and consistently. **Failure to complete courses successfully for any reason may negatively affect satisfactory academic progress. Failing courses or withdrawing from courses could also result in the loss of financial aid and academic dismissal.** It is very important that students attend all registered courses and complete them successfully.

Satisfactory Academic Progress Policy

ECPI calculates Satisfactory Academic Progress using cumulative grade point average and measurements that include incremental completion rate and maximum time frame at specified evaluation periods.

Cumulative Grade Point Average (CGPA)

Grade Point Average (GPA) is a measure of scholastic performance. Students transcripts will include a term GPA and a cumulative GPA, which includes all coursework within the program of study. To calculate GPA:

1. Multiply the total semester credits assigned for each course by total quality points associated with the grade earned;
2. Total the grade points earned for all the courses (see the [Grading Policy](#) for grade points assigned to each letter grade); and
3. Divide the total grade points earned by the total number of academic credits.

The CGPA is rounded up to the nearest hundredth if the last digit is 5 or greater. It is rounded down to the nearest hundredth if the last digit is less than 5. (For example: 1.947 = 1.95, 1.944 = 1.94)

Example: Cumulative Grade Point Average calculation

Course	Grade	Credits assigned to the course	Grade Points	Total quality point for the course
CIS 115	B+	3	3.3	3 x 3.3 = 9.9
ENG 110	A	3	4	3 x 4 = 12.0
BUS 102	B	3	3	3 x 3 = 9.0
CIS 107 L	C+	1	2.3	1 x 2.3 = 2.3
CIS 107	B-	3	2.7	3 x 2.7 = 8.1
FOR 110	A-	3	3.7	3 x 3.7 = 11.1
Total		16		Total quality points = 52.4

CGPA = 52.4 (total quality points) divided by 16 credits = 3.28

Incremental Completion Rate (ICR)

A student's ICR is calculated by:

- Totaling the number of credit hours attempted;
- Totaling the number of credit hours successfully completed; and
- Dividing the total number of credit hours successfully completed by the total number of credit hours attempted and expressing that as a percentage.

Courses for which a student receives a letter grades of "A" through "F," a passing grade of "P" for non-foundational courses, an incomplete grade of "I," and withdrawal grade of "WF" are included in ICR. Withdrawal grades of "W," "WP," and "L" are not included in ICR. In addition, all credit hours transferred to ECPI for the current enrollment are included and counted as credits attempted.

For the calculation of the ICR, there is no rounding of the percentage; therefore, if a student receives a 66.665%, and the requirement is 66.67% the student would not satisfy this evaluation point.

Example 1: After four semesters, a student has attempted 66 credits and successfully completes 40. The ICR is calculated by dividing 40 by 66, which equals 60.60%. The ICR requirement at the end of four semesters is 66.67% and the student therefore would not meet the ICR requirement at this evaluation point.

Example 2: After two semesters, a student has attempted 30 credits and successfully completes 15. The ICR is calculated by dividing 15 by 30, which equals 50.00%. The ICR requirement at the end of two semesters is 50%; therefore the student meets the ICR requirement at this evaluation point.

Undergraduate students must successfully achieve and maintain a 66.67% incremental completion rate of courses attempted credits by the end of the fourth semester and thereafter.

Maximum Time Frame

A student may not attempt more than 150 percent of the credits in his/her program. The requirements for Incremental Completion Rate are to assure that students are progressing at a rate to complete their program within the Maximum Time Frame.

The minimum number of credit hours required for an undergraduate degree at ECPI varies; therefore the maximum number of credit hours that a student may attempt will vary.

Example 1: In an associate's degree program consisting of 60 semester credit hours, the student must complete the program within 90 attempted semester credit hours.

Example 2: In a bachelor's degree program of 120 semester credits, the student must complete the program within a maximum of 180 semester credit hours.

The maximum timeframe always applies to the program of study in which the student is enrolled.

Students who exceed 150% of the program credits will be dismissed from the University.

Academic Progress Table

The Satisfactory Academic Progress Policy evaluation points, required quantitative and qualitative measurements, and the corresponding actions required for failure to achieve and maintain the required academic achievements are summarized in the following Academic Progress Table:

Evaluation Period Semester	Required Minimum CGPA*	Required Incremental Completion Rate Completion % of Credits Attempted	Required action Academic Status These statuses apply to both academics and financial aid
1	1.50	40% of credits attempted	Warning
2	1.50	50% of credits attempted	Warning or Probation (if on Warning)
3	1.75	60% of credits attempted	Warning or Probation (if on Warning) or Dismissal (if on Probation)
4 and each semester thereafter	2.0	66.67% of credits attempted	Warning or Probation (if on Warning) or Dismissal (if on Probation)

Change of Program

For students who initiate a change of program, all courses that apply to the new program will affect the student's CGPA, Incremental Completion Rate, and Maximum Time Frame. Students who change programs must sign a new program enrollment agreement.

Course Withdrawals

A student may withdraw from an individual course or group of courses. A grade of W is awarded for all course withdrawals that are requested during the add/drop period if attendance is posted. Students withdrawing from a course after the first week of the term through the end of week four will receive a grade of WP or WF, which is determined by the grade earned on their last date of attendance. A grade of F will be awarded for all courses dropped during week five. A student's last date of attendance is used to determine the grade awarded.

Students who drop a course and do not replace it with another may have financial aid eligibility, veteran's benefits, or other financial aid impacted. In addition, changes may affect the student's satisfactory academic progress (SAP). Therefore, the student is responsible for consulting with Financial Aid and Academic Administration to determine any implications of course load changes to their financial aid package or SAP.

Evaluation Period

An evaluation period is used to determine academic progress. ECPI uniquely defines the evaluation period for each student, as the University employs a student-based semester system. At ECPI, each student's semester is uniquely defined as three (3) consecutive terms, which is 15 weeks.

All terms and semesters of a student's continuous enrollment, whether or not the student received financial aid, are also included in the SAP review. In addition, all credit hours transferred to ECPI for the current enrollment for program changes are included and counted towards a student's maximum time frame.

Foundational Courses

Foundational courses are remedial courses required as a result of the admissions assessment; these courses are graded Pass/Fail. Students who are required to take foundational courses (i.e., [ENG099](#) and [MTH099](#)) are required to complete each course successfully in order to progress in the program. These courses are exempt from the calculations included in this [Satisfactory Academic Progress Policy](#), including [Cumulative Grade Point Average](#), [Incremental Completion Rate](#), and [Maximum Time Frame](#). However, any student who is required to complete foundational courses will receive a Foundational Course GPA, as determined by the following:

Pass grade = 4.0 Foundational GPA

Not Pass grade = 0.0 Foundational GPA

Minimum Academic Requirements to Graduate

The minimum academic requirements for a student to graduate are: CGPA of 2.0, 66.67% ICR, and completion of the program in no more than 150% of total program credits. Please see [Graduation Requirements](#) in this catalog for the complete list of requirements.

Repeated Courses

Students who are required to take foundational courses (i.e., [ENG099](#), [MTH099](#), [MTH090](#)) are required to successfully complete each course on the first attempt, in order to progress in the program. A student who is dismissed for failure to successfully pass a foundational course may reapply for readmission to the University through the Academic Review Board.

Repeated courses due to course withdraw or failure. A course may not be repeated more than once without approval of the Campus Director of Academic Affairs or designated academic official. Grades achieved in courses that are repeated due to course withdrawal (W, WP) or failure (F, WF) will replace previous withdrawal or failing grades in the CGPA calculation. A pattern of course repetitions could cause a student to fall below the minimum standard for satisfactory academic progress. A student who is approved to repeat a course due to a failing grade (F, WF) must successfully pass the course by the third attempt. After three failed attempts the student will be academically dismissed. When a course is repeated due to a failure, credits accrue only when the student attains a passing grade for that course. Additional tuition charges apply when a student repeats courses. Students who withdraw or earn a failing grade in a course should register for the same course in the subsequent term to improve his/her academic performance.

Repeated course to improve a grade. A student may repeat a course to improve the grade and subsequently, his/her CGPA. In the case of repeated courses to improve a grade, only the highest grade earned will be calculated in the CGPA while all the credits attempted will be calculated in the ICR and [Maximum Time Frame](#). Students are eligible for Financial Aid for only one repetition of a previously passed course.

Please see the College of Health Science program handbook for specific program policies concerning repeated courses.

Warning, Probation or Dismissal

The [Academic Progress Table](#) demonstrates the evaluation points for CGPA and ICR; failure to achieve these milestones will result in a status change that provides the student with an additional semester to improve his/her academic standing. A student who completes his/her first semester and fails to meet the minimum requirements will be placed on warning; a student on warning remains eligible for financial aid. If a student who is on warning fails to achieve the required progress at the end any subsequent evaluation point of a warning period, s/he will be placed on probation or dismissed from the University. Probation may only be granted with a student's successful appeal with an [Academic Review Board](#) (ARB). A student who is on probation remains eligible for financial aid, however, a student may remain on probation for only one semester. If a student on probation fails to achieve satisfactory academic progress at the next evaluation point, the student will be dismissed from the University.

A student will be removed from academic warning or probation when s/he meets the requirements for satisfactory academic progress.

Please note that a student may be dismissed for academic reasons without previous academic action. In addition, at any given evaluation point, if it is determined to be mathematically impossible for the student to meet the academic requirements for graduation, the student will be dismissed.

Appealing an Academic Dismissal

A student must appeal an academic dismissal by requesting an [Academic Review Board](#) (ARB). The written appeal must state the mitigating circumstances that contributed to the academic determination or dismissal. The written appeal may be supported with appropriate documentation of the mitigating circumstances with explanation on how the circumstances have been remedied or changed. Mitigating circumstances are events that are outside the students control and are unavoidable.

Examples of events that may be considered a mitigating circumstance and which has negatively impacted academic progress include but are not limited to: death of an immediate family member, student illness requiring hospitalization, divorce proceedings, previously undocumented disability, work-related transfer or change in work schedule during the term, natural disaster, financial hardship such as foreclosure or eviction, and others.

The student may be asked to appear in person during the review process when deemed necessary by the Campus Director of Academic Affairs or request an ARB. The appeal process ends with the Campus President on each campus. Appeals may result in any one of the following actions:

- Reinstatement on probation with an academic plan where the student will be held to specific requirements which must be met by the end of the next semester. Reinstatement after dismissal will be granted only if mitigating circumstances exist.
- Denial of reinstatement.
- A student may appeal an academic determination or dismissal one time.
- A student who is granted an appeal may be reinstated and, if otherwise eligible, receive financial aid. The student must meet with the Financial Aid Advisor on campus to determine any changes to the student's financial aid. The above minimum standards for satisfactory academic progress will continue to be applied to assess the student's academic performance.

Procedures for Reentry/Readmission After Academic Dismissal

A student who is denied an appeal is not eligible for reentry to the University for a period of one year. A student who is academically dismissed must appeal in writing to the Campus Director of Academic Affairs or the ARB for reentry (if within three months of dismissal) or readmission (if one year or longer). If applying for readmission, the student must meet with the Campus Director of Academic Affairs at least two weeks prior to the start of the term in which the student wishes to return. Also, any student who ceased attendance and whose grades in the last term of attendance caused him or her to not meet the standards for satisfactory academic progress must go through the same appeal process. The appeal procedure described in the preceding section applies. The student must demonstrate resolution to any mitigating circumstances.

A reentry/readmission student who is granted an appeal may be reinstated and, if otherwise eligible, may receive financial aid. The student will be placed on probation at the start of the next academic term or upon re-entry and may be required to meet certain additional academic conditions as specified by the Campus Director of Academic Affairs or the Academic Review Board in their decision to grant the appeal. The above minimum standards for satisfactory academic progress will continue to be applied to assess the student's academic performance.

A student who has been dismissed and wishes to transfer to another ECPI campus must appeal his/her dismissal at the originating campus and receive reinstatement prior to the transfer. A student is allowed one reentry/readmission appeal after each academic dismissal.

South Carolina, Veterans Administration – Requirements for Satisfactory Academic Progress

Academic Dismissal/Reinstatement and Veterans' Benefits in South Carolina. Veterans who are reinstated for benefits after academic dismissal who fail to attain a GPA of at least 2.0 during that term will be placed on academic dismissal for one semester (three terms).

Satisfactory Academic Progress Policy - BS to BSN program Florida

SATISFACTORY ACADEMIC PROGRESS POLICY AND REQUIREMENTS

Note: the Satisfactory Academic Progress Policy and Requirements described below are specific to the Bachelor of Science in Nursing at the Orlando (Lake Mary), Florida campus.

All students must meet ECPI University's minimum standards of academic achievement and course completion progress requirements while enrolled at ECPI University. ECPI University's satisfactory academic progress standards ("SAP") have two primary components: one is qualitative and the other is quantitative. The qualitative component requires certain minimum cumulative grade point averages be achieved as of certain measuring points and the quantitative component requires completing courses at a certain pace in order to complete an educational program within the allowed maximum timeframe.

The qualitative and quantitative components of SAP are evaluated as of each Minimum Measurement Point based upon grades, credit or clock hours attempted and credit or clock hours completed as indicated on a student's transcript as of the end of the Grading Period ending contemporaneously with the most recent Minimum Measurement Point being reached. Minimum Measurement Points occur at the end of each Financial Aid Payment Period and in addition thereto, at the applicable Minimum Measuring Point as a percent of Program Length indicated in the charts below.

ECPI University's satisfactory academic progress standards are the same for all students without regard to whether they receive financial assistance under Title IV, HEA programs ("Title IV") or other financial aid and without regard to whether they are a full-time or part-time student.

A student that fails to satisfy the SAP requirements at any Minimum Measuring Point and is not placed on either Financial Aid Warning or Financial Aid Probation status shall no longer be eligible to receive assistance under the Title IV programs.

Satisfactory Academic Progress Definitions

"Appeal" means the appeal by a student of a determination by the School that a student has not meet the SAP requirements and is commenced by submitting an Appeal Request in compliance with the Appeal Procedures set forth below in the Satisfactory Academic Progress Appeals and Waivers section of this Catalog.

"Appeal Procedures" means the procedures set forth below in the Satisfactory Academic Progress Appeals and Waivers section of this Catalog that a student must follow to Appeal a determination that a student has failed to satisfy SAP standards and to obtain Financial Aid Probation status.

"Appeal Request" means a written document that contains the information required by the Appeal Procedures set forth below in the Satisfactory Academic Progress Appeals and Waivers section of this Catalog.

"CGPA" means a student's cumulative grade point average calculated as set forth below in the Qualitative Component of Satisfactory Academic Progress section of this Catalog.

"Grading Period" is a period of instruction for which the student receives a final grade that is recorded on a student's transcript for a particular course.

"Financial Aid Payment Period" means a period of time which generally consists of twelve (12) weeks of instructional time, but never less than ten (10) weeks of instructional time.

"Financial Aid Probation" means the status assigned by the School to a student who (i) is on Financial Aid Warning status and fails to make satisfactory academic progress at the end of the first Financial Aid Payment Period or other Minimum Measuring Point occurring after student was placed on Financial Aid Warning status; (ii) has appealed the SAP failure determination made by the School and (iii) after considering the Appeal, the School has determined the student should be

able to meet SAP requirements in the next Financial Aid Payment Period or the School has developed an academic plan that if followed will insure the student is able to meet SAP requirements by a specific time.

“Financial Aid Warning” means the status assigned to a student who is on SAP Met status and subsequently fails to satisfy SAP requirements at the end of a Financial Aid Payment Period or as of any other Minimum Measuring Point.

“Minimum CGPA” shall have the meaning set forth below in the Qualitative Component of Satisfactory Academic Progress section of this Catalog.

“Minimum Percentage of Total Program Credit Hours Completed Requirement” shall have the meaning set forth below in the Quantitative Component Of Satisfactory Academic Progress section of this Catalog and the specific Minimum Percentage of Total Program Credit Hours Completed Requirement as of each Minimum Measuring Point for various programs are delineated in the Minimum Credits Completed Requirements chart set forth below in the Quantitative Component of Satisfactory Academic Progress section of this Catalog.

“Minimum Measurement Point” shall mean the end of each Financial Aid Payment Period as defined herein for each program classification and in addition thereto the applicable Minimum Measuring Point as a percent of Program Length, Minimum Measuring Point in Credit Hour Attempted, Minimum Measuring Point in Clock Hours Attempted and Minimum Measuring Point in Modules indicated in the charts set forth below.

“MTF” shall have the meaning set forth below in the Quantitative Component of Satisfactory Academic Progress section of this Catalog.

Qualitative Component of Satisfactory Academic Progress

The qualitative component of SAP requires the achievement of specified minimum cumulative grade point average (“Minimum CGPA”) as of certain measuring points which are defined above as the Minimum Measuring Points. Except as provided below, the cumulative grade point average, CGPA, is calculated using the grades for all courses for which a grade was received, other than a “W”, or “I” during the Grading Periods in which the courses were completed as of the time a Minimum Measurement Point is reached. If a student receives the temporary grade of “I”, the grade received upon completion of the course or “F” if the course is not completed within time allowed for completion will be used to calculate the CGPA. However, if a student repeats a course, without regard to whether the previous grade was a failing or a passing grade, the new grade will be used and all prior grades for the repeated will not be included in the grades used to calculate the CGPA. The grades received for credit hours from another institution, other than another ECPI University campus, that are accepted for transfer towards a student’s program will not be included in the calculation of the CGPA but will be included in the determination of the Minimum Measurement Point. The grades received for credit hours from another ECPI University campus, that are accepted for transfer towards a student’s program will be included in the calculation of the CGPA and will be included in the of the determination of the Minimum Measurement Point. The Minimum CGPA Requirement chart below lists program lengths and the Minimum CGPA required at the end of the Grading Period wherein each of the Minimum Measurement Points is initially met or exceeded.

MINIMUM CGPA

Program Length (Minimum # of Months Required to Complete Program)	Minimum Measurement Point (as a percent of Program Length)	Minimum CGPA Requirement	Minimum Measurement Point in Financial Aid Payment Periods
12	25%	2.00	End of Payment Period 1
	50%	2.00	End of Payment Period 2
	75%	2.00	End of Payment Period 3
	100%	2.00	End of Payment Period 4 and each Payment Period thereafter

REQUIREMENT

If a student's CGPA falls below the minimum required CGPA at any Minimum Measuring Point, the student will be notified in writing of the consequences of not maintaining satisfactory academic progress including if such failure will impact a student's Title IV eligibility, cause the student to receive a Financial Aid Warning or require student to Appeal the determination to be placed on Financial Aid Probation to have Title IV eligibility reinstated.

Quantitative Component of Satisfactory Academic Progress

The quantitative component of SAP requires the completion, as of the Minimum Measuring Points, of a minimum number of credits hours after attempting a certain number of credit hours. The number of credit hours required to be completed as of each Minimum Measuring Point is measured as a percentage of the total credit hours required to complete the program that will have been attempted by a student as each Minimum Measuring Point is reached (the "Minimum Percentage of Total Program Credit Hours Completed Requirement"). The quantitative component of SAP measures whether a student is progressing through the program at a rate that will ensure the student graduates within a maximum timeframe. The maximum timeframe ("MTF") for completion of a program is one and one-half times the program length. The MTF is measured in credit hours for credit hour courses and clock hours for clock hour courses.

The number of credit hours required to be completed depends upon the length of the program. A credit hour is completed when a grade other than "W" or "I" is assigned to the credit or clock hour. If a student receives the temporary grade of "I", the grade received upon completion of the course or "F", if the course is not completed within time allowed for completion, will be used to determine the number of completed credit hours used to measure whether the Minimum Percentage of Total Program Credits Completed Requirement has been satisfied as of a Minimum Measuring Point. The credit hours assigned to courses for which a student receives a "W" will be included in the determination of the number of credit hours attempted that is used to measure whether the Minimum Percentage of Total Program Credits Completed Requirement has been satisfied as of a Minimum Measuring Point. The credit hours from another institution, including another ECPI University campus, that are accepted for transfer towards a student's program will be included as both credit hours attempted and completed in the determination of whether the Minimum Percentage of Total Program Credits Completed Requirement has been satisfied as of a Minimum Measurement Point. Courses repeated will be included the as both credit hours attempted and completed in the determination of whether the Minimum Percentage of Total Program Credit Hours Completed Requirement has been satisfied as of a Minimum Measurement Point. The number of credit hours completed and attempted as indicated on a student's transcript at the end of the Grading Period ending contemporaneously with the most recent

Minimum Measurement Point being reached will be used to determine if the Minimum Percentage of Total Program Credits Completed Requirement has been satisfied as of a Minimum Measurement Point.

The Minimum Credits Completed Requirement chart below lists program lengths and the Minimum Percentage of Total Program Credits Completed Requirement that must be satisfied as of each respective Payment Period for degree students.

The Quantitative Component of SAP will be evaluated at the end of each Financial Aid Payment Period for degree Programs to determine if the Minimum Percentage of Total Program Credit Hours Completed Requirement has been satisfied.

Minimum Credits Completed Requirement

Program Length (minimum # of Quarters required to complete program)	Measurement Point in Financial Aid Payment Periods	Minimum Percentage of Total Program Credit Hours Complete Requirement
4	End of Payment Period 1	10%
	End of Payment Period 2	20%
	End of Payment Period 3	40%
	End of Payment Period 4	60%
	End of Payment Period 5	80%
	End of Payment Period 6	100%

If a student cannot complete the program within the MTF, the student will be notified in writing that the student will not be able to meet the SAP requirements and that as a consequence that the student will be dropped and such failure will impact a student’s eligibility to receive assistance under the Title IV programs.

Satisfactory Academic Progress Appeals

Please see ECPI University Catalog Academic Policies for descriptions of the Satisfactory Academic Progress warning, probation, dismissal, and appeals processes.

Second Degree and Minimum Residency Requirements

The University will permit students to acquire a second undergraduate degree, provided that they:

1. Pursue a different degree program;
2. Meet all University admissions and departmental requirements;
3. Complete a minimum of 25% of new degree requirements, or at least 30 credits, beyond the requirements of the first degree; and
4. Meet all degree requirements for the second degree.

Credits earned during the first degree may be applied, if deemed transferable to the second degree. A minimum of 150 credit hours is required for students earning two baccalaureate degrees.

Prior to undertaking the second degree, an academic official will conduct an evaluation of all previous university-level coursework the student has completed. Those who meet the admissions standards of the University will be admitted; however, this does not guarantee admission into specific degree programs where requirements may differ. The University, as a general rule, will not permit a student to pursue more than two associate and/or baccalaureate degrees.

Students wishing to earn a second major or concentration, rather than a second degree, should refer to the [Dual Major or Concentration](#) policy.

Transcripts

Students wishing to order transcripts may do so through Parchment Exchange (<https://exchange.parchment.com>). This service will allow secure and convenient ordering, processing, and tracking of transcript requests. Due to federal privacy laws, a signed request is required to release a transcript.

All requests must include the required processing fees. The following non-refundable fees apply to official transcript requests:

- Parchment electronic transcripts: \$6.00 per transcript, 1 business day processing
- Parchment mailed transcripts: \$6.00 per transcript plus shipping, 1 business day processing

Transferability of Credit

In the U.S. higher education system, transferability of credit is always determined by the receiving institution, taking into account such factors as course content, grades, and the school's accreditation and licensing. ECPI University is accredited by the Southern Association of Colleges and Schools Commission on Colleges to award associate's, baccalaureate, and master's degrees and diplomas. The Southern Association of Colleges and Schools Commission on Colleges is an accrediting agency recognized by the United States Department of Education. However, the fact that a school is accredited is not necessarily an indication that credits earned at that school will be accepted by another school.

Students considering continuing their education at or transferring to other institutions must not assume that credits earned at ECPI will be accepted by the receiving institution. An institution's accreditation does not guarantee that credits earned at that institution will be accepted for transfer by any other institution. A student who is considering a future transfer is encouraged to make contact the receiving institution, as early as possible, to determine what ECPI credits, if any, the institution will accept.

ECPI University does not imply, promise, or guarantee transferability of its credits to any other institution.

Withdrawals – from the University

The following definitions apply to the various types of withdrawals that ECPI uses in its policies:

Academic Withdrawals. See [Satisfactory Academic Progress Policy](#) in this catalog for information on academic withdrawals.

Administrative Withdrawals. A student who has not attended classes for more than 14 consecutive calendar days will be administratively withdrawn.

Student-Initiated Withdrawals. To officially withdraw from the University, the student must contact someone in Academic Administration to provide notification of his/her intent to withdraw. New students who withdraw from the University prior to the end of the first week of class will have no attempted courses shown on their academic records.

Students officially withdrawing from the University during week one of a term will receive a grade of W for all current courses if attendance is posted. Students officially withdrawing after the first week of the term will receive a grade of WP or WF, which is determined by the grade earned at the time of the withdrawal. A grade of F will be awarded for all courses dropped during week five.

Withdrawals and Veterans Benefits. The Veterans Administration will pay through the last day of attendance for a course from which the student withdraws. Veterans should consult with the Veterans Administration for more information.

GRADUATE PROGRAMS - ACADEMIC POLICIES

All University policies apply to students pursuing a graduate degree, unless otherwise noted differently below.

Academic Course Overload

Due to the workload required for classes there are no course overloads permitted at the graduate level.

Academic Load

Classes are scheduled on a fixed-term, semester credit hour basis. For financial aid and academic progress purposes, an academic year is 30 weeks and 18 graduate credits. Full-time graduate students may take no more than nine (9) semester credit hours per semester. Enrollment status changes may affect the financial aid eligibility of students. Students are responsible for checking with the Financial Aid office to determine the impact of schedule changes. ECPI reserves the right to adjust class schedules to best meet student needs, faculty, classroom, equipment, parking, and facility availability.

Attendance and Participation

The expectations at ECPI are similar to the workplace where employees are expected to arrive at work each day prepared to add value. As such, attendance and participation in the class is critical to success in the course and students are expected to attend each regularly scheduled session. If the student is absent, it is his/her responsibility to contact the faculty member and arrange for any make-up work assignments. Excessive absences may result in the termination of enrollment in a course and a grade will be assigned in accordance with the grading policies.

Grading Policies

The grading policies and scale for graduate programs are identical to those for undergraduate programs, except as noted below.

A minimum score of 80 is required for all graduate courses. Grades earned below the minimum of 80 will be awarded an F. Students in graduate programs must maintain a cumulative grade point average (CGPA) of a 3.0 or better; students who fall below this requirement will be in SAP Warning status (see [Satisfactory Academic Progress – Graduate Programs](#)). Students who receive two grades of F at any time during the program, will be dismissed. A student must re-take a course for which a grade of F was earned. Even if the course is repeated, the original earned grade counts as one of those attempts and the student may not receive another grade of F.

Graduation Requirements

To meet graduation requirements, students must: complete a graduation checkout sheet; be in compliance with satisfactory progress and academic standards with a CGPA of 3.0 or greater and have passed each course with a grade of B- or better; meet program attendance and residency requirements; earn required hours; achieve all applicable skill proficiencies; be in compliance with financial terms of enrollment and; have no outstanding obligations on the student account or library account. Transcripts, degrees, and diplomas are processed approximately four to six weeks after completion of all graduation requirements.

Independent Study

Independent Study is not available to be used in graduate course delivery.

Late Registration

Late registration is not available for graduate courses.

Repeat Status

Students who have failed a course are eligible to repeat it once as scheduling permits. A repeat may be approved by the Dean when it is satisfactorily determined that a student would benefit from repeating a class. When a failed course is repeated, only the grade in the repeated course counts in the student's cumulative grade point average and will appear on the student's transcript. Students in graduate programs are only permitted to repeat one failed course.

Students who repeat a course will be charged the current tuition for the course and must assume the responsibility for all associated fees. Repeating a course may interrupt the student's enrollment and may negatively impact financial aid eligibility and academic progress.

Satisfactory Academic Progress -- Graduate Programs

To be in good academic standing with the college and to be eligible to receive Title IV financial aid, students must maintain satisfactory academic progress.

At the end of each semester, each student is evaluated on three components to determine if s/he is maintaining satisfactory academic progress:

Cumulative Grade Point Average (CGPA)

Students enrolled in graduate-level programs must maintain a minimum CGPA of 3.0.

Incremental Completion Rate (ICR)

Students enrolled in graduate-level programs must complete a minimum of 66.67% of the cumulative credits attempted at the end of each semester to be making satisfactory academic progress.

Maximum Time Frame

Students must complete the entire program within 150% of the standard program length.

Under no circumstances will a graduate student be permitted to continue past the maximum time frame or graduate with a CGPA of less than 3.0.

SAP Warning. A student will be placed on SAP Warning if he/she fails to meet any one of the criteria listed above. The student will have one semester to meet the requirements for satisfactory academic progress and return to good academic standing or they will be dismissed from the University. If at any evaluation point it is determined that it is mathematically impossible for the student to meet the minimum requirements, the student will be dismissed.

Appealing an Academic Dismissal

A student must appeal an academic dismissal by requesting an [Academic Review Board](#) (ARB). The written appeal must state the mitigating circumstances that contributed to the academic determination or dismissal. The written appeal may be supported with appropriate documentation of the mitigating circumstances with explanation on how the circumstances have been remedied or changed. Mitigating circumstances are events that are outside the students control and are unavoidable.

Examples of events that may be considered a mitigating circumstance and which has negatively impacted academic progress include but are not limited to: death of an immediate family member, student illness requiring hospitalization, divorce proceedings, previously undocumented disability, work-related transfer or change in work schedule during the term, natural disaster, financial hardship such as foreclosure or eviction, and others.

The student may be asked to appear in person during the review process when deemed necessary by the Campus Director of Academic Affairs or request an ARB. The appeal process ends with the Campus President on each campus. Appeals may result in any one of the following actions:

- Reinstatement on SAP Probation with an academic plan where the student will be held to specific requirements which must be met by the end of the next semester. Reinstatement after dismissal will be granted only if mitigating circumstances exist.
- Denial of reinstatement.
- A student may appeal an academic determination or dismissal one time.
- A student who is granted an appeal may be reinstated and, if otherwise eligible, receive financial aid. The student must meet with the Financial Aid Advisor on campus to determine any changes to the student's financial aid. The above minimum standards for satisfactory academic progress will continue to be applied to assess the student's academic performance

Student Orientation

The University is committed to student success; therefore, new students are required to attend a mandatory two-part orientation. This orientation is designed to orient students to the University while providing information sessions on a range of topics relevant to graduate students such as the philosophy of graduate education, study habits, and research skills.

Transfer Credit

Transfer credit from other institutions may not exceed six semester credit hours or equivalent. Only graduate courses completed with a B (or equivalent) or above will be eligible for transfer credit at the graduate level.

Admissions Policies

ECPI University receives admissions applications throughout the year and classes begin every five weeks. Careful consideration is given to each applicant's qualifications in the following areas: academic potential, readiness, personal motivation, and goals. It is the University's goal to facilitate an effective and applicant-friendly admissions process, Admissions Advisors are available to assist prospective students in this process.

Admission Requirements – Undergraduate programs

To attend ECPI University, all new applicants must do the following:

1. Complete a Personal Admissions Interview.
2. Complete and submit an Application for Admission and an Enrollment Agreement.
3. Provide an official high school transcript or official General Educational Development (GED) test scores. As a result of secondary school closures during the COVID-19 pandemic, the University may temporarily accept a signed attestation of high school completion. This change is effective through March 31, 2021. If it is later determined that the attestation is incorrect, an official proof of high school graduation will be required prior to enrollment or continued matriculation.¹
4. Achieve acceptable scores on the Admissions Assessment(s).

Certain programs have additional requirements for admission, acceptance, matriculation, or clinical or externship courses. Please see the program descriptions in this catalog for other program specific requirements.

Before beginning classes, each student must complete the required Financial Aid applications and/or complete all timely obligations of a Tuition Payment Plan.

Students who have attended a postsecondary education institution that is accredited by an agency recognized by the U.S. Department of Education and who have completed an associate's degree or higher may use their official postsecondary school transcript to establish proof of high school graduation/GED.

Non-immigrant applicants must provide evidence of high school completion, or its international equivalent as certified by a credential evaluation organization which is a member of the National Association of Credential Evaluation Services (NACES) <http://www.naces.org/index.html>. Examples of country-specific requirements can be found at <https://www.ece.org/ECE/Individuals/Documentation-Requirements>.

Applicants will receive notification of their application status.

All policies in the Official Catalog including student conduct, refund policies, and general University policies apply to graduate students unless specifically addressed for graduate students.

Admissions Interview

All applicants, including non-immigrant applicants, are required to take part in an Admissions Interview, conducted by an Admissions Advisor, who will discuss an applicant's career goals, interests and needs, and financial planning. The student will learn about the educational opportunities, programs of study, student services, and career services' assistance and will tour the facility. This interview assists the student and Admissions Advisor in determining which program of study offered at the University may be best suited to the student's ability, interests, skills, and experience. This interview is typically conducted during a visit and tour of the ECPI campus or, in extenuating circumstances and for online students, by telephone.

Admissions Assessment

During the admissions process, ECPI University utilizes various standardized assessment tools to determine an applicant's preparedness to undertake college-level coursework. The type of assessment is dependent upon the applicant's program of interest. Applicants who have completed standardized military tests or who have certain previous college experience, may provide documentation in lieu of the admissions assessment. Applicants to most programs, excluding health science and the B.S. Cyber and Information Security Technology (Degree Completion) programs, who have completed the ASVAB with a combined arithmetic reasoning and paragraph comprehension (ARPC) score of 100 or greater (50 or greater for Air Force); who have a bachelor's degree or higher from a regionally accredited institution; or who have earned an associate's degree from ECPI, may provide official/certified test scores or official transcripts in lieu of the general ECPI admissions assessment. Test scores and transcripts identified as "issued to student" are not acceptable. Scores from ACT and SAT, other standardized exams, or undergraduate coursework may be considered in the admissions process; however, these do not substitute for the ECPI administered admissions assessments.

Regarding non-immigrant applicants, the standardized assessment tools do not test English language proficiency but rather test the applicant's readiness for postsecondary-level English writing and literature courses (see English Language Proficiency Policy for additional admissions requirements concerning required skill and ability in the English language).

The Admissions Advisor has additional information regarding the assessments and the necessary scores for admissions.

Admissions Assessment, Retesting

Admissions assessments are valid for up to one year from the date of testing. Applicants who do not attend courses at ECPI University within one year of assessment will be required to retake all applicable assessments when applying for admission. A student who does not achieve scores acceptable for admission or provisional admission (see section on [Provisional Acceptance](#) in this catalog for more information) to ECPI University on the first attempt may retest at any time. If the student fails to achieve the acceptable scores for program entrance after the second attempt on any approved assessment, s/he must wait six months before reapplying to ECPI. If any retaken assessment is not passed after the third attempt, the applicant must wait for a period of one year from the most recent assessment date before reapplying to ECPI University.

¹Temporary revision to Admission Requirements (effective through March 31, 2021)

Application/Registration Fees

The application fee for undergraduate programs is \$15.00 (non-refundable, one-time charge) and the registration fee is \$100.00.

The application fee for graduate programs is \$15.00 (non-refundable, one-time charge) and the registration fee is \$35.00.

Applications to Multiple Campuses

Applicants who are undecided with respect to the location they wish to attend should submit an application to their location of first choice. Applicants who are accepted into their location of first choice and who, prior to beginning the program, determine they want to complete the same program at a different location, should notify the initial location of record of that intent. Provided that the same program is available, all previous admissions approvals, transfer credits, and advanced standing status accepted by one campus will remain in force and a transfer will be granted. If an individual requests to change programs in addition to changing campuses, he or she will need to meet all of the admission requirements of the new program prior to a decision on the transfer. Please note that a requested transfer to another campus may be denied for any program due to availability or other factors, as determined by the Campus President.

This transfer policy between ECPI campuses does not apply to health science programs with established enrollment limits.

Background Checks

All nursing programs and various selected programs require a background check for admission, acceptance, matriculation, and/or clinical or externship courses. Any student or graduate who has a prior criminal conviction may experience denial of admission or limitations for externships/clinicals, professional licensure, or employment opportunities. Professional licensure in certain programs and in selected states may require that an applicant possess good moral character and report any prior criminal convictions. If a conviction appears on the student's record, it may hinder ECPI University's ability to find the student appropriate clinical/externship site that may be required to complete the student's degree program. A conviction may also hamper the student's employment options after graduation. Please see the program descriptions in this catalog or speak to the Admissions Advisor for specific requirements.

Students who experience a citation, sanction or arrest while enrolled in a College of Nursing or College of Health Sciences program must notify the Director of Nursing or Program Director within 24-hours of the citation, sanction or arrest. Additionally, students who are prescribed any controlled substance that may impair their alertness or cognition while enrolled in a course with clinical/externship component must notify the Director of Nursing or Program Director as soon as possible.

Denial of Admission

ECPI University reserves the right to deny admission to any applicant for reasons including but not limited to:

- Failing to meet the stated admissions requirements.
- Lacking the ability to benefit from the education.
- Exhibiting a lack of motivation.
- Lacking the professional attitude or maturity required.
- Being unable to meet financial obligations to ECPI.

If an applicant is denied admission, this decision is final and may not be appealed.

Dual Enrollment

The Dual Enrollment (DE) program at ECPI University provides eligible high school students with the opportunity to complete college-level courses while still attending high school. High school students who have demonstrated collegiate reading, writing, and math skills are screened and selected for the program. Written permission from the student's legal guardian and principal is required prior to start. DE students may also be required to complete a readiness assessment prior to taking classes. In this program, students who successfully complete courses gain high school credits that meet their graduation requirements, as well as college credits that may apply to ECPI University's programs of study. ECPI University does not guarantee the transferability of credit to another college or university.

All faculty who teach DE courses meet the same academic credentialing requirements as faculty who teach courses for ECPI University. The DE courses are equivalent to other instruction offered by the university, including course objectives, components of the syllabi, level and rigor of content, assessment of student learning outcomes, textbooks, and other resources. DE courses utilize a Learning Management System (LMS) that includes resources embedded within the course modules.

DE students are selected by their high school and are enrolled at ECPI University as "Non-Degree Seeking" (NDS) students, meaning students are enrolled in a course but have not been accepted into a degree program. ECPI awards credit upon successful completion. Courses with a "C" or higher may be applied to a related ECPI program. Permanent records and transcripts are maintained by ECPI University.

DE students have access to the same academic and student support resources as any ECPI University student. In addition, library and other learning resources are provided through the LMS and the ECPI University campus.

English Language Proficiency Policy

Applicants to ECPI University whose first language is not English must demonstrate competence in the English language. Language proficiency may be demonstrated by one of the following methods:

1. Document the minimum requirement on one of the instruments in the table below.

Instrument	Undergraduate Minimum Requirement	Graduate Minimum Requirement
Internet-Based TOEFL (iBT)	61	79
TOEFL (written)	500	550
IELTS Band	6.0	6.5
Pearson PTE Academic	48	54
iTEP (International Test of English Proficiency)	3.6	3.9
SAT, Critical Reading (old)	440	NA
SAT (new)	25 writing/Language or 440 Evidence-Based Reading/Writing	NA
ACT (English/Writing or English Language Arts)	20	NA

2. Document previous academic course work with English as the official language of instruction, using one of the following:

- For undergraduate or graduate admission, a Medium of Instruction (MOI) Letter – A copy of a high school diploma or transcript which states the medium of instruction was English, or an official letter from the high school or university certifying that English was the official language of instruction.
- For undergraduate or graduate admission, a transcript for a degree-seeking program which records a minimum of two semesters of study at an institution of higher education in the United States, Canada, United Kingdom, Australia, New Zealand, or Ireland. In addition, a copy of the corresponding visa must be included in order to verify the student attended the institution in person and not online.
- For undergraduate or graduate admission, completion of two college-level English courses with a C or higher at an institution of higher education in the United States.
- For undergraduate or graduate admission, citizenship of a country where English is the official language, as indicated in the CIA World Factbook.
- For undergraduate or graduate admission, successful completion of commonly recognized programs for English Speakers of Other Languages, including the following:
 - Level 5 of the American Language Academy (ALA)
 - An ESL program in the United States (transcript required)
- For graduate admission, proof of graduation from a degree program at an institution of higher education in countries with English as the primary language; for example, the United States, Canada, United Kingdom, Australia, New Zealand, or Ireland. In addition, a copy of the corresponding visa must be included in order to verify the student attended the higher education institution in person and not online.

Applicants may submit alternative examination scores or other documentation for consideration. Alternative means of demonstrating competency will be evaluated for comparability to those listed here.

Foundational Courses

Applicants who score within defined ranges in either the math or writing section of the admissions assessment and who are accepted into the University in a provisional status will be required to take foundational mathematics and/or English/writing. These foundational courses are in addition to the credit hours required in each program. Foundational course grades are not used in calculating a grade-point average. Student must complete any required foundational courses within the first three terms of enrollment.

Governor's Academy for Innovation, Technology, and Engineering Graduates

High school graduates who have received the Governor's Academy for Innovation, Technology, and Engineering (GAITE) seal and an Advanced Studies Diploma will be guaranteed admission into either the Associate of Science or the Bachelor of Science in Electronics Engineering Technology degree program. GAITE graduates will not be required to complete the general math and English admissions assessment; however, they will be required to provide official high school transcripts and to pass the University's programming test for entrance.

High School Transcripts

Official secondary school transcripts must show the date of graduation and must be delivered directly to ECPI University from the secondary school. Transcripts marked as *issued to student* are not considered "official". Certificates of attendance, copies of diplomas, special high school diplomas or modified high school diplomas are not acceptable to establish proof of high school graduation. Applicants are responsible for providing ECPI with the official transcript or for providing ECPI with the authorization to secure transcripts. Students are responsible for the fees related to securing high school transcripts.

Students have one term (5 weeks) to provide the official high school transcripts. For students in the Medical Assisting and Surgical Technology programs, the deadline to provide official high school transcripts is 30 days from the start of their first term. If official transcripts are not received by the deadline, the student will be dismissed.

Students who have attended a postsecondary education institution that is accredited by an agency recognized by the U.S. Department of Education and who have completed an associate degree or higher may use their official postsecondary school transcript to establish proof of high school graduation/GED.

In cases where documentation of an applicant's completion of a secondary school education is unavailable, e.g., the secondary school is closed and information is not available from another source such as the local school district or a State Department of Education, or in the case of homeschooling, the parent(s)/guardian(s) who provided the homeschooling is deceased, an institution may accept alternative documentation to verify the applicant's high school completion status.

All applicants who have attended secondary school outside of the United States must provide a credential evaluation for all secondary (and if applicable, postsecondary) transcripts submitted to ECPI as part of the application process. ECPI will only accept credential evaluations completed by a credential evaluation organization which is a member of the National Association of Credential Evaluation Services (NACES) or the Association of International Credential Evaluators, Inc. (AICE). Postsecondary education may be used to establish proof of high school graduation if it has been deemed by NACES or AICE to be the U.S. equivalency of an earned associate degree or higher and the official

transcripts and evaluation are delivered directly to ECPI. For more information concerning NACES and AICE member organizations, refer to the NACES website at www.naces.org and AICE website at <https://aice-eval.org>.

If any applicable official academic records have not been prepared in English, a complete and official translation of the transcript is also required. Students who have obtained their secondary school (or postsecondary) education in any language other than English must provide evidence of English proficiency (refer to the [English Language Proficiency Policy](#) in this Catalog).

Non-immigrant alien students. Nonimmigrant alien students attending ECPI University under the auspices of a nonimmigrant student visa must submit all official academic records, including evaluations and translations, if applicable, as part of a complete application for admission. In compliance with federal regulations governing the attendance of nonimmigrant alien students in authorized U.S. schools, nonimmigrant students may not be granted provisional admission status while awaiting the receipt of official academic documents. Unofficial evaluations submitted by the evaluation organization may be used for admission purposes. Admission is official upon receipt of the official transcript.

Home-schooled Students

ECPI welcomes students from all types of educational backgrounds and encourages homeschooled students to apply. Due to the diverse nature of home school requirements from state to state; ECPI requires the following materials in order to evaluate a student's academic history for acceptance:

Transcripts from a nationally recognized and accredited home school program - OR -

Detailed home-school transcripts (course titles, brief description of each course content, a grade or performance assessment for each course, details on duration of study, and expected graduation date) and a second academic indicator such as the SAT, ACT, GED, or college GPA (where 12 or more credits were completed at a single institution).

In order to attend ECPI, each applicant must demonstrate completion of high school or the equivalent of high school. Homeschooled students need to submit documents indicating that they have followed the regulations determined by their state. Other forms of proof of high-school equivalency will be considered on a case-by-case basis, but should be approved in advance by contacting the University Registrar (Registrar@ecpi.edu).

International Student Admissions

ECPI University defines an international student applicant for admission as any **non-US Citizen** who currently lives:

- outside of the United States and plans to enter the United States through the use of appropriate student visa documentation issued by ECPI University.
- inside the United States in valid academic or vocational student non-immigrant status and wishes to transfer to ECPI University from another educational institution; or,
- inside the United States in any other non-immigrant classification, and wishes to obtain valid academic or vocational student non-immigrant status in conjunction with attending ECPI University.

Legal permanent residents of the US, residents of US territories, naturalized citizens, refugees, as well as non-immigrant aliens granted asylum to the US are **not** considered international students.

International Applicants - Admissions Requirements

In addition to meeting the standard requirements of admission to ECPI University, international applicants must fulfill the following additional requirements. To document financial support, copies of original financial statements are required.

- A completed and signed ECPI University International Student Application Attestation Form.
- A completed and signed International Student Affidavit of Financial Support.
- Scanned copies of original and official financial statements. Financial statements (typically provided by a bank) must verify sufficient funds to cover the cost of the educational program for the first academic year as well as all living expenses and must demonstrate access to liquid assets available within the last six-months of the date of submission. If the financial statements are not in the applicant's name, a completed affidavit form or letter is required.
- A scanned copy of the applicant's passport (picture and information pages). (Any applicants currently residing outside of the United States who have not yet acquired a passport will need to submit a copy of their birth certificate to validate date of birth and country of citizenship.)
- For all non-immigrant applicants residing in the US at the time of application, a photocopy of the visa page contained within the applicant's passport.
- For all non-immigrant applicants residing in the US at the time of application, a photocopy of the applicant's Form I-94 Arrival/Departure Record (both sides).
- For all non-immigrant applicants residing in the US at the time of application who currently hold valid F-1, M-1, or J-1 non-immigrant classification: written confirmation of current non-immigrant alien status from the school through which that non-immigrant alien status was secured.
- Proof of Health Insurance or signed insurance waiver form.

Proof of Health Insurance typically is a photocopy of a health insurance identification card, which includes:

- Policy number
- Group and/or individual identification number
- Full name of the policy holder
- Beneficiary's name, if the beneficiary is not the policy holder.
- Start date of health insurance coverage as well as the expiration date of health insurance coverage.

Applicants who do not possess health insurance must be prepared to purchase health insurance through an approved ECPI University provider upon matriculation into the University.

Other Requirements

ECPI University reserves the right to make exceptions on any Admissions decision and exceptions are at the sole discretion of the University and are on a case-by-case basis. The Director of Admissions reserves the right to request additional information to determine admissions eligibility for any applicants. Failure to provide additional documentation may affect your admission to the University.

Provisional Acceptance

The Campus President or his/her designee may grant provisional acceptance to students who score within a defined range on the admissions tests that require foundational or prerequisite coursework or for extenuating circumstances which may include previous training, related work experience, or other acceptable test measurements such as SAT or ACT scores. Provisional acceptance based on admissions testing requires foundational or prerequisite courses. The period of provisional acceptance is determined by the campus President or his/her designee and does not normally exceed 12 semester credits with a GPA of at least 2.20. Nonimmigrant alien students seeking to enroll at ECPI University in valid nonimmigrant alien student status are not eligible for provisional acceptance.

Readmission Procedure

When a student withdraws prior to graduation, the student may re-enter ECPI within five years (two years for nursing, physical therapist assistant, and medical radiography students) and retain full academic credit provided the courses are still applicable to the program. Returning students who have completed clinical courses may be required to pass clinical competency evaluations. Students will maintain the original cost per semester with an absence of less than six months during their program. Students with an absence of more than six months are subject to tuition rates in effect at the time of re-entering. After one year of absence from ECPI, the student may be required to undergo skill proficiency examination, particularly if significant curriculum changes are involved. These re-entering students will also be required to re-enroll into the program/ curriculum taught at the time of re-enrollment.

While the returning student will not be required to reapply for admission, he or she must schedule an appointment to discuss re-entry with the Campus Director of Academic Affairs and go through the formal re-entry process. To begin the process, the student must contact the local ECPI campus Student Records' Coordinator or Student Success Coordinator. The Student Records' Coordinator or Student Success Coordinator ensures that the student's records are reviewed by the following ECPI personnel:

- Student Records will review satisfactory academic progress;
- Student Accounts will review for outstanding balances;
- Financial Aid will review unresolved financial issues; and
- Academic Affairs will review attendance and academic preparedness to resume studies at ECPI.

A student who has withdrawn due to medical reasons must also provide documentation that s/he is able to re-enter the program and has a reasonable chance of completing the program of study.

If approval is obtained from all departments, the Student Records Coordinator or Student Success Coordinator may proceed with the re-entry process. All questions regarding this policy should be directed to the campus Student Records Coordinator or the Student Success Coordinator.

Readmission of Service Members

ECPI University complies with readmission requirements for service members set forth in the Higher Education Opportunity Act (HEOA) section 487 and its implementing regulations (34 CFR § 668.18).

ECPI University will promptly readmit service members to the same program with the same academic status after an interruption in their program due to a call to active duty. The cumulative length of all absences for military service may not exceed five years.

Students who are service members who are called to active duty must provide ECPI University with either oral or written notification of: (1) the military service and (2) the intent to return to school following the active duty service.

Students who are called to active duty must return to school under one of the following:

- within three years after the completion of the period of service
- within two years of the needed recovery period if hospitalized or convalescing due to an illness or injury incurred or aggravated during the performance of service

Students must provide documentation such as, but not limited to the following: DD214, duty orders indicating completion of service, a letter from commanding officer or other authority, certificate of completion from military training school, discharge certificate with character of service, payroll documents showing periods of service, or letter from National Disaster Medical System Team Leader/Administrative Officer verifying dates and time of NDMS training or Federal activation. Other documents may be considered on a case by case basis.

Service members readmitted to ECPI University under this procedure will be assessed tuition and fees at the rate of their last attendance or prior offer of admission for one calendar year if they are pursuing the same degree. After the one calendar year, they are assessed the tuition and fee rates in effect at that time.

South Carolina Admissions and Professional Licensure

In South Carolina, certain programs require graduates to obtain professional licensure to practice. For professional licensure, please note the following:

- Citizenship/authorized alien/immigrant status is now a prerequisite for a professional license by an agency of a State or local government under Title 8 US Code Section 1621.
- Conviction, guilty plea, or nolo contendere plea involving a crime involving drugs, moral turpitude, or other criminal charges may prohibit licensure or employment.
- Specifically, acceptance into the Practical Nursing program requires a routine criminal background check as part of the admissions process in South Carolina.

Please see the program descriptions for information regarding professional licensure.

Statement of Non-Discrimination

ECPI University is committed to providing an environment for its students, faculty and staff that is free from discrimination and to ensuring that all enrollment, education and employment decisions are based solely on an individual's abilities and qualifications. Consistent with this principle and applicable laws, it is therefore the University's policy not to discriminate in recruitment, admission or access to its educational programs and activities, or employment in its educational programs and activities, on the basis of race or color, religion or creed, sex or sexual orientation, gender identity or expression, national origin or ethnicity, age, disability, military service or veteran status, political affiliation or belief, marital status or pregnancy status.

Inquiries concerning the University's Non-Discrimination policies, compliance with applicable laws, statutes, and regulations (including Titles VI and VII of the Civil Rights Act of 1964, Title IX of the Educational Amendments of 1972 and Section 504 of the Rehabilitation Act of 1973) should be directed to:

Ms. Chery Salter
Title IX Coordinator/Section 504 Coordinator
ECPI University
5555 Greenwich Rd.
Virginia Beach, VA 23462
757.213.3523
TitleIX_Coordinator@ecpi.edu

Transfer of Credit and Advanced Academic Standing

Official transcripts are required for the application of transfer credit to a student's degree program. A transcript is considered "Official" when delivered directly to ECPI University from the external institution. Transcripts received by the student or other third-party or transfer credits posted on another institution's transcript will not be accepted as official. ECPI University must receive all Official transcripts within a student's first semester or no transfer credits are granted. Under extenuating circumstances, an exception to the timeline may be granted. The transfer credit evaluation is conducted in consideration of corresponding degree program requirements and the academic standards set forth by the University.

Additional policies for students pursuing a graduate degree are included in this Catalog under the [Graduate Program Policies](#). Students pursuing health science programs at the ECPI University College of Health Science, Medical Careers Institute, should refer to their program-specific handbook for additional policies.

ECPI University has established the following policies to ensure that all prior academic experience is evaluated appropriately for eligible University transfer credit opportunities.

Transfer of Credit Procedures. Applicants should discuss all previous experience and training with an advisor during the Admissions Interview. During the enrollment process, applicants will complete a Request for Official Transcripts form for each prior institution attended. The University will assist applicants with requesting transcripts from all prior institutions that allow third-party requests. Applicants are responsible for ensuring the University's receipt of official transcripts and any related fees required by the issuing institutions, within a student's first semester. Once official transcripts are received, an evaluation will be completed to determine the application of transfer credit towards the student's program. Applicants are notified once an evaluation is complete and will receive a Transfer Credit Evaluation Form via student email.

It may be necessary for students to forfeit some previously earned credit in the transfer process in order to ensure that transfer credits meet current academic and industry. ECPI University does not guarantee acceptance of credits from or

to other institutions and evaluates credit based on standards set and approved by academic program leadership. If transfer credit is awarded, credit is posted to the student's official record accordingly, which may shorten the program length.

Sources of Transfer Credit. Depending upon the program of study, students may be awarded transfer credit or advanced standing for the following:

- Academic coursework from approved two- and four-year colleges and universities
- Military occupational specialties and experience, as evaluated by the American Council on Education
- Professional, vocational and technical courses and examinations approved through the American Council on Education (ACE) College Credit Recommendation Service
- Academic coursework from international institutions based on a required course-by-course international credit evaluation completed by a member of the National Association of Credential Evaluation Services (NACES; see www.naces.org) or the Association of International Credential Evaluators, Inc. (AICE; see <https://aice-eval.org>).
- Standardized College Level Examinations
- University Challenge Exams

University Transfer Guidelines. In applicable programs, transfer credits are granted for coursework applicable to the student's degree or diploma program; determined to be substantially equivalent in content to the ECPI University course; equivalent in credits to the ECPI University course; completed within the past ten years in which a grade of C or higher was earned (2.0 on a 4.0 scale). General education or arts and sciences coursework may be eligible to transfer without a time limitation. Courses graded on an alternate grading scale can be considered for transfer credit if there is documentation that the passing grade is equivalent to a 2.0 on a 4.0 scale. Developmental or remedial coursework is not accepted for transfer credit. Continuing education credits and most industry and professional certifications do not apply as direct transfer credit to fulfill degree requirements, however, they may qualify students for challenge exam eligibility. Applicants who have completed coursework at an institution that uses quarter credits or units other than semester credits, will have their quarter credits/units converted to semester credits and credit will be evaluated accordingly.

Prior to granting transfer credit for any course, the University reserves the right to test applicants or request that they successfully pass an examination administered by an ECPI University faculty member.

Transfer and Advanced Academic Standing credits are counted as both hours attempted and hours completed within the Satisfactory Academic Progress Policy. Transfer credit does not hold any qualitative points, therefore transfer credit is not included in the calculation of the grade-point average for the purpose of determining a student CGPA or the CGPA requirement of the satisfactory academic progress.

Transfer Credit Limits. ECPI University requires that a student complete a minimum of 25% of their program of study at the University in order to receive the degree or diploma. Depending on the program of study, students may transfer up to a total of 75% of their program of study from combined sources of external credit. ECPI University will accept a maximum of 15 semester credit hours for any combination of standardized exams into an associate degree program and a maximum of 30 semester credit hours for any combination of standardized exams into a bachelor's degree program.

Academic Coursework from Colleges and Universities. Credit for courses from a regionally or nationally accredited institution listed by the Council for Higher Education Accreditation (CHEA) that are accepted for transfer must be substantially equivalent in content, credit amount and scope to courses offered at the University. Credit from other accredited institutions may be approved on a case-by-case basis.

American Council on Education (ACE). ECPI University will evaluate and award appropriate credit for military occupational specialties and experience as well as professional, vocational and technical courses and examinations based on college-level credit recommendations as evaluated by the American Council on Education (ACE). ACE assists

students in achieving their college and career goals by validating learning and skills developed outside the classroom and helping students apply what they know toward a degree or other opportunity.

- **Military Evaluations.** In 1940, ACE founded the Program on Non-collegiate Sponsored Instruction to assist campuses in granting credit for what service members and veterans had learned while in the service. ACE's Military Evaluations Program continues to this day and ACE's credit recommendations appear in the Military Guide and on military transcripts. The Military Guide includes all evaluated courses and occupations from 1954 to the present. In addition, ACE offers detailed resources for institutions to help them support their military-connected students, as well as resources for service members and veterans. For more information, visit the ACE Military Programs website, <https://www.acenet.edu/militaryguide>.
- **CREDIT® Evaluations.** For 40 years, Fortune 500 companies, government agencies, and labor unions have relied on the American Council on Education's CREDIT® to connect workplace learning and corporate training programs with college credit. Programs that align with post-secondary educational expectations are issued recommendations for equivalent college credit that include the number of semester-hours, educational level, and subject area. These credit recommendations are represented on the ACE transcript. Participating organizations include corporations, professional and volunteer associations, schools, training suppliers, labor unions and government agencies. The results of ACE CREDIT® reviews appear in the National Guide. For more information, visit the CREDIT® Evaluations website, <http://www2.acenet.edu/credit/>.
- **Military Occupational Specialties and Experience.** Service members may apply college-level credits earned through military training and experience to complete a degree or diploma even sooner. ECPI University will evaluate and award appropriate credit for military occupational specialties and experience based on college-level credit recommendations as evaluated by the American Council on Education (ACE) as well as credits awarded through Air University (AU), the Community College of the Air Force (CCAF) and the Air Force Institute of Technology (AFIT). Credit that is accepted for transfer must meet the University transferability guidelines. Applicants who wish to have their military experience and/or training evaluated for college credit should complete a signed Request for Official Transcripts form during the enrollment process or make an Official request to have a copy of their Official transcript sent to ECPI. Each branch of the military will provide both unofficial and official copies of transcripts at no charge.
 - **Joint Services Transcript (JST).** The Joint Services Transcript will outline ACE credit recommendations for military training and experience obtained for anyone who served in the U.S. Military: Army, National Guard, Navy, Marines, and Coast Guard. To request an official JST, please visit the following website: <https://jst.doded.mil/official.html>.
 - **Air University (AU), Community College of the Air Force (CCAF) Transcript, and Air Force Institute of Technology (AFIT).** The Community College of the Air Force transcript will outline military training obtained for anyone who served in the United States Air Force, Air Force Reserve or Air Guard. To request an official CCAF, please visit the following website: <https://www.airuniversity.af.edu/Barnes/CCAF/Display/Article/803247/>.
- **Veterans Administration Benefits.** ECPI University campuses are approved for training of veterans and eligible veterans' dependents. Each student who is eligible for and desires to receive veterans' educational benefits must provide ECPI with the student's military discharge document DD214 or Certificate of Eligibility prior to their first scheduled class. Students receiving veteran's benefits have the responsibility to provide transcripts from all previously attended post-secondary institutions for the evaluation of transfer credit within their first semester. Classes determined to be eligible for transfer from previous institutions are ineligible for certification. Students receiving veterans' benefits will be responsible for any costs associated with completing a course determined to be ineligible for certification. Applicants should contact each campus directly for further information. The University maintains a written record of prior education and/or training of veterans and eligible persons. Appropriate credit will be granted for prior education and/or training, with the current education/training period shortened proportionately. The University notifies the student regarding the credit granted and the amount of time the education/training period has been decreased according to the amount of credits awarded. The transfer credit evaluation is made available to the Department of Veterans Affairs, upon request.

- **Professional, Vocational and Technical Courses and Examinations.** The American Council on Education's College Credit Recommendation Service (CREDIT®) connects workplace learning with colleges and universities by helping adults gain access to academic credit for formal courses and examinations taken outside the traditional classroom. ECPI University will evaluate and award appropriate credit for professional, vocational and technical courses, examinations and experience based on college-level credit recommendations as evaluated by the American Council on Education (ACE). Credit that is accepted for transfer must meet the University transferability guidelines. Applicants who wish to have their ACE CREDIT® transcript evaluated for college credit should notify their Admissions advisor and make a formal request for a transcript from the ACE CREDIT®, [Request a Transcript](#) website.
- **Coursework from International Institutions.** ECPI University will evaluate and award appropriate credit from international colleges/universities based on program specific requirements and college-level credit recommendations from a credential evaluation organization that is an active member of the National Association of Credential Evaluation Services (NACES; see www.naces.org) or the Association of International Credential Evaluators, Inc. (AICE; see <https://aice-eval.org>). Credit that is accepted for transfer must meet the University transferability guidelines. Unofficial evaluations submitted by the evaluation organization may be used for admission purposes. Admission is official upon receipt of the official transcript.
- **Standardized College-Level Examinations.** Advanced Placement (AP), the College Level Exam Program (CLEP), Dantes Subject Standardized Test (DSST), and Excelsior College Examinations (ECE) are examples of standardized exams that can be considered for transfer credit through ECPI University. The University will evaluate and award credit based on the demonstrated learning outcomes of the exams. Credit that is accepted for transfer must be applicable to the student's chosen degree program and meet all other university transferability guidelines.

ECPI University will accept a maximum of 15 semester credit hours for any combination of standardized exams into an associate degree program and a maximum of 30 semester credit hours for any combination of standardized exams into a bachelor's degree program.

College-Level Examination Program (CLEP)

Test	Course/Credits	Required Test Score
American Government	SOCSCICORE1 (3 semester credits)	For CLEP General and Subjects exams that are administered electronically through computer based testing, a minimum score of 50 is required to receive transfer credit.
American Literature	HUMCORE2 (3 semester credits)	
Analyzing & Interpreting Literature	HUMCORE2 (3 semester credits)	
Biology	NATSCICORE and LAB (4 semester credits)	
Calculus	MTH220 (3 semester credits)	
Chemistry	NATSCICORE and LAB (4 semester credits)	
College Algebra	MTH120 or MTH131 (3 semester credits)	
College Mathematics	MTH120 (3 semester credits)	
College Composition	ENG110 and ENG120 (6 semester credits)	
College Composition Modular	ENG110 (3 semester credits)	
English Literature	HUMCORE2 (3 semester credits)	
Financial Accounting	ACC160 (3 semester credits)	

History of U.S. I or II	HUMCORE2 (3 semester credits)
Human Growth and Development	PSY106, PSY108, PSY300, or SOCSCICORE1 (1-3 semester credits)
Humanities	HUMCORE2 (3 semester credits)
Information Systems	CIS101 (3 semester credits)
Introductory Business Law	BUS225 (3 semester credits)
Introductory Psychology	PSY105 (3 semester credits)
Introductory Sociology	SOC100 (3 semester credits)
Introduction to Educational Psychology	SOCSCICORE1 (3 semester credits)
Natural Sciences	NATSCICORE and LAB (4 semester credits)
Pre-calculus	MTH200 (3 semester credits)
Principles of Macroeconomics	ECO201 (3 semester credits)
Principles of Management	BUSELE1 or BUSELE2 (3 semester credits)
Principles of Marketing	BUS314 (3 semester credits)
Principles of Microeconomics	ECO202 (3 semester credits)
Social Sciences and History	SOCSCICORE1 and HUMCORE2 (6 semester credits)
Western Civilization I or II	HUMCORE2 (3 semester credits)

DSST (formerly DANTES) Credit Awards

Test	Course/Credits	Required Test Score
A History of the Vietnam War	HUMCORE2 (3 semester credits)	A minimum score of 400 is required for credit on all DSST exams
Art of the Western World	HUMCORE2 (3 semester credits)	
Computing and Information Technology	CIS106 (3 semester credits)	
Criminal Justice	CJ100 (3 semester credits)	
Ethics in America	HUMCORE2 (3 semester credits)	
Ethics in Technology	CISELE1 (3 semester credits)	
Foundations of Education	HUMCORE2 (3 semester credits)	
Fundamentals of College Algebra	MTH131 (3 semester credits)	
Fundamental of Cybersecurity	CIS212 (3 semester credits)	
General Anthropology	HUMCORE2 or SOCSCICORE1 (3 semester credits)	
Health and Human Development	SOCSCICORE1 (3 semester credits)	
History of the Soviet Union	HUMCORE2 (3 semester credits)	

Human Resource Management	BUS211 (3 semester credits)
Introduction to Business	BUS121 (3 semester credits)
Introduction to Geography	HUMCORE or SOCSCICORE (3 semester credits)
Introduction to Law Enforcement	CJ110 (3 semester credits)
Introduction to World Religions	HUMCORE2 (3 semester credits)
Lifespan Developmental Psychology	PSY106, PSY108, PSY300, or SOCSCICORE1 (1-3 semester credits)
Management Information Systems	BUS331 (3 semester credits)
Math for Liberal Arts	MTH120 (3 semester credits)
Money and Banking	BUSELE1 or BUSELE2 (3 semester credits)
Organizational Behavior	BUS321 (3 semester credits)
Personal Finance	BUSELE1 (3 semester credits)
Principles of Advanced English Composition	ENG120 (3 semester credits)
Principles of Public Speaking	COM115 (3 semester credits)
Principles of Supervision	BUS226, BUSELE1, or BUSELE2 (3 semester credits)
Principles of Statistics	MTH140 (3 semester credits)
Technical Writing	COMCORE1 (3 semester credits)
The Civil War Reconstruction	HUMCORE2 (3 semester credits)

College Board's Advanced Placement (AP) Examinations

Test	Course/Credits	Required Test Score
Art History	HUMCORE2 (3 semester credits)	A minimum score of 3 is required for credit on all AP exams.
Biology	NATSCICORE and LAB (4 semester credits)	
Calculus AB	MTH220 (3 semester credits)	
Calculus BC	MTH320 (3 semester credits)	
Chemistry	NATSCICORE and LAB (4 semester credits)	
Chinese Language and Culture	HUMCORE2 (3 semester credits)	
Computer Science A	CIS218 (3 semester credits)	
Computer Science Principles	CIS121 (3 semester credits)	
English Language and Composition	ENG110 and ENG120 (6 semester credits)	
English Literature and Composition	ENG110, ENG120, or HUMCORE2 (3 semester credits)	
Environmental Science	NATSCICORE and LAB (4 semester credits)	
European History, U.S. History, or World History	HUMCORE2 (3 semester credits)	

French Language and Culture	HUMCORE2 (3 semester credits)
German Language and Culture	HUMCORE2 (3 semester credits)
Government and Politics: Comparative	SOCSCICORE1 (3 semester credits)
Government and Politics: United States	SOCSCICORE1 (3 semester credits)
Human Geography	SOCSCICORE1 (3 semester credits)
Italian Language and Culture	HUMCORE2 (3 semester credits)
Japanese Language and Culture	HUMCORE2 (3 semester credits)
Latin	HUMCORE2 (3 semester credits)
Macroeconomics	ECO201 (3 semester credits)
Microeconomics	ECO202 (3 semester credits)
Music Theory	HUMCORE2 (3 semester credits)
Physics I or Physics 2	PHY120 and PHY120L (4 semester credits)
Physics B	PHY120 and PHY120L (4 semester credits)
Physics C: Mechanics or Electricity and Magnetism	PHY120 and PHY120L (4 semester credits)
Psychology	PSY105 (3 semester credits)
Spanish Language and Culture	HUMCORE2 (3 semester credits)
Spanish Literature and Culture	HUMCORE2 (3 semester credits)
Statistics	MTH140 (3 semester credits)

Excelsior College Examinations (ECE)

Test	Course/Credits	Required Test Score
Abnormal Psychology	SOCSCICORE (3 semester credits)	A minimum exam grade of C is required for credit on all ECE exams
Anatomy & Physiology II	BIO116, BIO117, or BIO118 (2-3 semester credits)	
Bioethics: Philosophical Issues	HUMCORE1 (3 semester credits)	
Business Ethics	BUS222 (3 semester credits)	
Business Law	BUS225 (3 semester credits)	
Calculus	MTH220 (3 semester credits)	
College Writing	ENG110 (3 semester credits)	
Contemporary Mathematics	MTH120 (3 semester credits)	
Cultural Diversity	HUM205 (3 semester credits)	
English Composition	ENG110 (3 semester credits)	
Ethics: Theory & Practice	SOCSCICORE1 (3 semester credits)	
Financial Accounting	ACC160 (3 semester credits)	
Foundations of Gerontology	SOCSCICORE (3 semester credits)	
Human Resource Management	BUS211 (3 semester credits)	
Interpersonal Communications	COM115 (3 semester credits)	

Introduction to Computer Programming Using Java	CIS218 (3 semester credits)
Introduction to Microeconomics	ECO202 (3 semester credits)
Introduction to Macroeconomics	ECO201 (3 semester credits)
Introduction to Music	HUMCORE1 (3 semester credits)
Introduction to Philosophy	SOCSCICORE1 (3 semester credits)
Introduction to Psychology	PSY105 (3 semester credits)
Introduction to Sociology	SOC100 (3 semester credits)
Juvenile Delinquency	CJ205 (3 semester credits)
Life Span Developmental Psychology	PSY106 , PSY108 , PSY300 , or SOCSCICORE1 (1-3 semester credits)
Managerial Accounting	ACC161 (3 semester credits)
Operations Management	BUS227 (3 semester credits)
Organizational Behavior	BUS321 (3 semester credits)
Physics	PHY120 and PHY120L (4 semester credits)
Political Science	SOCSCICORE1 (3 semester credits)
Precalculus Algebra	MTH131 (3 semester credits)
Principles of Finance	BUS350 (3 semester credits)
Principles of Marketing	BUS314 (3 semester credits)
Psychology of Adulthood & Aging	SOCSCICORE (3 semester credits)
Quantitative Analysis	MTH140 (3 semester credits)
Research Methods in Psychology	PSY105 (3 semester credits)
Social Psychology	PSY105 or SOCSCICORE (3 semester credits)
Statistics	MTH140 (3 semester credits)
World Conflicts since 1900	HUMCORE2 (3 semester credits)
World Population	SOCSCICORE1 (3 semester credits)

University Challenge Exams. Challenge exams are available for a select number of courses to students who are able to demonstrate proficiency in the course learning outcomes through education or experience, but may be ineligible for direct transfer of credit (such as expired college credits, insufficient course credits, professional licensure/certifications, etc.). Challenge exam inquiries can either be initiated through direct student request or determined eligible as identified by academic staff. Requests to take challenge exams must be made by the student prior to the end of his/her first semester. Students must be approved by their academic advisor or program director, in order to attempt a challenge exam. Once approved, students are allowed one exam attempt per course and a minimum score of 80% is required to pass and be exempt from taking the class. The exam format, time limit, and requirements may vary depending upon the challenge exam. Students should refer to the [Tuition and Fees](#) section of the catalog for information regarding fees for challenge exams. Students must meet one or more of the following exam eligibility criteria, as determined by academic staff, prior to an exam being scheduled:

- Relevant professional or industry certifications
- Related course/insufficient credits/continuing education
- Expired transfer credit
- Related employment/field experience

Upon successful completion, students are awarded credit for the challenged course(s). Credits awarded for challenge exams do not impact a student's GPA, but will count towards credits attempted and earned.

ServSafe® Food Manager Certification. Students pursuing a degree or diploma within the School of Culinary Arts may apply for advanced standing credit for their ServSafe® Food Manager Certification. The student must have completed formal sanitation training and received a ServSafe® Food Manager Certification from the National Restaurant Association within two years of expected start date of the program and apply for advanced standing prior to matriculation. Students who meet this requirement will be given advanced standing credit for [CAA115 Kitchen Essentials](#). Students who receive this advanced standing may be required to demonstrate the knowledge, proficiency, and skill required in the course.

Financial Aid Implications of Transfer Credit. Students who are eligible to receive transfer credit or advanced standing may experience one or more terms in which the student's status, for the purposes of financial aid, may change, and the corresponding amount of financial aid may be reduced due to the decreased number of hours scheduled. Students should discuss the potential financial aid implications of transfer credit and advanced standing with a financial aid advisor.

BS to BSN (Orlando) - ADMISSIONS POLICIES

Admissions Requirements

ECPI University's Admission, Progression, and Graduation Committee ("APG Committee") is the decision-making body that determines a prospective student's eligibility for admission, reviews students' progression issues and considers readmission requests.

In determining an applicant's eligibility for admission, the APG Committee will consider, among other factors, the applicant's overall grade point average, overall science grade point average, and application materials. The APG Committee will accept students for admission on a space available basis. Applicants are not required to be a licensed Registered Nurse in order to be eligible for admission to the program. Nursing is a limited access major, which may result in qualified applicants not having the opportunity to enroll in the Bachelor of Science in Nursing program.

To be considered for acceptance, an applicant must do the following:

- Execute an Application for Admission and satisfy all prerequisites prior to the start date of the Program.
- Have earned a Bachelor of Science or a Bachelor of Arts degree from a regionally accredited institution, graduating with at least at 2.50 Grade Point Average (GPA). An official transcript is required as part of the application package.
- Applicants must have successfully completed all prerequisite courses, with no more than two being allowed to be in progress at the time of application. A science prerequisite GPA of at least 2.75 is needed to apply to the program. See prerequisite courses listed below:
 - Anatomy and Physiology (8 semester credit hours/ 12 quarter credit hours, Parts I and II, with labs)
 - Statistics (3 semester credit hours/ 4.5 quarter credit hours) Social Science: Sociology or Psychology (3 semester credit hours/ 4.5 quarter credit hours)
 - Human Growth and Development or Developmental Psychology (3 semester credit hours/ 4.5 quarter credit hours)
 - English (3 semester credit hours/ 4.5 quarter credit hours)
 - Additional General Education Elective (11 semester credit hours / 16.5 quarter credit hours)
- Present two letters of reference, including one from an academic source.
- Submit a résumé or curriculum vitae.
- Submit an essay as part of the application package, addressing the applicant's desire to pursue a baccalaureate degree in nursing, including the rationale for choosing this professional pathway.
- Completed FDLE/FBI criminal background checks
- The components of the background check include two parts:
 - A background check done online through VerifiedCredentials.com.
 - A Level II Criminal Background Check from the Florida Department of Law Enforcement and the Federal Bureau of Investigation. Contact the University to have a FDLE / FBI fingerprint card to be sent to you. All applicants are advised to begin the process well in advance of submitting the application package to the University. Your application cannot be processed without these background check results.
- Must make satisfactory financial arrangements to provide for complete payment of all amounts expected to be due to the institution for tuition and fees. This requirement may include, but is not limited to, the completion of credit applications, financial aid applications and forms (if the applicant wishes to apply for financial aid), and the execution of promissory notes or other documents necessary to obtain the requisite financial aid or other financial assistance.
- Take the Test of Essential Academic Skills (TEAS) earning a composite score of at least 70%.
- Additionally, applicants for the Bachelor of Science in Nursing program may be required to have a personal interview by the Campus President/Campus Director of Academic Affairs (or his or her designee), either in person or by phone.

Requirements for entrance once a student is accepted to the Bachelor of Science in Nursing program:

To be admitted, an applicant who has been accepted must satisfy the admissions requirements as follows:

1. Take a tour of the campus and execute an Enrollment Agreement.
2. Attend an orientation or obtain a waiver of the requirement to attend an orientation from the Campus President/Dean
3. Meet the health requirements imposed by the clinical agencies, as set forth in (a) through (f):
 - a. Health Form: Have a health form completed by a licensed provider (MD, NP or PA).
 - b. MMR (Measles, Mumps, Rubella): Provide documentation of two immunizations or positive titer.
 - c. DT (Diphtheria/Tetanus): Provide documentation of immunization within the last ten (10) years.
 - d. Varicella (Chicken Pox): Provide documentation of satisfactory titer or immunization. History of disease does NOT meet this requirement.
 - e. Hepatitis B: Provide documentation of a completed Hepatitis B vaccine series.
 - f. Mantoux Tuberculin Skin Test: Be free of active (contagious) tuberculosis and provide documentation of a recent Mantoux tuberculin skin test using the two-step method conducted within the last 12 months. (Students will also be required to maintain at their own expense a current Mantoux Tuberculin Skin Test during their enrollment at ECPI University.) Students who test positive must meet current Center for Disease Control ("CDC") guidelines regarding annual chest x-rays.
4. Provide documentation of personal health insurance.
5. Provide documentation of a current certification in basic life support for healthcare providers (BLS-HCP) offered by the American Heart Association.

Acceptance of Academic Credit and Transfer Policy

Applicants must have completed a Bachelor of Science or a Bachelor of Arts degree from a regionally accredited institution, graduating with at least at 2.50 GPA. An official transcript is required as part of the application package.

Transfer credits will be evaluated according to ECPI University's transfer credit policy, as modified by the stipulations described in the admissions requirements for the Bachelor of Science in Nursing program. The requirements for prerequisite courses must be satisfied, as outlined in the previous section.

GRADUATE PROGRAMS - ADMISSIONS POLICIES

Qualified applicants for the **Graduate level** degree program must meet the following requirements:

- Complete a Personal Interview. Students are required to meet with an admissions advisor and discuss career goals, interests, financial planning, and needs. This interview is typically conducted during a visit and tour of the school or, in extenuating circumstances, and for online students, the interview may be completed by telephone.
- Complete a Graduate Application for Admission and Enrollment Agreement. A non-refundable \$50 fee is submitted with the Graduate Application for Admission and does not reduce the total tuition due.
- Submit official transcripts confirming graduation of a bachelor's degree in a related discipline. Official transcripts must be received within the student's first term or the student will be dismissed (official transcripts must be received directly from the post-secondary institution to ECPI University). The degree, if earned in the US, must be from an accredited academic institution recognized by the Council of Higher Education Accreditation (CHEA). In those cases where a student has met the undergraduate achievement but has course deficiencies, the academic leader for the program will identify the criteria that must be met to remove deficiencies. (See program specific requirements below.)
- Non-immigrant applicants will provide evidence, in the form of an official post-secondary school transcript, of having earned a bachelor's degree in a related discipline. The degree must be from an accredited academic institution recognized by the Council of Higher Education Accreditation (CHEA) or its international equivalent, as certified by a credential evaluation organization which is a member of the National Association of Credential Evaluation Services ([NACES](#)). Examples of country-specific requirements can be found at <https://www.ece.org/ECE/Individuals/Documentation-Requirements>.
- Undergraduate Cumulative Grade Point Average (CGPA) of 2.5 (on a 4.0 scale) for institutions that calculate CGPA. For applicants who have an undergraduate CGPA of less than 2.5, the applicant may be asked to submit GMAT or GRE test scores for review.
- English Language Proficiency. See the [English Language Proficiency Policy](#) in this Catalog.

In addition to the Admissions Criteria for Graduate Programs, qualified applicants for the Master of Business Administration program must meet the following requirement:

- **Bachelor of Science degree in a business** related discipline with a basic understanding of business principles. The degree must be from an accredited academic institution recognized by the Council of Higher Education Accreditation (CHEA). Applicants who do not have previous undergraduate coursework in a business related discipline may be required to validate their basic understanding of business through work experience or by completing a bridge course or one or more undergraduate courses, to include economics, accounting, finance and statistics.

In addition to the Admissions Criteria for Graduate Programs, qualified applicants for the Master of Science in Nursing program must meet the following requirements:

- **Bachelor's degree in Nursing** from an academic institution recognized by the [Council of Higher Education Accreditation \(CHEA\)](#). Applicants with "current and unencumbered" RN licensure in the United States who hold a foreign BSN degree must have their transcripts evaluated to determine the academic equivalency to U.S. educational standards. In any circumstance where the Office of Admissions is unable to determine the academic level or course credit awarded in relation to U.S. educational standards, applicants will be asked to submit their transcripts to a member of the [National Association of Credential Evaluation Services \(NACES\)](#) or the [Association of International Credential Evaluators, Inc. \(AICE\)](#). Applicants must pay the evaluation fee directly to the NACES or AICE member. Applicants who do not have previous undergraduate coursework in statistics, health assessment, or research, will be required to complete these prerequisite courses prior to acceptance in the graduate program. The MSN Director or Associate Director will review undergraduate transcripts, resumes, and licenses.

- **Current Resume, Unencumbered RN License, and Written Essay.** Each applicant must submit a current resume that indicates three months or more RN experience within the past three years, an active/unencumbered RN license in state of residence, and a written essay.
- **Completion of MSN Orientation.** Before the start of the first term of study, the applicant must complete the 1-week online orientation.

In addition to the Admissions Criteria for Graduate Programs, qualified applicants for the Master of Science in Cybersecurity or Master of Science in Information Systems program must meet the following requirements:

- **Bachelor of Science degree in Computer Science or Information Systems/Assurance or related field.** The degree must be from an accredited academic institution recognized by the Council of Higher Education Accreditation (CHEA), if earned in the US. Applicants who do not have previous undergraduate coursework in computer science or information systems/assurance may be required to complete one or more undergraduate courses.

In addition to the Admissions Criteria for Graduate Programs, qualified applicants for the Master of Science in Systems Engineering program must meet the following requirements:

- **Bachelor of Science degree in Engineering or Computer Science related field.** The degree must be from an accredited academic institution recognized by the Council of Higher Education Accreditation (CHEA), if earned in the US. Applicants who do not have previous undergraduate coursework in engineering or a computer science related field may be required to complete one or more undergraduate courses.

Financial Aid Policies

Financial aid is available to help qualified students pay for their education. ECPI offers many financial aid options to help students and their families determine the best way to pay for an education. ECPI is committed to helping each student find the best solution to meet his/her needs and pursues this educational investment.

Student aid is awarded based on the applicant's need and factors such as income, assets, and benefits. Financial aid applications and a guide to financial aid are available from the Financial Aid Department. The guide provides general information regarding eligibility, application processes, and Federal financial aid programs.

Financial aid application forms are to be completed and submitted to a Campus Financial Aid Administrator. Students receive a financial aid award letter when their application for financial aid has been processed that states the type, amount, and conditions of financial aid offered. The number of credits a student attempts each term also affects financial aid eligibility.

Students are required to apply for financial aid each academic year (two semesters). Forms are available in the financial aid office.

Students receiving financial aid must maintain [satisfactory academic progress](#) as indicated in this *Catalog* in order to retain eligibility for both Federal and ECPI financial assistance.

Most ECPI students make monthly in-school payments to the University. The in-school payments reduce the amount of money students borrow and must repay after they graduate or withdraw.

Definition of Financial Need

Financial need is defined as the difference between the cost of attending school and the student's (and/or the family's) expected family contribution (EFC). A Central Processor to whom the student's Free Application for Federal Student Aid (FAFSA) is submitted conducts determination of the EFC, based on federal guidelines. The School's Financial Aid Director or staff then determines the student's Cost of Attendance, which generally consists of tuition and fees and average living expenses based on nationally published data. The federal need formula can be stated as follows: Cost of Attendance – EFC -- estimated financial assistance not received under Title IV = Financial Need. Financial need determines eligibility for different sources of student aid.

Eligibility Requirements

In general, an applicant to ECPI is eligible to apply for Federal Title IV financial assistance if the following criteria are met:

- Be a United States citizen or national; U.S permanent resident or other eligible noncitizen; or a citizen of the Freely Associated States.
- Have a valid Social Security Number or, for citizens of the Freely Associated States, a pseudo SSN assigned during the FAFSA application process.
- Have financial need, for some sources of student aid.

- Have a high school diploma; a recognized equivalent of a high school diploma, such as a General Education Development (GED) or certificate; or have completed secondary education in a homeschool settings.
- Be enrolled or accepted for enrollment as a regular students at ECPI for the purpose of obtaining a degree or certificate offered by ECPI University.
- Make satisfactory academic progress as outlined in the school policies herein.
- Sign a statement on the Free Application for Federal Student Aid (FAFSA) certifying that you 1) will use federal and/or state student financial aid only to pay the cost of attending an institution of higher education, 2) are not in default on any Federal Student Aid loan and do not owe an overpayment on any Federal Student Aid grant, or have made satisfactory arrangements to repay them, 3) will notify your college if you default on a federal student loan and 4) will not receive a Federal Pell Grant from more than one college for the same period of time.
- Have not exceeded annual or aggregate loan limits.
- Males must be registered with the Selective Service, unless exempt under Selective Service guidelines.
- For the Pell Grant program eligibility, the student may not have previously earned a bachelor's, master's or first professional degree.
- For Direct Subsidized/Unsubsidized and Direct PLUS LOAN programs, the student must be enrolled at least half-time

Applicants under the age of 24 are considered to be dependent by federal definition and are required to have parental participation in completing the financial aid forms and the financial aid process.

An applicant has the right to appeal all financial aid decisions. Such appeals must be in writing, made to the Director of Financial Aid within 10 calendar days of the date of the decision. The Financial Aid Director and the Campus President will review all appeals and inform the applicant of the University's decision within 30 calendar days of the receipt of the appeal.

Financial Aid Received Prior to Attending ECPI

Federal regulations require an institution to determine all previous Federal Title IV aid received by the student prior to disbursement of funds. When a FAFSA is processed, Central Process System matches students against the National Student Loan Data System (NSLDS). ECPI will review all NSLDS data reported by each school at which a student was previously enrolled. Financial aid awarded at other schools could limit the amount of financial aid available at ECPI.

Loan Default Prevention

Students are responsible to repay, in full, all loans used to pay for their education. Repayment of student loans helps ensure the availability of loan funds for the future. Borrowers are encouraged to take the responsibility of loan repayment seriously.

Some helpful hints on avoiding delinquency are as follows:

- Send in the required payment each month even if a bill was not received.
- Send in larger or additional payments to reduce the amount of interest paid on the loan. Be sure to indicate that the extra amount should be applied to the principal or used as a future payment.
- Remember that overpaying one month does not mean that the next month's payment can be skipped or that it will be reduced.
- Call your lender/servicer immediately if the payment will not be made on time or in cases of financial hardship. The lender/servicer may be able to work out an alternative plan.
- Know the deferment rights. After sending in the necessary forms, follow up with the lender/servicer to confirm that the appropriate loan(s) has been deferred.
- Understand the borrower's rights and responsibilities under each loan program. Keep all paper work such as promissory notes, lender correspondence, cancelled checks, etc.
- Always call to resolve a discrepancy.
- Never ignore correspondence or requests for payment from the lender/servicer.

If a default does occur on the loan(s), in spite of all the arrangements available to prevent this from happening, one or more of the following repercussions may occur:

- The default status may be reported to a national credit bureau and have a negative effect on credit ratings for seven years.
- Deferment possibilities may be lost.
- Wages may be garnished.
- Federal and state income tax refunds may be withheld.
- Ineligibility status for any further federal or state financial aid funds.
- The entire unpaid amount of the loan, including interest and cost of collection, may become due and payable immediately.
- Students may obtain additional information about loan repayment and default prevention guidance from the Financial Aid Office.

Refund Policy

Students considering withdrawing from a course/program should read the following sections: [Refund Policy](#), [Satisfactory Academic Progress](#), [Grade Reports](#), [Course Withdrawals](#), [Leave of Absence](#), [Readmission Procedure](#), and [Adding/Dropping Courses](#).

If ECPI Postpones the Program Start Date: If ECPI postpones the Program start date, the student is entitled to a full refund of all monies paid to ECPI if the request is made within fifteen (15) days of receiving notice of the Program's postponement.

If ECPI discontinues the Program: If ECPI discontinues the Program and the student has not yet begun classes, he/she may transfer to another program and all monies paid will be applied to the new program. If the student has completed coursework in the discontinued Program, they will be provided an opportunity to complete all outstanding coursework at ECPI and earn the appropriate credential for the Program.

If The Student Cancels Within 3 Business Days: The student may cancel this Agreement, without any penalty or obligation, within three (3) business days from the date he/she signs this Agreement, in which event the student will be returned any payment within 30 days following receipt by ECPI of the cancellation notice, excluding the non-refundable application fee, and any security interest arising out of this Agreement will be voided. The student will have the right to apply for reinstatement within twelve (12) months from the date they signed this Agreement, at which time a credit will be given for the non-refundable application fee. To cancel this Agreement, the student must mail or deliver a signed and dated copy of their written cancellation notice to ECPI at the campus location noted on page one of their Agreement no later than midnight on the third business day.

Students who have not visited ECPI prior to enrollment may withdraw without penalty within three (3) days following either their scheduled class orientation or following a tour of ECPI and its facilities, whichever is earlier.

If The Student Withdraws During the Trial Period: New students attending their first course at ECPI are in a "trial period," which is typically five weeks. For certificate (Micro-credential) programs, the trial period is one week. For courses that are longer than five weeks, the trial period ends with the 5th week. If the student withdraws during the trial period, ECPI will refund all money paid except for the non-refundable application fee and registration fee. Title IV federal student assistance is not disbursed during the trial period. After the trial period has expired, Title IV federal student assistance is disbursed for the period including the trial period. Students who utilize the trial period, but re-apply and attend in a later semester, will be assessed \$250 per previously earned credit (not applicable for students in quarter based programs). The Trial Period is not applicable to international students.

If The Student Withdraws After the Trial Period: A "semester" is the period for which students are charged. Each semester consists of three 5-week modules. Two semesters constitute an academic year.

For students enrolled in programs measured in quarter credit hours: A "quarter" is the period for which students are charged. Each quarter consists of 12 weeks of instruction. Three quarters constitute an academic year.

If the student withdraws after the trial period, the non-refundable application and registration fees will be retained, and the refund for each semester will be the larger of (a) the refund required by state law, if any, or (b) the refund required by federal law, if any, or (c) the refund provided in the charts below:

Refund Schedule for programs measured in Semester Credit Hours

<u>Withdrawal Occurs After Percentage Completion of the Semester</u>	<u>Percentage of Tuition and Fees Refunded</u>
Within First 10%	90%
After 10% and Up to 20%	80%
After 20% and Up to 30%	70%
After 30% and Up to 40%	60%
After 40% and Up to 50%	50%
After 50% and Up to 60%	40%
After 60% and Up to 70%	30%
After 70% and Up to 80%	20%
After 80%	0%

For students attending the Florida (Lake Mary) campus, the semester credit refund will be pro-rated for the first 20% of the semester based on the number of days attending in the semester divided by the total days scheduled in the semester.

Refund Schedule for programs measured in Quarter Credit Hours

If student withdraws or is dismissed when scheduled classes have been held for:	Student's tuition charges will be:
1-20% of the quarter	Equal corresponding pro rata percentage, e.g. 7% = 7% tuition charges.
More than 20% but not more than 30% of the quarter	30% of the Quarter Tuition Charges
More than 30% but not more than 40% of the quarter	40% of the Quarter Tuition Charges
More than 40% but not more than 50% of the quarter	50% of the Quarter Tuition Charges
More than 50% but not more than 60% of the quarter	60% of the Quarter Tuition Charges
More than 60% of the quarter	100% of the Quarter Tuition Charges

For students that received military educational benefits, eligible amounts paid by the Veteran's Administration and other military assistance programs may not align with ECPI University's tuition refund policy, which could result in amounts due to the military assistance program and/or ECPI University.

Students enrolled in a Certificate program that was prepaid, are eligible for a full refund for those courses not attended beyond the withdrawal period.

Orlando campus: The BSN and MSN programs are 48 weeks long and instruction is scheduled five days per week. The Master's program is 60 weeks long and instruction is scheduled five days per week. All other Programs are varying lengths and instruction is scheduled four days per week. Days or parts thereof spent at clinical sites are considered days on which classes are scheduled.

Exit Calculation and Refund Policies: Information regarding any applicable third party funding agency refund or return of funds policies (e.g., Title IV, WIA, etc.) may be obtained from the University Student Finance Department.

The following is a brief and general explanation of rules, regulations and policies applicable to the making of the Exit Calculation. In the event that any conflict exists between this explanation and the rules, regulations and policies applicable to the various financial aid programs, such rules, regulations and policies as modified and amended from time to time shall be applied. This explanation is not intended to be a complete and thorough explanation of all of the applicable components of the Exit Calculation, and should not be relied upon as such.

In the simplest terms, the Exit Calculation and refund process consists of four steps:

- 1) Computing the amount of Tuition that a student is charged for a payment period in which the student withdraws or is dismissed in accordance with the institutional refund policy. (The method of determining the official date of termination is the date the student notified the College they were withdrawing or the last date the student attended class.)
- 2) Determining what, if any, amounts from financial aid and/or other financial assistance programs are required to be returned to the fund sources. For a discussion of amounts required to be returned under Return of Title IV Funds regulations see "Federal Return of Funds Requirement" section below.
- 3) Adjusting the student's account based on the calculations of (1) and (2), making the appropriate refunds, if any, based on the calculations of (1) and (2) and determining whether the student owes ECPI University any additional monies as a result of the adjustments, or whether the student has a credit balance (amount owed to the student's account) after applying any additional institutional and non-institutional charges, including any prior year balances, against the credit balance.
- 4) Refunding any credit balance to the student's lenders.

FEDERAL RETURN OF TITLE IV FUNDS POLICY

"Unearned" Title IV Funds: Any "unearned" Title IV funds must be returned to the applicable Federal aid program. In general, "Unearned" Title IV funds is the amount of disbursed funds that exceeds the amount that is earned based on the student's attendance in the semester (or quarter). If the student withdraws after completing 60% of a semester (or quarter), then all Title IV funds for that semester (or quarter) are considered earned; however, if the student withdraws before completing 60% of a semester (or quarter), "unearned" Title IV funds must be returned to the applicable Federal aid program.

Calculating the Amount of "Unearned" Title IV Funds: The percentage of "unearned" Title IV funds is found by dividing the number of days remaining to be completed after the student withdraws by the total number of days in the semester (or quarter). The calculation of "unearned" Title IV funds is delayed if the student notifies ECPI of an expected re-entry date before the end of the current semester (or quarter).

Pell Grant awards will be recalculated to the eligible amount based on any changes to the enrollment status before being pro-rated as required by the U.S. Department of Education, which often results in a significant reduction in Pell Grant eligibility.

How Much "Unearned" Title IV Funds ECPI Must Return: ECPI multiplies the cost of tuition, fees, room and board (if the student contracts with the institution for the room and board) and other educationally-related expenses for the entire semester (or quarter) by the percentage of "unearned" Title IV funds to determine the amount that ECPI must return to the applicable Federal aid program. The amount ECPI is responsible to return is compared to the total amount of

unearned aid; the lesser amount is then returned to the applicable Federal aid program, in the order of programs listed below.*

*Unsubsidized Direct Loans (other than Direct PLUS Loans)

*Subsidized Direct Loans

*Direct PLUS Loans

*Federal Pell Grants for which a return is required

*Federal Supplemental Educational Opportunity Grants (FSEOG) for which a return of funds is required

*Iraq and Afghanistan Service Grant, for which a return is required.

ECPI will bill the student account the full amount of Title IV funds that ECPI has returned. **After application of ECPI's Refund Policy, it is possible that the student will owe ECPI for tuition, books, and fees.**

How Much "Unearned" Title IV Funds I Must Return: The student is responsible for returning any portion of the "unearned" aid that is not part of the required return from ECPI. The student will be responsible for repaying any "unearned" Title IV aid according to the terms of the promissory note or other agreement, whether or not the student graduates or gets a job.

Payment of Refunds: ECPI will pay refunds due under the Refund Policy within 60 days of the last date of attendance or, if applicable, within 60 days of the date the student failed to return from an approved leave of absence.

Payment of Refunds for students enrolled in Florida: Any refunds due under the foregoing provision when the student properly cancels, withdraws, discontinues, or fails to return from an approved leave of absence, will be refunded within 30 days of the date of determination that the student has withdrawn either due to attendance or failure to return from an approved leave of absence.

Refunds due per the U.S. Department of Education will be made within 59 days of the student's last date of attendance or 45 days from the date of official withdrawal, whichever is earlier. The student will pay all refunds when due according to the appropriate policy (ECPI, U.S. Department of Education, etc.), but never more than 60 days after the last date of attendance.

Renewal Applications

Students must reapply for financial aid in each new academic year. In some cases this may require the completion of a Renewal FAFSA. Renewal-eligible students automatically receive a renewal reminder by email if they provide an email address in the previous application year. Students must complete all required applications and submit additional paperwork as necessary five weeks before they start a new academic year. Failure to do so could result in the student being required to make cash payments to the University or being dismissed from ECPI.

Note: The entire financial aid application process and verification process, if applicable, must be completed for each academic year.

Sources of Financial Aid

Sources of Financial Aid - Federal Aid Programs

ECPI is approved by the U.S. Department of Education to participate in each of the below sources of Federal Student Aid. For information about these programs, eligibility requirements, and the application processes, the Department of Education provides Funding Education Beyond High School, [The Guide to Federal Student Aid](#).

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

Federal Pell Grant – A Federal Pell Grant, unlike a loan, does not have to be repaid. Federal Pell Grants usually are awarded only to undergraduate students who have not earned a bachelor's or professional degree. The maximum award is based on award years that run July 1 through June 30 each year. For the current year maximum award, visit <http://studentaid.ed.gov/types/grants-scholarships/pell> . Effective July 1, 2012 students receive the Federal Pell Grant for no more than 12 semesters. Students can apply at www.ecpi.edu/fa. The resulting Institutional Student Information Report, with an official EFC must be received by ECPI while the student is enrolled and eligible but not later than applicable deadlines established and published by the Department of Education.

Federal Supplemental Educational Opportunity Grant (FSEOG) – Award amounts depend upon the applicant's financial need and funding availability. Priority is given to Federal Pell Grant recipients.

Iraq and Afghanistan Service Grant –The student may be eligible for this grant if their parent or guardian was a member of the U.S. armed forces and died as a result of military service in Iraq or Afghanistan after the events of 9/11 and they were under 24 years of age or enrolled in college at least part-time at the time of their parent's or guardian's death. The student should inform their financial aid advisor if they believe they may qualify. The grant award is equal to the amount of a maximum Federal Pell Grant for the award year but cannot exceed the student's cost of attendance for that award year. For the current year maximum award please visit <http://studentaid.ed.gov/types/grants-scholarships/pell>.

Federal Work-Study – The Federal Work-Study Program provides on- and off-campus part-time employment, while enrolled in school to undergraduate, graduate, and professional students. Students earn at least current federal minimum wages and this employment is awarded based on financial need and funding availability.

Federal Direct Subsidized Loan –The Federal Direct Subsidized Loan is a financial need-based, low-interest, fixed rate loan available to undergraduate students directly from the Department of Education.

To apply for Federal Direct Loans you must first complete the FAFSA application, be enrolled at least half time, and your school determines the actual loan amount you may be eligible to receive each academic year. The maximum that can be borrowed in the first year is \$3,500. Annual loan limits depend on what year the student is in school and whether they are a dependent or independent student. There are also limits to the total amounts that the student may borrow for undergraduate studies and the program length.

The U.S Department of Education pays the interest while the student is in school at least half-time, for the first six months after you leave school (grace period), and during a period of deferment. Loan repayment begins six months after graduation, withdrawal, or dropping below half-time enrollment status.

Federal Direct Unsubsidized Loan – Federal Direct Unsubsidized Loans are available to undergraduate and graduate students. The annual loan limit is \$2,000 for dependent undergrad students, \$6,000 for independent undergrad students, and \$20,500 for graduate/professional students. If you are a dependent student whose parents are ineligible for a Direct PLUS Loan, you may be able to receive additional Direct Unsubsidized Loan funds. Other limits also apply to the annual and total amounts you may receive. Your school determines the actual loan amount you may be eligible to receive each academic year.

You are responsible for paying the interest on a Direct Unsubsidized Loan during all periods. If you choose not to pay interest while you are in school and during grace, deferment, or forbearance periods, interest accrues and is capitalized (added to the principal amount of your loan). Loan repayment begins six months after graduation, withdrawal, or dropping below half-time enrollment status.

Federal Direct PLUS Loan for Parents of Dependent Undergraduate Students (PLUS) – PLUS loans provide funds to help meet educational expenses. They are low-interest, fixed rate loans made directly from the U.S. Department of Education. Borrowers must not have an adverse credit history. The maximum loan amount is the student's cost of attendance determined by the school minus any other financial aid received. Repayment begins once your loan is fully disbursed.

Federal Direct Grad PLUS Loan for Graduate or Professional Degree Students – This is a low interest/fixed rate loan provided directly from the U.S. Department of Education to borrowers who do not have an adverse credit history. The maximum loan amount is the student's cost of attendance determined by the school minus any other financial aid received.

Repayment begins once your loan is full disbursed, however, these loans are placed into deferment while you are enrolled at least half-time and for an additional six months after you cease to be enrolled at least half-time. During deferment periods interest will accrue. You may opt to pay the interest when the deferment period ends.

Gaining Early Awareness and Readiness for Undergrad Programs (GEAR UP) - The GEAR UP program is a federal grant program funded by the U.S. Department of Education and administered by the state. Applicants must be eligible for Pell Grants and demonstrate financial need in addition to other eligibility requirements. Maximum award amounts are determined each year by the state and are contingent upon available funding.

Supplemental Loan Programs – ECPI has arranged for other student loan programs to be made available. The lenders and terms on these loan programs vary, and your financial aid officer can help you find the one that best fits your needs.

Sources of Financial Aid - ECPI Scholarships

ECPI University Scholarships

ECPI University awards in excess of \$14 million in scholarships each year. These are funds to help you pay for your education that you do not have to pay back and reward you for your commitment to earn your degree.

- Applicants must have applied and been accepted for admissions to ECPI University for the current academic year.
- Applicants must meet the ECPI University entrance requirements.

Each scholarship has its own unique qualifying criteria. Below you can review the different types of scholarships you may qualify for. Our financial aid advisors can assist you in identifying and applying for these scholarship opportunities.

General Scholarship Policies

- Scholarships will be applied to lower tuition debt in most cases.
- Only degree-seeking students enrolled in a minimum of 9 credits per semester will receive a scholarship award unless otherwise noted in the criteria.
- To qualify for scholarships, students must maintain continuous enrollment on a semester basis. Students may take only one semester off during their program.
- Students eligible for multiple special tuition rates, pricing programs or scholarships receive the one most beneficial, with the exception of unique circumstances, primarily on a case-by-case basis.

Career Advancement Bookstore Award. Employers value third party endorsement of skills that enhance the value of your degree. Your success means success for all of the graduates, faculty and staff at ECPI University!

- ECPI University will award up to \$100 in Bookstore Credit for each certification or license approved for this award that you earn while enrolled.
- Many academic programs have certifications you will be encouraged to earn by the time you graduate.
- ECPI University subsidizes the majority of the fees to take certification exams.
- Account must be in good standing, or may be applied to outstanding charges.

Department of Veterans Affairs. ECPI has also been approved for educational benefits administered by The Department of Veterans Affairs, including the Yellow Ribbon Program, the Post-9/11 GI Bill®, the Montgomery GI Bill®, Tuition Assistance, MyCAA, and others. For more information and the application process, contact the local ECPI campus Veterans Benefits Coordinator.

GI Bill® is a registered trademark of the U.S. Department of Veterans Affairs (VA). More information about education benefits offered by VA is available at the official U.S. government website at www.benefits.va.gov/gibill.

ECPI University Enterprise Partnership Program. ECPI University has agreements with area businesses to provide their employees tuition assistance benefits. Contact the admissions office to see if your employer participates.

Graduation Scholarship Fund. ECPI University students enrolled in any undergraduate Bachelor's, Associates, or diploma program are auto-enrolled for the **Graduation Scholarship Fund**. Scholarship amounts vary by degree program and level and may provide awards up to \$1,000 to first be applied to reduce any student loan debt in the final semester of your program. Contact admissions or see your financial assistance advisor for details.

To be eligible you must:

- Regularly attend full-time
- Attend at least 85% of all class time in your first semester
- Make 'Satisfactory Progress' (as defined in the University catalog)
- Be responsible with student loan borrowing, and complete three financial literacy modules on ECPI University's financial literacy platform
- Have financial need as determined by completing the Free Application for Federal Student Aid (FAFSA) and ECPI University having received a valid Institutional Student Information Report (ISIR) from the U.S. Department of Education for the award year you will graduate

Students transferring in 12 credits or more will result in a pro-ration of the graduation scholarship according to the number of semesters attended.

High School Scholarships. Scholarships awarded up to \$3000. High School seniors are eligible to apply.

Applications are due by May of each year:

- Complete application
- Submit high school transcript
- Two letters of recommendation (at least one from a teacher or counselor)
- Typed personal essay (250 words minimum) explaining your reason for pursuing your chosen program of study

GPA, attendance record, acceptance to ECPI University will be considered along with the information submitted with the application. Contact the University for an application.

International Students' Scholarships. ECPI University has established several scholarships to assist international students in financing their education. To apply for these scholarships, they must meet the admissions requirements for the program of choice and the criteria outlined below.

Applicants can discuss these, and other options, with an ECPI University admissions or financial advisor. For more information on any scholarship, please fill out the International Scholarship Form.

Merit Scholarships. ECPI University awards a select number of Merit Scholarships to graduates enrolling in selected programs each year. The scholarships range in value from \$3,000 to \$4,000 per academic year.

Eligibility and Award Criteria:

Merit Scholarship per Academic Year		
<u>GPA</u>	<u>Bachelor's</u>	<u>Master's</u>
2.75	\$3,000	\$2,000
3.25	\$4,000	\$3,000

Community Service Scholarship. Actively participating and contributing to our communities is important to ECPI University. If you are helping others in our community, you may be eligible to receive our Community Service Scholarship.

Eligibility & Award Criteria:

- Submit a letter of recommendation from the organization verifying community service (letter must be on the organization's letterhead).
- Prospective or enrolled international students in all programs are eligible to apply.

Amount: \$500

Early Action Scholarship. This scholarship is available to those applicants who submit their admissions documents and complete their application at least three months before they plan to start school.

Eligibility & Award Criteria:

- Complete your admissions file at least three months before your start date.
- Prospective or enrolled international students in all programs are eligible to apply.

Amount: up to \$500

ECPI Scholarship for EducationUSA Advisees. EducationUSA is a U.S. Department of State network of over 400 international student advising centers in more than 170 countries. The network promotes U.S. high education to students around the world by offering accurate, comprehensive and current information about opportunities to study at accredited postsecondary institutions in the United States. Find an EducationUSA advising center near year: <https://educationusa.state.gov/find-advising-center>.

Eligibility & Award Criteria:

- Available to all students who find out about ECPI University through an EducationUSA Advising Center.
- Does not apply if the student is also referred by another third-party agent or education consultant.

Amount: up to \$2,000

Founder's Scholarship. Mr. Alfred Dreyfus immigrated to the USA and founded ECPI University. The Founder's Scholarship was created to honor Mr. Dreyfus and is available to those deserving students who require additional financial support.

Eligibility & Award Criteria:

- Prospective or enrolled international students in all programs are eligible to apply.
- The applicant must submit evidence of their financial status, disability, or social status, and submit a one page essay on why you would be a good candidate to receive the Founder's Scholarship.
- Due to the high value of the Founder's Scholarship, students who apply and qualify, are excluded from receiving most of the scholarships available from ECPI University. The only scholarships that may stack with the Founder's Scholarship are the Refer a Friend Scholarship, and the International Student Diversity Scholarship.
- The Founder's Scholarships is highlight selective and therefore, limited scholarships will be available each academic year.

Amount: up to \$5,000 per academic year

Head Start – Experience in the Field. This scholarship is available for those students that are already working and have returned to school to further their career.

Eligibility & Award Criteria:

- Submit a letter of recommendation from a previous or current employer verifying work and achievements in the field in which you wish to study (letter must be on the employer's letterhead). The work experience must be related to the intended field of study.
- Prospective or enrolled international students in all programs are eligible to apply.

Amount: up to \$2,000

Leveling Course Scholarship. For international students taking leveling courses there will be a \$200.00 per credit hour scholarship. Contact your advisor for additional information.

Refer a Friend Scholarship. This scholarship is awarded for every student you refer to ECPI University.

Eligibility & Award Criteria:

- Make sure your friend includes your name on their application form so you can receive credit.
- Scholarship is applied after the referred student pays for their first three terms.

Amount: \$1,000 (for referring a bachelor's or master's student)

INTERNATIONAL SCHOLARSHIP POLICIES

- Students may be awarded up to two types of scholarships concurrently, unless otherwise specified or authorized by ECPI University.
- These scholarships are only available to international students.
- The Community Service and Early Action scholarships are applied as tuition credit to the student's first semester.
- The Refer a Friend Scholarship is applied after the referred student completes one semester.
- The Merit, Head Start, and Founder's Scholarships are applied as tuition credit in installments each semester, beginning in the student's second semester.
- Online Master's Studies Scholarship is applied as tuition credit in equal installments through the duration of the program.
- The International Student Diversity Scholarship is applied as tuition credit to the student's second semester.
- Tuition credit exceeding the balance due by the student in a semester will carry over to the next semester.
- Students must maintain a 3.0 CGPA to continue receiving awarded scholarships. CGPA's are reviewed after each academic year of completion at ECPI University.

ECPI Scholarships for Active Duty Military and Spouses

Active Duty Scholarship. *Helping Military Active Duty overcome financial hurdles.* ECPI University has provided educational opportunities to service members and their families since 1966. We believe that every active duty service member should have the opportunity to pursue the college of their choice. In honor of the men and women who serve in every branch of the United States Armed Forces, ECPI University offers the following scholarship for eligible programs of study* with our thanks and gratitude.

To help relieve the financial challenges associated with pursuing your education, ECPI University offers an Active Duty Military Scholarship Program. This scholarship for service members is open to active duty, reservists, National Guardsmen, other service members, and includes their spouses when enrolled in our online college.

If you are eligible for Tuition Assistance, you may be eligible for ECPI University's Active Duty Military Scholarship. Reservists eligible for TA may also be eligible for the scholarship. The Active Duty Military Scholarships will cover the costs of tuition and Technology Fee remaining after eligible TA has been applied.

Through the program, qualifying service members and spouses are provided a scholarship which will effectively reduce tuition to \$250.00 per semester credit for undergraduate course work, and \$595.00 per semester credit for graduate course work.

*Eligible programs include all degree programs in the Colleges of Technology, Business, and Criminal Justice. In the College of Culinary Arts, Food Service Management is eligible. In the College of Health Sciences, eligible programs include Medical Assisting, Dental Assisting, Healthcare Administration, Health Information Management, and Massage Therapy.

To Learn More about Active Duty Tuition Assistance see:

Airforce: <http://www.military.com/education/money-for-school/air-force-tuition-assistance.html>

Army: <http://myarmybenefits.us.army.mil/>

Navy: https://www.navycollege.navy.mil/ta_info.aspx

Marines: <http://www.marforres.marines.mil/GeneralSpecialStaff/MarineCorpsCommunityServices/MarineFamilyServices/LifelongLearningCenter/TuitionAssistance.aspx>

USCG: https://www.navycollege.navy.mil/ta_info.aspx

Spouses: <https://aiportal.acc.af.mil/mycaa/>

Armed Services Scholarship. The Armed Services Scholarship was designed to help lessen the financial challenges associated with pursuing your undergraduate education. ECPI University's scholarship for armed service members is open to Active Duty, Reservists, National Guardsmen, and other service members, as well as their spouses, who may not be eligible for our Active Duty Scholarship. Qualifying service members or spouses pursuing their undergraduate degree receive a scholarship for \$500.00 per semester/\$1000.00 per academic year. Available through all of our Campus locations and Online (Active Duty Members and their Spouses, undergraduate programs only), ask your admissions advisor for more information.

Sources of Financial Aid - Other

Students who have been approved for assistance under any of the following programs must provide the documentation of eligibility to the Financial Aid Administrator.

Employer Assistance. Many employers provide tuition assistance programs to their employees to assist with education goals. Check with the human resources department or benefits manager to see if an educational assistance program is available at your place of employment.

Job Location and Development Program. This program is administered through the Career Services Center to assist students, with and without financial need, in securing part-time employment. Information and program requirements are available from the Career Services Center.

Local Aid. ECPI Culinary students in need of assistance, who are residents of Norfolk, Virginia, may qualify for \$750 in a locally provided City of Norfolk Scholarship. Inquire with your Financial Aid Administrator to verify eligibility.

Military Tuition Assistance. Active duty students who use Tuition Assistance will have their first term TA cost sheet automatically sent directly to the student. Students must request a TA cost sheet for each subsequent term until the TA is capped for the fiscal year. Students are responsible for submitting all TA cost sheets to their TA Education office before the term begins for TA approval.

Virginia Career Works Hampton Roads Region. A student who may qualify for benefits funded through the U.S. Department of Labor should contact the local Virginia Career Works Hampton Roads Region office.

Private Aid. ECPI students may also seek private education loans from any lender of their choice. Eligibility and application processes for private education loans are provided by the private lenders.

ECPI also provides a private loan program serviced by Tuition Options to assist students in meeting their educational goals. Additional information and the application process may be obtained from the Campus Financial Aid Administrator.

State Aid. Qualified applicants may also receive educational benefits administered under the state's Employment Commission or Vocational Rehabilitation Assistance programs. Students must visit the local state agency branches to determine eligibility for these programs.

Sources of Financial Aid - Veteran's Benefits

Some ECPI students have Veterans Education benefits available to them while they are attending school. The Department of Veteran Affairs is now taking online applications. To apply for veterans' educational benefits online, log onto www.gibill.va.gov, click on "Electronic Application Form" and start "VONAPP" to complete VA Form 22-1990 or 22-1995. Each student must forward a copy of the application to the Campus Veterans Certifying Official.

Students who are discharged veterans should forward a copy of the DD214, copy 4, along with the Application for Admission. It is the student's responsibility to submit the application for benefits to the Veterans Administration and to keep their educational information up to date with the Veterans Administration. ECPI will provide assistance to those students who need help and will answer questions that students may have with regard to the VA benefits.

Students seeking advanced academic standing via credit transfer or challenge examinations must do so by the end of their first semester of enrollment. VA students are expected to report all enrollment changes to the VA coordinator (for example: changing concentrations, falling below a full-time status, and leaving school).

ECPI must have an academic transcript from each post-secondary school previously attended by a veteran. Consent to Release School Records forms must be completed in full (complete address) for each school attended.

Chapter 33 Post 9/11 GI Bill® Benefits. This benefit program is available to individuals who served in active duty on or after September 10, 2001 and is payable for education pursued after August 1, 2009. If a veteran qualifies for assistance under the Montgomery GI Bill® on or after August 1, 2009 and the veteran also qualifies for assistance under the Post 9/11 GI Bill®, the veteran may make an irrevocable decision to receive benefits solely under the Post 9/11 GI Bill®. Please see your Campus Veterans Certifying Official or visit www.gibill.va.gov for more information.

Tuition and fee rates for private schools are capped by the Veterans Administration annually. Please check with your campus V.A. representative for the current year's cap. Eligibility tiers based on length of service still apply. Only the VA can determine a veteran's eligibility. ECPI University is a Yellow Ribbon school for those students who are 100% eligible for this program.

Active duty students are limited to the net cost for tuition and fees that are prorated based on eligibility tiers (40% - 100%) previously established for veterans.

The housing allowance under CH33 Post 9/11 benefits is now payable to the student (other than an active duty student) solely enrolled in distance learning. The housing allowance payable is equal to ½ the national average Basic Allowance for Housing for an E-5 with dependents. Housing is also prorated based on the student's rate of pursuit (rounded to the nearest tenth).

Any person entitled to educational assistance under chapter 33, Post-9/11 GI Bill or chapter 31, Vocational Rehabilitation and Employment benefits and experiences delayed payment of benefits, will not be subject to any penalties, late fees, denial of access to classes, libraries, or other university facilities as a result of such delay. Nor will such person be required to borrow additional funds to satisfy financial obligations to the university due to the delayed disbursement of funding from the Veteran's Administration, under chapter 31 or 33. To be a person covered under this policy, documentation of eligibility must be determined by providing a certificate of eligibility which can include a "Statement of Benefits" from the VA website – eBenefits, or a VAF 28-1905 for chapter 31 authorization.

Further clarification can be found at or by contacting the Campus Veterans Certifying Official.

Student Cost of Attendance

An average cost of attendance for a student attending ECPI University consists of tuition and fees, room and board allowance, transportation allowance, personal and miscellaneous allowance, and books/supplies allowance. Tuition and direct academic costs are assessed for one academic year. Living expenses are estimated using nationally approved living expense guidelines. These components of the cost of attendance are estimates and will vary from student to student depending on the program, course load, and the student's living arrangements (students living with parents or living on their own).

For specific details on calculating cost of attendance, contact the Financial Aid Department.

Verification

Requirements for Verification. Federal regulations require that application data be matched against several databases: those of National Student Loan Data Services (NSLDS), Central Processing Service (CPS), The Department of Defense, the Department of Justice, the Social Security Administration, Department of Veterans Affairs, and the Department of Homeland Security (DHS). An unsuccessful match to any of these databases will require students and/or parents provide documentation to validate their current status. For any failed database match, your Financial Aid Administrator will advise you of the documentation required and which must be provided to be eligible for financial aid.

Some student aid applications are also subject to a process called verification. This process involves documenting the information submitted on the student's Free Application for Federal Student Aid (FAFSA) and verifying that the information is correct.

The procedures governing verification are as follows:

School Policy for Timeline in Completing Verification-

The School will complete the "Notification of Verification Document Required Form" and email or meet with students in person to explain what is required.

Verification is required to be completed before the start of a program or within 30 days of notification.

Under extenuating circumstances the Institution may, at their option, accept completed verification documentation after the above deadline. Other federal deadlines may also apply.

Students who do not complete verification in the above time frame may have a delay or loss of subsidized financial aid and may be prevented from registering for subsequent classes.

Acceptable Documentation:

The Department of Education publishes an annual notice announcing the FAFSA information that an institution and an applicant may be required to verify for an applicant selected for verification by the Department, and the acceptable documentation for that information. If an application is selected for verification by the Central Processing System (CPS), the resulting Student Aid Report (SAR) will indicate that verification is required. In addition to this, ECPI University may choose to select an application for verification. In either case, students will be notified of the documentation required to complete the verification process by their Financial Aid Administrator.

Applicant's Rights and Responsibilities in Regard to Verification. Each applicant has the right to be informed that s/he has been selected for verification and the responsibilities associated with verification selection. Consequences for not meeting those responsibilities, are explained in detail orally, and when deemed necessary by the University or if requested by the applicant, presented in writing.

Correction to Information. All conflicting data must be resolved and if, as the result of verification or another documentation process, it becomes necessary to correct any of the information on an ISIR, the student may be required to make a correction or the Financial Aid Department with acceptable documentation will submit the corrections electronically to the U.S. Department of Education. A new ISIR, showing the corrected information is then generated. Applicants may be required to verify correctness and sign the revised ISIR.

If corrections result in a change in eligibility, students will be advised and a revised award letter will be reviewed for approval.

If ECPI has reason to believe that any application has been intentionally submitted under false or fraudulent pretenses, such application will be referred to the Federal Office of the Inspector General.

Note: Failure to provide required information could result in a new student being denied admission to ECPI University, and a student already attending classes could be dismissed for failure to meet financial obligations to the school.

Student Services

ECPI University is committed to providing a safe and supportive learning environment for all students. Professional development and personal growth invariably overlap in the education environment; therefore, ECPI offers the following student services to all students and encourages students to take advantage of these services while enrolled at ECPI.

Advising - Academic

The purpose of academic advising is to facilitate the intellectual and personal development of our students, to enhance their academic performance and to ensure student's progress toward graduation by assisting them in achieving the following objectives:

- Assist students toward the timely completion of their studies through the monitoring of satisfactory academic progress as well as the identification and fulfillment of academic and career goals.
- Develop a meaningful educational plan that is compatible with the student's personal abilities and educational/career goals.
- Explore academic options to make meaningful short-term and long-term decisions (e.g., elective course selection, opportunities for hybrid or online courses, etc).
- Understand and follow the University's policies and procedures leading to graduation (e.g., requirements for completion of Arts & Sciences courses, concentration coursework and other University requirements);
- Increase awareness of the full range of campus programs, services, and clubs.
- Identify academic skills, including required certifications that may be required or will enhance career opportunities following graduation.

Faculty members and Academic Program Directors are available for academic advising and also coordinate tutorial assistance. Tutoring is available at no additional cost weekdays, or by individual arrangement, for students whose academic progress is unsatisfactory.

Advising - Other

In addition to academic advising, individual assistance is provided to students for personal and financial needs within each of the University's departments. Students are encouraged to request assistance as follows:

- Accommodations for students with disabilities are provided on a case-by-case basis. Written requests for accommodation should be made directly to the Campus President.
- Part-time jobs and career development assistance is available to eligible students through Career Services.
- Forms and information on Veterans, Tuition Assistance, Rehabilitation, Dislocated Workers, and Job Training Partnership Act assistance are available from the front desk or the VA/TA Coordinator.
- Financial Aid questions and assistance, including information on grants, loans, and part-time employment, are directed to the Financial Services Office.

Alumni Association

Alumni can register at <https://ecpinetwork.com/> to connect with other alumni, view job postings, and view upcoming events. Alumni are encouraged to share their success with students as guest speakers. Alumni are entitled to access to on-site campus library resources. For further details, please contact the Campus Career Services Department.

Alumni Search Services

Alumni may be eligible to receive graduate employment assistance even after they have accepted a full-time permanent position with an employer, provided they have been employed with that employer for a minimum of one year. Exceptions to the one-year minimum would be in the case of lay-offs, family emergencies, relocation, and other extenuating circumstances as determined by the University. Current graduates receive priority for employment assistance, and alumni assistance occurs when graduate eligibility has been established and job orders require prior related work experience.

Career Development Workshops

The Career Services Department offers career development workshops that include resume preparation, interviewing techniques, Job Fair Networking Techniques, Understanding and Qualifying Various Employment Firms, Online Resume Posting, and Professional Attire.

Career Fairs

Every year the campus Career Services Departments coordinate career fairs. Employers are invited on campus to conduct corporate recruiting and screening activities. Career fairs provide a convenient and effective way for graduates to explore employment opportunities with a variety of employers and to compare benefits and growth potential.

Career Services

Students choose to attend ECPI because they want to gain the required skills necessary for entry into fast-growing job fields. Among those necessary skills is the ability to prepare for and conduct a job search. ECPI works with each student every step of the way as graduation nears and students begin an employment search. ECPI's dedicated Career Services Advisors are ready to work one-on-one with students to:

- Review resume
- Assist with interviewing techniques
- Discuss career choice
- Provide help in career/job-market research
- Market the students skills to potential employers
- Generate job leads

ECPI encourages each student to visit the Campus Career Services Department prior to enrolling and throughout their education at ECPI.

Career Services develops and maintains relationships with employers to determine hiring needs and to facilitate employment of students, placement of externs, and employment of graduates in positions related to their fields of study. Career Services assists students by developing interview skills, resume preparation and guidance on how to conduct a successful job search.

Although Career Advisors maintain contact with several employers to identify employment opportunities, students are also expected to participate actively in their employment search campaign and to assume ultimate responsibility for their employment.

Although graduates cannot be guaranteed employment or starting salary, ECPI has long been a source of qualified applicants for employers. ECPI graduates are often scheduled or referred for job interviews as employment openings occur. When out-of-state opportunities are presented, graduates are encouraged to consider relocation in order to maximize their earning potential and advancement opportunities.

Certifications and Licensure

ECPI offers programs that may lead to certifications, which are outlined in the individual programs under Program Information. These certifications are the actual third-party certification exams that students may be prepared to take following achievement of student learning outcomes from a course or a set of courses. Some certifications may require additional outside preparation prior to taking the exams, and receipt of one or more certification is not guaranteed. Students are strongly encouraged to take all appropriate certification examinations for their program of study. To facilitate student access to the certifications, ECPI offers its students access to the certification exams at a significant discount. Some programs may require the student to obtain one or more certifications as part of the curriculum.

Certain ECPI programs require professional, national or state certification or licensure as a prerequisite to employment in the field. Requirements vary by state. Each student is responsible for investigating the details of the certification or licensure laws in any state(s) and/or municipalities where s/he is considering employment. These laws typically require that an applicant possess good moral character and report any prior criminal convictions. Any student or graduate who has a prior criminal conviction may experience limitation or denial of employment opportunities, professional licensure, or externships.

Academic Program Directors and Career Services can provide resources to facilitate the student investigations.

Externships

Externships are career-related work experiences that result in academic credit upon completion. Externships are usually non-paid work experiences that occur at locations similar to where students may be employed upon graduation and require advanced approval by the Academic Program Director. Externships provide students the opportunity to dress appropriately and to perform work professionally while demonstrating achievement of program-related learning objectives. Students are encouraged to begin working with the Academic Program Director and/or Academic Advisor at or prior to the beginning of the student's last semester in order to facilitate timely scheduling of their externship.

Students who have not successfully completed externship requirements within one academic term will be assigned a grade of "Incomplete." Students have three weeks after the end of a term to complete externship requirements or the "I"

grade will be changed to “F”. Externship courses are authorized, coordinated, and graded by faculty with input from on-site externship supervisors. Classroom allowances for absence do not apply to the externship setting. Students must satisfactorily complete all externship course requirements.

Externships are coordinated by Academic Advisors with Career Services. Career Services assists with externship site locations after faculty have scheduled students for an externship. Externships are offered in many programs and are required in some (review course outlines in this *Catalog* for details).

Federal Work Study

Federal work-study (FWS) positions are only available to financial aid recipients with FWS awards. The positions are located both on and off campus and are filled at each campus on a competitive basis through the Career Services office.

Graduate Employment Assistance

Students approaching graduation meet with their assigned Career Services Advisors to begin the career search process. Career Services Advisors conduct an individual Career Planning Orientation, and following this meeting and receipt of a final résumé from the student, Career Services Advisors begins circulating the résumé to employers.

Résumés. Students are taught résumé preparation skills that include how to write a professional résumé and cover letter. Drafts are proofread and reviewed. Completion of an acceptable résumé is a requirement for graduate employment assistance.

Housing - Virginia Beach, Virginia only

ECPI does not provide University-sponsored housing or dormitories. However, ECPI provides assistance in locating housing through several apartment complexes for students residing outside the Hampton Roads area who wish to study at the Virginia Beach main campus. Students must adhere to apartment complex regulations. If any student needs assistance, has questions, or problems arise, contact the apartment complex office. If needs are not met by the apartment complex office, then the ECPI Housing Coordinator may be contacted. Apartments are in close proximity to the campus, shopping mall, grocery stores, etc. Students must have their own transportation.

Housing - all other campuses

ECPI does not provide university-sponsored housing or dormitories and students are encouraged to make their own housing arrangements. The University provides information about local apartments and rental opportunities for students interested in living near campus. Students should first contact their campus Admissions Department. All University campuses are located along major traffic arteries to allow easy commuting for students.

Library

The ECPI University libraries provide resources and services at each campus location to support the academic program needs of students, faculty and staff. The main campus library in Virginia Beach and twelve branch campus libraries in Virginia, North Carolina, South Carolina, and Orlando/Lake Mary, Florida are maintained by a team of professional librarians and support staff. Wireless access is available in all libraries. Libraries are arranged with study spaces, computer workstations or labs for individual and collaborative work. Academic resources include a print collection of over 27,000 books, reference, media, periodicals, and equipment (iPads) and a growing digital library with over 200,000 electronic books, online resource guides and video tutorials, and an extensive collection of online research databases. The Library Catalog is available at <http://ecpi.ent.sirsi.net>. ECPI students, faculty, and staff log into the Library website with a secured ECPI University computer network username and password. Alumni have lifelong borrowing privileges to use the collections in the campus library or from other ECPI libraries through the free Interlibrary Loan service. The University's special collection of certification test prep study guides is available in the campus libraries and from the digital library.

Instruction and Services

Librarians provide information assistance to individual students, faculty and staff, offer classes in library research skills, present orientation to classes, assist with the preparation of research assignments, prepare specialized bibliographies for course-specific research, Librarians partner with the faculty to develop the library collection and provide curriculum support. Helping students develop lifelong learning skills in an integral part of the Library's mission. 'Ask the Library' reference assistance is available from the library website. Library technical services include wireless access, computer lab/classroom, printers, photocopiers, scanners, and the distribution of mobile technology.

Library Hours

The campus libraries are open to the University's students, faculty and staff. The campus libraries set their own hours of operation, Monday through Saturday The University winter and summer break hours are posted in advance in the Library and on the Library website. The library website is available 24/7 at <http://ecpi.ent.sirsi.net>.

Loan Policies

ECPI students, faculty and staff possessing an ECPI ID card may borrow library materials. Alumni always have borrowing privileges. An ID card can be obtained from the library. Library users are responsible for all materials borrowed on their card. Up to six items may be borrowed at a time. Books are circulated for two weeks, with one renewal period; course textbooks for one day loans; and video/DVDs for three day loans. Books are circulated to faculty for term loans. Three overdue notices are issued for items that have not been returned by the due date. A billing statement will include all costs incurred to date. Transcripts, final grades, and diplomas will not be issued until library overdues and fines have been cleared.

ECPI students and faculty with an ECPI ID card are eligible to borrow materials from any ECPI campus library via Interlibrary Loan. A hold may be placed on library materials directly from the Online Catalog. The Library will notify library users by email when the materials are available and will hold them at the Circulation desk for a limited time. Online campus students are eligible for mailed Interlibrary Loans.

MyECPI

ECPI University is committed to maintaining the highest standards of ethics and integrity in conducting our business; to treating all students and employees openly, honestly and fairly; and to complying with all federal/state laws and accreditation requirements.

Taking action to prevent problems is important and the University encourages the good faith reporting of possible questionable conduct, suggestions for improvement, or questions on University policies. MyECPI is an enhancement, not a replacement, of the current ECPI University Student Complaint/Grievance policies and procedures. ECPI University encourages students to continue to utilize the student grievance/complaint policy, if you feel comfortable doing so.

Every student has free, unlimited access to MyECPI, an anonymous and confidential incident reporting system. This beneficial service is available 24 hours a day, 7 days a week via a toll-free number 1-800-716-9007 or on the internet at [MyECPI](#).

Upon submission of a report, MyECPI will provide a unique access code and the student will be asked to generate a personal password. The student must document the access code and passwords, as they will be required to follow up on the report.

The student can call MyECPI (1-800-716-9007) or log in to [MyECPI](#) to check on the status of the report. Once the unique access code and password are entered, the student may continue anonymous dialogue with ECPI through the message board, "Talk to Your Organization" section of the report.

The University takes good faith allegations of improper conduct very seriously. All reports will be treated as confidential to the fullest extent practicable and no student shall be subjected to reprisal or retaliation for making a report or inquiry in good faith or for seeking guidance on dealing with potential or suspected improper behavior. However, if a report is deemed frivolous or is made in "bad faith," for instance, if a false or misleading report is made in a deliberate effort to get someone in trouble (as opposed to an honest mistake), the person making the report may be subject to disciplinary action, up to and including dismissal from the University.

New Student Orientation

Each new student is required to attend the New Student Orientation, which is typically held on the Thursday before each term start date for evening students and the Friday before each term start for day students. The orientation program is designed to facilitate the students' transition to the University and to help familiarize new students with the organization and operation of the University. At Orientation, students have the opportunity to meet faculty, staff, and/or classmates. Policies and procedures are reviewed and students will be required to complete any outstanding paperwork, including financial aid documents and an Enrollment Certification form regarding key academic and school policy information. Additionally, student services and community resources available to the students are discussed.

All new students are required to attend, and returning students are encouraged to attend orientation. Attendance at orientation does not count towards total attendance requirements for the program.

All new online students and on-campus students who elect to enroll in an online course are required to complete an online orientation course prior to starting classes. This orientation covers the policies and procedures associated with online learning at ECPI University; students have an opportunity to practice working within the online classroom environment during this orientation.

Student Clubs and Organizations

ECPI students are encouraged to participate in extracurricular activities. Student and professional organizations are an excellent way for students to grow personally and professionally. Membership in field-related groups gives students the opportunity to network with industry professionals, take part in educational programs, and get involved in community outreach projects. Students are encouraged to get involved with student and professional organizations.

In addition to the professional organizations, each campus offers student groups for many of the degree programs. For more information about the groups, please see the Student Success Coordinator or Student Records Coordinator at the local campus.

Availability of student organizations varies with each campus. Students who wish to start a student group/club must provide a written proposal and seek official approval through the Academic Program Director, the Campus Director of Academic Affairs, and the Campus President. Clubs must be supported by a faculty or staff member, be program-relevant, and support local employer partnerships. Officially approved and recognized student clubs and organizations may receive financial support from the University based upon membership.

Student Employment During Enrollment

Temporary, part-time and seasonal positions are posted for those students who seek employment while attending ECPI. Positions are not related to the student's field of study; however, they do accommodate student schedules. This service is available to students after they begin their first term.

WellConnect by Student Resource Services

From time to time, ECPI University students face challenges that could interfere with their abilities to focus fully on their academic work. At no cost to the student, ECPI provides 24/7 counseling services for currently enrolled students and their family (defined as a "modern family"). Students access the services either through the Student Resource Services portal (wellconnectforyou.com) or by calling 1-866-640-4777. Trained, master's prepared, licensed counselors with five or more years of counseling experience are available to provide support in emotional areas, addiction issues, domestic violence, legal matters, financial guidance, or research potential resources that might be available related to childcare, transportation, housing, or medical needs. The service also provides consultations for all faculty and staff on student issues.

Anti-Hazing Policy

Per Code of Virginia § 18.2-56, “hazing means to recklessly or intentionally endanger the health or safety of a student or students or to inflict bodily injury on a student or students in connection with or for the purpose of initiation, admission into or affiliation with or as a condition for continued membership in a club, organization, association, fraternity, sorority, or student body regardless of whether the student or students so endangered or injured participated voluntarily in the relevant activity.”

The practice of hazing at ECPI, to any degree or in any form, is strictly prohibited. Students or employees are not permitted to organize, participate in, or in any way involve themselves with any hazing activity or conduct.

Non-observance of this policy is grounds for dismissal from school or termination of employment. In addition, violations will be reported to appropriate law enforcement agencies. Hazing conduct which willfully or recklessly endangers the physical or mental health of any student or other person is punishable by fine, imprisonment or both. *The verbiage/definition of each offense comes directly from the VAWA amended version of the Higher Education Act (revision made in 2014).*

Directions to Report a Crime or Emergency appear

here: <https://ecpi.smartcatalogiq.com/2021/Catalog/University-Policies/Crime-Awareness>

Appeal Procedures and Review Boards

Three types of review boards comprised of faculty and administrative personnel meet as needed to review the academic, financial, and enrollment status of students. Students, faculty, or administrative personnel may initiate review boards. The boards have the authority to review appropriate issues and serve as the official student appeals process. Actions recommended to the Campus President by these boards include probation, repeat of a course, suspension, financial leaves of absence and termination. Students may attend and participate in review board hearings. A student's spouse or parent(s) may also attend.

Academic Review Boards address concerns that affect student academic progress. Financial Review Boards address student financial concerns. Judicial Review Boards address non-academic and non-financial concerns.

Academic Review Board

Grade Appeal. See the [Grading Policy](#) section of the catalog for grade appeal information.

Academic Termination Appeal Procedures: If a student is terminated (i.e., dismissed) or suspended from ECPI for lack of Satisfactory Academic Progress (SAP) or other academic reasons, the student may appeal by following the steps below:

- The student may submit a written petition to the Academic Review Board through the Campus Director of Academic Affairs' office.
- The written petition of appeal must contain verifiable documentation of mitigating circumstances that contributed to poor academic performance and a realistic plan for improvement.
- The written petition must be submitted prior to the beginning of the following term if the student wishes to continue without interruption.
- The student must appeal within three months of dismissal or all rights of appeal expire. The Committee will meet within two weeks of receiving an appeal and will attempt to accommodate more urgent schedules.

The Academic Review Boards will consist of three or more members of campus administration and/or academic staff. Academic Review Boards will consider all the facts of the appeal and will provide a recommendation to the Campus President typically within two business days.

The Campus President will consider the recommendation of the Satisfactory Academic Progress Committee and will typically render the final decision on the petition in writing within two business days. If the petition of appeal is approved, the student will be reinstated on academic probation and provisions of the University's academic probation policy will apply.

Judicial Review Board

Adverse Action Appeal Procedures. Adverse actions are disciplinary actions due to a student violating student conduct policies or academic honesty standards. These can include termination or suspension. All adverse actions take effect immediately when imposed by campus administration but are subject to appeal.

If the student disputes the basis for an adverse action, the student may appeal the action with the following procedure:

- A student appealing an adverse action must submit a written statement with supporting evidence (if any) disputing the basis of the adverse action to the Campus President. The Campus President will investigate the facts of the case and render a final decision in writing typically within seven business days.
- If dissatisfied with the decision of the Campus President, or if the adverse action was taken by the Campus President, the student may appeal to the Judicial Review Board. Any such appeal must be made in writing within 30 days for suspensions, and within three months for terminations. A request to be heard before the Judicial Review Board must be in writing to the Campus President and it must set forth, in significant detail, the basis for the appeal. A Judicial Review Board hearing will be held within a reasonable period of time, usually two weeks. The board will be comprised of three faculty or staff members, none of whom are directly involved in the issue. The appealing student may call witnesses and provide other evidence to support his/her case. The decision of the Judicial Review Board will be by majority vote, will be made within two business days of the Board's meeting, and will be final and binding upon the University and the student.
- If a suspension has already taken place and the course(s) is/are still ongoing and, upon appeal, is reversed by the Campus President or Judicial Review Board, the University will provide reasonable assistance and time for the student to make up missed material, tests, or projects, all of this being on the basis that such extra time or instruction is practical in the sole judgment of the University.
- In the event a student has already been terminated or suspended and the course(s) has/have ended, the student will be allowed to retake any courses that were interrupted by a termination or suspension that was reversed upon appeal.

Arbitration Agreement and Waiver of Jury Trial

The student and ECPI University (“ECPI”) agree as follows:

- Any dispute the student may bring against ECPI, or any of its parents, subsidiaries, officers, directors, or employees, or which ECPI may bring against the student, no matter how characterized, pleaded or styled, shall be resolved by binding arbitration conducted by the American Arbitration Association (the “AAA”), under its Consumer Arbitration Rules (“Consumer Rules”), with the exception that the arbitrator appointment process shall be governed by AAA Commercial Rule 12(a)-(b). The arbitration shall be conducted and decided by a single Arbitrator. Any remedy available from a Court under the law shall be available in the arbitration. The arbitration hearing will be conducted in the city in which the campus is located.
- *Notice Regarding Borrower Defense Claims:* The student understands this Agreement is a condition of enrollment in ECPI. This Agreement does not, in any way, limit, relinquish, or waive the student’s ability to pursue filing a borrower defense claim, pursuant to 34 C.F.R. § 685.206(e) at any time. This Agreement does not require that the student participate in arbitration or any internal dispute resolution process offered by ECPI prior to filing a borrower defense to repayment application with the US Department of Education pursuant to 34 C.F.R. § 685.206(e). Any arbitration, required by this Agreement, tolls (pauses) the limitations period for filing a borrower defense to repayment application pursuant to 34 C.F.R. § 685.206(e)(6)(ii) for the length of time that the arbitration proceeding is under way.
- The Federal Arbitration Act (“FAA”) shall govern the interpretation, scope, and enforcement of this Agreement. Any and all disputes concerning the interpretation, scope, and enforcement of this Agreement shall be decided exclusively by a Court of competent jurisdiction, and not by the Arbitrator.
- Both ECPI and the student explicitly waive any right to a jury trial. The student understands that the decision of the Arbitrator will be binding, and not merely advisory. The award of the Arbitrator may be entered as a judgment in any Court having jurisdiction.
- The student agrees that any dispute or claim they may bring shall be brought solely in their individual capacity, and not as a plaintiff or class member in any purported class action, representative proceeding, mass action, consolidated or joint action.
- This Agreement does not affect either party’s right to seek relief in small claims court for disputes or claims within the scope of the small claims court’s jurisdiction.
- The student may, but need not, be represented by an attorney at arbitration.
- Except as specifically required by any applicable state laws, usually the State of Virginia, the fact of and all aspects of this arbitration and the underlying dispute shall remain strictly confidential by the parties, their representatives, and the AAA. The student agrees that any actual or threatened violation of this provision would result in irreparable harm, and will be subject to being immediately enjoined.
- The student understands the information about the AAA arbitration process and the AAA Consumer Rules can be obtained at www.adr.org. The student shall disclose this Agreement to the AAA if they file an arbitration.
- If any part of this Agreement is declared unenforceable or invalid, it shall be severable, and the remainder of this Agreement shall continue to be valid and enforceable.
- The student will acknowledge and give their consent to use an electronic signature to bind them to the Agreement. The student will further acknowledge that the electronic signature attached to the document during enrollment was created by them as a voluntary and knowing act that represents their intent to be legally bound.

Campus Contacts

Students who need assistance with any of these issues should contact the appropriate department. For concerns not listed, please see the Student Records Coordinator or Student Success Coordinator.

Absence/Lateness Reporting: Faculty

Academic Matters: Faculty, Academic Program Director
Campus Director of Academic Affairs

Adding/Dropping Classes: Student Records Coordinators

Admissions: Admissions

Apartment Rent Payments (Virginia Beach): Student Window

Apartment- Repairs/Other (Virginia Beach): Housing Complex, Housing Coordinator

Complaints: See Student Grievance Procedures

Crime Reporting: Campus President

Drug Assistance Referral: Campus President

Employment: Career Services Center

Fees, Tuition, Refunds: Account Coordinator, Financial Aid

Financial Aid: Financial Aid Office

Graduation Requests: Student Records Coordinator

In-School Payments: Student Window, Front desk

Leave of Absence: Student Records Coordinator

Lost and Found: Student Window or Library

Military Tuition Assistance: Tuition Assistance Coordinator/Admissions

Scholarships: Admissions

Student Records: Student Records Coordinator

Transcripts: Official: University Registrar (see [transcripts](#) section for additional information)

Tutoring: Academic Program Director

Veterans' Affairs: Campus Veterans Certifying Official

Withdrawal from Class/School: Student Records Coordinator

Campus Security

ECPI is committed to providing a safe, secure environment. Crime awareness and campus security are matters for which everyone must take personal responsibility. Student conduct policies strictly prohibit the possession of weapons and the use of alcohol, controlled substances, and drugs on school property or at school-sponsored activities. Violation of these rules or criminal acts of any kind may result in prompt disciplinary action, including dismissal.

Directions to Report a Crime or Emergency appear here: <https://ecpi.smartcatalogiq.com/2021/Catalog/University-Policies/Crime-Awareness>

Cancellation and/or Postponement of a Start Date

ECPI reserves the right to postpone or cancel the start date of any term due to insufficient enrollment. If this occurs, the student may request either a guaranteed enrollment in the next scheduled class for that program or cancellation of enrollment with a full refund of all monies paid.

The student may also choose to postpone his/her start date. In the event of a postponement of a start date, whether at the request of the University or the student, a written agreement is required to be signed by the student and the University. The Agreement must set forth (a) whether the postponement is for the convenience of the University or the student, and (b) a deadline for the new start date, beyond which the start date will not be postponed.

If the course is not commenced, or if the student fails to attend by the start date set forth in the Student Enrollment Agreement, the student will be entitled to a full refund of prepaid tuition and fees within 30 days of the deadline of the new start date, in accordance with the University's refund policy and all applicable laws and rules that govern the University.

Children on Campus

ECPI does not provide childcare for the children of students or visitors. Children under the age of 18 are not permitted in any ECPI classrooms. In addition, children are not permitted to be in the student lounge, laboratories, or the library, and children may not use any University computer equipment. Children should not be left unattended on campus, in campus parking areas, or in automobiles at any time.

Clinical Requirements and Immunization Policy

ECPI University has established the following Clinical Requirements and Immunization Policy for programs within the College of Health Science. Students must also refer to their program handbook for additional policies.

- AHA CPR Card
- Drug Screen, per state requirements
- Physical exam, proof of immunizations, current TB
- Permission to conduct a criminal background check

Commencement

Commencement ceremonies are held annually usually in June or July. Students who have met the requirements for graduation or reach graduate candidate status are encouraged to participate and to invite their families and friends to attend. Graduate candidate status is achieved by students who are actively enrolled and are scheduled for program completion by a date authorized by the Campus President.

Communicable Disease

Students are required to practice Standard Precautions and Infection Control measures at all times in order to minimize the potential for transmission of infection among patients and personnel. Individual clinical education centers may have their own communicable/infectious disease policies, which cover regulations and/or procedures not contained in the program policies. The Infection Control Manual for the Health Sciences Division is available for reference. Published policy and procedures are available at campus.

Computer Usage, Electronic Device, and Software Policy

Cell phones and other portable electronic devices must be turned off during class time to minimize classroom disruptions and protect the integrity of test-taking situations.

Exceptions to this policy will be made for faculty-initiated technology and for emergency personnel who are on call, such as police, fire, EMS. These emergency personnel must notify their faculty member of their need for such devices at the beginning of the term and provide documentation verifying their occupation. In the event that a student is emergency personnel and is on-call during the test leaves the classroom and returns to the classroom, the student may not complete the examination. In these cases, the faculty member will make arrangements for re-testing.

The use of personal laptop computers, tablets, and other note-taking devices are acceptable during class. The instructor may, however, require laptop computers or tablets to be turned off at certain times.

Computer users are expected to maintain standards of academic ethics. Users are not to access the private files of others. Using another student's user ID, password, program, or application constitutes invasion of privacy and may be considered grounds for enrollment termination.

University computers and equipment are to be used only for ECPI applications related to education. Access to computers and equipment must be approved by appropriate academic personnel. Only ECPI personnel are authorized to install programs on the computers. Students are prohibited from installing or using an unauthorized program on ECPI computers. No personal software is permitted on any ECPI computer. In addition, personal laptop computers and other personal communication devices may not be connected to the ECPI wired network unless authorized by the Information Technology Department.

Software Protection. ECPI generally obtains the right to use computer programs written or distributed by third parties pursuant to license agreements with the vendors, who retain ownership of the programs. These agreements usually prohibit copying of the licensed material, with very limited exception. Software programs are usually restricted to use on only one machine at a time. If the University wishes to use a program on more than one piece of equipment concurrently, it typically must pay additional fees to obtain additional licenses. The same requirements generally apply to manuals and other printed materials that accompany such software.

Computer programs and related printed materials also are afforded copyright protection under Federal law. The Federal Copyright Act specifically prohibits copying or distributing software without the owners' prior consent (except copying for archival purposes).

Individual Responsibility. Unauthorized duplication, distribution, or disclosure of software or its accompanying printed materials can be both a violation of the applicable license agreement and a violation of Federal law. Individual employees and students, as well as the University, can be held liable for violations and be required to pay substantial damages. It is the responsibility of each employee and student to respect the intellectual property rights of the owners of the software programs used by the University and to ensure that no breaches or violations of the University's software control procedures occur.

Compliance Policies. It is the policy of the University that only properly acquired and licensed software be used on the University's computer equipment. No employee or student shall install or load software on any computer at the University without the express authorization of the Campus President. When a software package has been installed on a hard drive or other memory device of the University's computer hardware, the original CD or any copy may not be used on any other hardware equipment unless specifically authorized by the Campus President.

Copying of software is not allowed unless such copying is authorized by the software license agreement and permission to make the copies is received from the Campus President.

Employees and students are to use software and documentation only as authorized by the applicable license agreement. Unauthorized use, copying, or removal of computers, software, or documentation is prohibited and violations of these policies may result in disciplinary action, including dismissal.

Crime Awareness

ECPI University faculty and staff are concerned that all students and employees experience a safe and secure environment. It is the responsibility of every student and employee to be aware of safety and security matters and to promptly report any crime to school officials and to the local police.

In compliance with the Crime Awareness and Campus Security Act of 1990, the Campus Security Policy and Report is available to prospective students upon request to the Campus President. The report discusses safety and security issues such as the importance of prompt reporting of crimes, campus security procedures, and statistics for the prior three calendar years, as well as other pertinent information.

No later than October 1 of each year, current students and employees receive the annual Crime Awareness and Campus Security Report. A Safety Report is available on the University web site at <http://www.ecpi.edu/campus-security-information/>.

Conduct. All members of the ECPI community and visitors are required to obey ECPI regulations. They reflect the policies set by the President and Board of Trustees as well as local, state, and federal laws. Observed, they help to provide a safe environment for all of our staff and students engaged in a wide range of activities.

ECPI University respects and protects the individual dignity, integrity and reputation of its students. Students must comply with the conventions and regulations that are necessary to maintain order, protect individuals and property, and fulfill the purposes and responsibilities of our schools. ECPI University is responsible under state law for maintaining order and is empowered to exclude those who are disruptive.

Reporting a Crime or Emergency. Criminal activities and emergencies occurring on ECPI University facilities should be reported immediately to the Campus President or Campus Director of Academic Affairs either in person or via telephone.

An ECPI University representative and local authorities will investigate the incident, document the information, and take appropriate action.

Crimes that occur at student housing should be reported to the police department having legal jurisdiction for that area, and to Campus President's office.

The Campus President will ensure that all reports of criminal activities or other emergencies occurring on campus will be reported and recorded at each ECPI University location. Monthly/ quarterly reports will be forwarded to the University Administration at the Virginia Beach main campus. University Administration will maintain a record of the following criminal offenses reported to campus security authorities or local police agencies: Criminal Homicide, Sex Offenses, Domestic Violence, Dating Violence, Stalking, Robbery, Aggravated Assault, Burglary, Motor Vehicle Theft, Arson, Liquor Law Violations, Drug Law Violations, and/or Illegal Weapons Possession.

Any questions regarding the Campus Security or Crime Awareness Policies should be directed to the Campus President.

Dress and Appearance

ECPI encourages students to acquire a wardrobe suitable for their employment objectives. A student's dress and appearance shall be appropriate at all times and respectful of other students, faculty, and staff.

The University wants students to feel comfortably dressed while attending classes yet their attire must be appropriate for a professional environment.

Students pursuing an education in the College of Health Science and the College of Culinary Arts will adhere to a specific dress code as prescribed by the individual program.

University expectations will not conflict with applicable federal or local statutes, including those prohibiting discrimination based on national origins or religious belief.

Professional Dress Day. Although expected professional dress varies by field, students should dress professionally when engaging in job search activities such as interviewing, networking, externships, or professional events including career fairs.

Each campus of ECPI University has a designated Professional Dress Day. By focusing on personal appearance, the required professional dress days will help students learn what constitutes professional dress attire and become more comfortable in professional dress attire.

Drug-Free Workplace and Campus

In accordance with Public Law 101-226 (Drug-Free Schools and Communities Act Amendments of 1989), ECPI pursues and promotes a comprehensive program to prevent and correct the illegal use of drugs and the abuse of alcohol by students.

The use of illicit drugs and alcohol can lead to physical and psychological dependence and damage, behavioral changes, and possible death. Even low doses may significantly impair judgment and coordination.

ECPI does not tolerate illegal drugs or alcohol on campus, and the use or possession of such substances on ECPI grounds is sufficient cause for termination of a student's enrollment as well as referral of the case to appropriate legal authorities.

Students are informed at orientation that the standards of conduct clearly prohibit the unlawful possession, use, or distribution of drugs and alcohol; a clear statement of the specific sanctions to be imposed on student (consistent with local, state and Federal law); and a description of these sanctions, up to and including dismissal and referral for prosecution for violations of the standards is provided during orientation.

Directions to Report a Crime or Emergency appear here: <https://ecpi.smartcatalogiq.com/2021/Catalog/University-Policies/Crime-Awareness>

Eating and Drinking in Classrooms

Food and drinks, other than water, are not permitted in computer rooms, labs, library, classrooms, or any other area not specifically designated for this purpose or approved by the Campus President. Water, in appropriate containers, may be consumed in classrooms and labs as posted.

Family Educational Rights and Privacy Act (FERPA)

The Family Educational Rights and Privacy Act (FERPA) (20 U.S.C. § 1232g; 34 CFR Part 99) is a Federal law that protects the privacy of student education records. The law applies to all schools that receive funds under an applicable program of the U.S. Department of Education.

FERPA gives parents certain rights with respect to their children's education records. These rights transfer to the student when he or she reaches the age of 18 or attends a school beyond the high school level. Students to whom the rights have transferred are eligible students.

As noted above, the rights under FERPA transfer from the parents to the student once the student turns 18 years old or enters a postsecondary institution at any age. However, although the rights under FERPA have now transferred to the student, a school may disclose information from an "eligible student's" education records to the parents of the student, without the student's consent, if the student is a dependent for tax purposes. Neither the age of the student nor the parent's status as a custodial parent is relevant. If a student is claimed as a dependent by either parent for tax purposes, then either parent may have access under this provision.

Parents and Eligible Students Rights include the right to inspect and review the student's education records within 45 days of the day ECPI receives a request for access.

A parent or eligible student should submit to the Campus President a written request that identifies the record(s) the parent or eligible student wishes to inspect. The ECPI official will make arrangements for access and notify the parent or eligible student of the time and place where the records may be inspected.

The right to request the amendment of the student's education records that the parent or eligible student believes is inaccurate, misleading, or otherwise in violation of the parent or eligible student's privacy rights under FERPA.

A parent or eligible student who wishes to ask ECPI to amend a record should write the ECPI official responsible for the record, clearly identify the part of the record the parent or eligible student wants changed, and specify why it should be changed.

If ECPI decides not to amend the record as requested, ECPI will notify the parent or eligible student in writing of the decision and the parent or eligible student's right to a hearing, conducted within the procedures established for Academic Review Boards in ECPI's catalog, regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the parent or eligible student when notified of the right to a hearing.

After the hearing, if the school still decides not to amend the record, the parent or eligible student has the right to place a statement with the record setting forth his or her view about the contested information.

Generally, schools must have written permission from the parent or eligible student in order to release any information from a student's education record. However, FERPA allows schools to disclose those records, without consent, to the following parties or under the following conditions (34 CFR § 99.31):

- School officials with legitimate educational interest;
- Other schools to which a student is transferring;
- Specified officials for audit or evaluation purposes;
- Appropriate parties in connection with financial aid to a student;
- Organizations conducting certain studies for or on behalf of the school;
- Accrediting organizations;
- To comply with a judicial order or lawfully issued subpoena;
- Appropriate officials in cases of health and safety emergencies; and
- State and local authorities, within a juvenile justice system, pursuant to specific State law.

A school official is a person employed by ECPI in an administrative, supervisory, academic or research, or support staff position (including law enforcement unit personnel and health staff); a person or company with whom ECPI has contracted as its agent to provide a service instead of using ECPI employees or officials (such as an attorney, auditor, or collection agent); a person serving on the Board of Trustees; or a student serving on an official committee, such as a disciplinary or grievance committee, or assisting another school official in performing his or her tasks; and in order to comply with a lawfully issued subpoena or court order.

A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibilities for ECPI.

Upon request of another school, ECPI also discloses education records without consent to officials of another school in which a student seeks or intends to enroll.

ECPI has designated the following types of information as directory information: the student's name, address, telephone number; date and place of birth; honors, awards and certifications; and dates of attendance. Parents and eligible students may request that the school not disclose directory information about them by contacting the Campus President of the ECPI location that the student is currently attending or has previously attended.

Written consent must state the purpose of disclosure, specify records to be disclosed, identify those to whom the disclosure may be made, and must be signed and dated. ECPI Presidents will provide direction for these requests.

The student has the right to file a complaint with the U.S. Department of Education concerning alleged failures by ECPI to comply with the requirements of FERPA. The name and address of the Office that administers FERPA is:

Family Policy Compliance Office
U.S. Department of Education
400 Maryland Avenue, SW
Washington, DC 20202-8520
Phone: 1.800.USA.LEARN (8.800.872.5327)
Individuals who use TDD may use the Federal Relay Service
<http://www.ed.gov/about/contacts/gen/index.html#frs>

Fire Emergency

The fire alarm will sound if there is a fire or other emergency necessitating building evacuation. Upon hearing the alarm, everyone is to leave the building by the nearest exit. In multi-story locations, use stairwells (not elevators). Students should not re-enter the building until authorized by an ECPI official. Exit routes are posted in all student areas. Fire extinguishers are strategically placed for emergency use.

Holidays

ECPI observes the following holidays: New Year's Day, Martin Luther King Jr. birthday, Memorial Day, Independence Day, Labor Day, Thanksgiving Day, and Christmas Day. On these days, ECPI will be closed for academic purposes. If the holiday falls on Saturday, the holiday will be observed on Friday. If the holiday falls on Sunday, the holiday will be observed on Monday.

Identification Cards

New students, faculty, and staff are issued a complimentary ECPI University ID card. The ID card is a security card that includes a photo, campus location, and expiration date. It is barcoded for use as the University Library card.

ID card, Terms and Conditions of Use:

- All ID cards are the property of ECPI and are provided for appropriate use for identification and access to services.
- ID cards are to be carried at all times while on campus.
- The ID card includes the ECPI library patron barcode number for use as the ECPI Library card.
- The ID card is valid as long as the holder continues his/her specific affiliation with ECPI.
- The ID card is not transferable.
- Any misuse, alteration, or fabrication of the ID card will subject the holder to disciplinary action by the University.
- Students shall show their ID card when requested to do so by University officials performing their duties that identify themselves and state the reason for their request.

A replacement fee of \$10.00 will be incurred if the ID card becomes lost or its condition renders the card unreadable. ID cards replaced due to malfunction or due to a change of name or identification number are reissued at no charge.

Instructional Resources

Each program requires that students use certain textbooks and supplies as part of the enrollment in the program and are issued to students as they begin each course. Students are responsible for their books and must purchase an additional book in the event of damage, loss, or theft. If students change a course for any reason, the student is responsible for any additional charge necessary if a different textbook is required.

Required textbooks, including e-texts, may be included in the student's financial aid.

Each student is responsible for providing his/her own supply of notebooks, copy paper, calculator, pens, pencils, etc. as needed. Certain programs require program-specific supplies.

See the Tuition and Fees section of this Catalog for additional information.

Intellectual Property

Subject to the following conditions, a student will retain ownership rights to works created by the student as a class assignment or as part of a pro-bono commission approved as a student project by an instructor. A pro-bono commission is work that an instructor may approve for students to undertake as a skill-building opportunity. Students may receive nominal consideration provided by the person or group that commissions such a work.

For purposes of clarification, the University agrees that all rights of intellectual property and other ownership rights in a work created by a student will belong, as between the University and the student, to the student only if all of the following conditions respecting such work are met:

- The work is not derivative of or otherwise infringe upon any other University-owned intellectual property right.
- The work is created by the student entirely on his/her personal time.

Each student shall remain at all times responsible and liable for his/her own actions in the creation, use and distribution of intellectual property created by the student.

Non-Discrimination Policy

In accordance with the provisions of Titles VI and VII of the Civil Rights Act of 1964, Title IX of the Educational Amendments of 1972 and Section 504 of the Rehabilitation Act of 1973, ECPI University is committed to providing an environment for its students, faculty and staff that is free from discrimination and to ensuring that all enrollment, education and employment decisions are based solely on an individual's abilities and qualifications and not on unrelated personal factors, including (without limitation) race or color, religion or creed, sex or sexual orientation, gender identity or expression, national origin or ethnicity, age, disability, military service or veteran status, political affiliation or belief, marital status or pregnancy status.

It is important that students, faculty, staff and all others associated with the University understand the importance of reporting possible violations of this policy. The University's commitment demands a full investigation of any possible violation of this Non-Discrimination policy. Retaliation for good-faith reporting of an alleged violation of this policy will not be tolerated.

To report alleged violations of this policy, or retaliation, contact:

Ms. Chery Salter
Title IX Coordinator/Section 504 Coordinator
ECPI University
5555 Greenwich Rd.
Virginia Beach, VA 23462
757.213.3523
TitleIX_Coordinator@ecpi.edu

Parking

Students are to park only in designated parking areas. Under extenuating circumstances, the Campus President may grant special permission for students to park in other areas, and such permission will be noted on students' ID cards. Some campuses issue window stickers for parking; the sticker should be placed on the left side of the rear window. Violators of parking policies are subject to probation, suspension, or dismissal. Handicapped parking spaces are reserved for students, visitors, or employees who display an appropriate state-issued handicap placard or license plate.

The University assumes no responsibility for the care or protection of any vehicle or its contents at any time it is operated or parked on the campus.

School Closing or Class Cancellation

ECPI may close the school or cancel classes for the following reasons:

- Extreme weather situation in which it is determined unsafe for students to travel.
- Emergency situation in a particular classroom (e.g. lack of electricity or air conditioning/heat).
- Faculty unavailable due to illness or personal emergency when a qualified substitute is unavailable.
- Other unforeseen events.

Class cancellations. In the event that a class meeting must be cancelled, ECPI will make every effort to inform students of the cancellation as soon as possible.

School closing. ECPI's policy is to remain open whenever possible. If snow or other weather conditions or an emergency situation results in a school closing, announcements will be posted on the student portal of the University web site, local television, and/or radio stations. The front office at each campus can provide a list of stations notified of ECPI weather closings.

Rescheduling of Cancelled Classes. In the event of a cancelled class or school closing, it may be necessary to schedule make-up classes on another day or at the end of the term.

Unless further announcements are made, classes will resume on schedule the following day. Students are to assume responsibility for their own safety when making decisions to attend class during inclement weather.

Sexual Harassment and Sexual Misconduct Policy

ECPI University is committed to providing a teaching, learning and working environment that is free from sexual harassment and sexual misconduct.

This policy prohibits sexual harassment and sexual misconduct (“Prohibited Conduct”) on University property and in all University programs and activities. Individuals who engage in Prohibited Conduct are in violation of this policy and are subject to disciplinary action. This policy also prohibits retaliation against individuals who report Prohibited Conduct, who assist others in reporting, or who participate in University proceedings related to such a report.

The University will provide appropriate training about Prohibited Conduct and this policy. All participants in University programs and activities are responsible for helping to ensure our University community is kept free of Prohibited Contact by refraining from engaging in such conduct, completing required training and complying with reporting requirements when they become aware of Prohibited Conduct.

Individuals who are subjected to Prohibited Conduct in violation of this policy are encouraged to report these incidents. All reports will be treated seriously. Individuals who experience Prohibited Conduct will have access to appropriate resources regardless of their decision to report.

This policy applies to all members of the University community including, but not limited to, students, employees, interns, contractors and vendors (including their employees), guests and visitors while they are on University property or participating in University programs and activities.

Prohibited Conduct

A. Sex Discrimination. Conduct that adversely affects any aspect of an individual’s employment, education, or participation in an institution’s activities or programs or has the effect of denying equal access or treatment to an individual on the basis of that individual’s sex or gender. Sexual harassment and sexual misconduct are forms of sex discrimination.

B. Sexual Harassment. Unwelcome sexual advances, requests for sexual favors, and other verbal or physical conduct of a sexual nature constitutes sexual harassment when (1) submission to such conduct is made either explicitly or implicitly a term or condition of an individual’s employment or educational experience or their participation in a University program or activity, (2) submission to or rejection of such conduct by an individual is used as the basis for employment, academic, or program-related decisions affecting such an individual, or (3) creates a hostile environment.

C. Sexual Assault: Sexual contact or sexual intercourse with another person without the consent of that person.

D. Dating Violence. Violence committed in a “dating relationship,” which is defined as a romantic or intimate social relationship between two adult individuals; “dating relationship” does not include a casual relationship or ordinary fraternization between two individuals in a business or social context. The University shall determine if a dating relationship existed by considering the length of the relationship, the type of the relationship, and the frequency of the interaction between the adult individuals involved in the relationship.

E. Domestic Violence. Any of the following engaged in by an adult family member or adult household member against another adult family member or adult household member, by an adult caregiver against an adult who is under the caregiver's care, by an adult against his or her adult former spouse, by an adult against an adult with whom the individual has or had a dating relationship, or by an adult against an adult with whom the person has a child in common:

1. Intentional infliction of physical pain, physical injury, or illness.
2. Intentional impairment of physical condition.
3. A violation of state statutes regarding sexual assault
4. A violation of state statutes regarding stalking.
5. A violation of state statutes regarding damage to property, involving property that belongs to the individual.
6. A threat to engage in any of the conduct under 1 through 5 listed above.

F. Stalking. Intentionally engaging in a course of conduct that would cause a reasonable person under the same circumstances to suffer serious emotional distress or to fear bodily injury to or the death of himself or herself or a member of his or her family or household.

G. Retaliation. An adverse action taken against an individual in response to, motivated by, or in connection with the individual's complaint of Prohibited Conduct, participation in an investigation of such complaint, and/or opposition of Prohibited Conduct in the University's workplace or educational programs and activities. An adverse action is an action that a reasonable person would find materially adverse such that it would dissuade the person from making or supporting a charge of discrimination.

H. Providing false information. Any person who makes intentionally false statements or provides intentionally false information when reporting a violation of this policy or during the course of any disciplinary proceeding pursuant to this policy is subject to disciplinary action. The fact that a complaint of Prohibited Conduct did not result in a finding of wrongdoing in a law enforcement or University disciplinary proceeding will not, by itself, be a basis for determining that this provision has been violated.

Reporting

Violations of this Policy should be reported to the Title IX Coordinator.

Title IX Coordinator's responsibilities include:

- promoting the creation of policies, procedures and notifications designed to ensure university compliance with Title IX;
- being trained annually regarding sexual harassment, including sexual violence, and is familiar with the university's grievance procedures;
- overseeing implementation of grievance procedures, including investigation and disposition of complaints, and identifying and addressing any problems throughout an investigation;
- answering questions and providing guidance about Title IX compliance and the university's related policies and procedures;
- serving as a liaison to the U.S. Department of Education's Office of Civil Rights and other state and federal agencies that enforce Title IX;
- ensuring the campus community and university employees are adequately trained and educated on their Title IX compliance responsibilities; and
- monitoring all other aspects of the university's Title IX compliance.

Ms. Cheryl Salter, Title IX/Section 504 Coordinator
5555 Greenwich Rd.
Virginia Beach, VA 23462
(757) 213-3523
TitleIX_coordinator@ecpi.edu

Violations of Title IX may also be reported directly to the US Department of Education, Office for Civil Rights.

[\(OCR\) US Department of Education, Office for Civil Rights](#)

In addition to constituting a violation of this policy, Prohibited Conduct might also constitute criminal conduct that violates state and local statutes. Regardless of whether these acts are reported to the University, anyone who has been subjected to sexual harassment or sexual violence has the option of reporting to law enforcement.

Confidential Resources

Well Connect 1-866-640-4777

Investigatory and Disciplinary Procedures

For purposes of this policy, a Complainant is any individual who is reported to have been subjected to Prohibited Conduct and a Respondent is a person who is accused of violating this policy. Complainants and respondents will be treated equitably.

Upon receipt of a formal complaint, the Title IX Coordinator will assess for a possible Title IX violation. If a possible violation is found, written notification will be provided to both the complainant and respondent which contains the allegations and facts, details on the formal grievance process (investigation and live hearing), details on the informal resolution process (if an option), a statement that the parties can request to inspect and review certain evidence, and information regarding the code of conduct, presumption of innocence and false statements.

Efforts will be made to ensure confidentiality to the extent practical consistent with the goals of preventing further instances of the alleged Prohibited Conduct and conducting a fair and thorough investigation.

If a possible violation of Title IX is not found, if the Complainant notifies the Title IX Coordinator in writing that he/she wishes to withdraw the complaint or if the respondent is no longer employed by the University, both parties will be sent written notice which includes the reason for the dismissal and the right to appeal.

Please note that this policy sets forth our goals of promoting a teaching, learning and work environment that is free of Prohibited Conduct. The policy is not designed or intended to limit the University's authority to discipline or take remedial action for conduct the University deems unacceptable, regardless of whether that conduct meets the definition of Prohibited Conduct.

Applicable Statutes

Title IX. Title IX of the Education Amendments of 1972 (20 U.S.C. sec. 1681 et seq. (as amended) and its implementing regulation, 34 C.F.R. Part 106. A federal law that states, “[n]o person in the United States shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any education program or activity receiving Federal financial assistance.” 20 U.S.C. § 1681(a).

Violence Against Women Act (VAWA). Federal law enacted in 1994, which promotes the investigation and prosecution of violent crimes against women, among other objectives. Recently, it amended the Clery Act [42 U.S.C. §§ 13701-14040], through the Campus Sexual Violence Elimination Act (SaVE) provision, Section 304.

Smoking on Campus

ECPI University is committed to providing a healthy, comfortable, and productive work environment for faculty, staff and students. All ECPI facilities are smoke-free. Students will refrain from smoking (this include e-cigs and vapor) while on the University property, which includes the buildings, grounds, walkways and parking lots; unless a designated smoking area for students has been identified. It is the student’s responsibility to know where s/he can smoke, if at all, on the local campus. Please see the front office or the Student Window for more information.

Social Security Number

ECPI is dedicated to ensuring the privacy and proper handling of confidential information pertaining to students and employees. The Social Security number shall be required of all entering students for their permanent student records. An alternative student identification number will be assigned to each student. This identification number will be used for all purposes that do not require a social security number. In no event shall grades be posted using the social security number. See the section on [Identification Cards](#) for more information about the issuance and use of the ECPI ID card.

Student Electronic Communications Policy

Introduction. ECPI University (the “University”) is a user of many communications and information technologies. These technologies, when properly used, support educational activities and enable closer and timelier communications within the University and with employers. There is a continuing evolution of associated laws and conventions governing acceptable use of electronic communication tools and careless use can have dramatic consequences, harming the University, our students, employers, and employees. The policies outlined below are intended to minimize the likelihood of such harm by educating our students.

These policies address the appropriate use of electronic communications tools at the University. These tools include the following:

- University-supplied software
- Email accounts
- University-supplied fax machines, modems, and servers
- University-supplied computers
- University-supplied network tools (like browsers and Internet access facilities)

Use and Misuse of Communications Tools

Access. Access to University communications tools is provided in conjunction with the University's academics and the student's responsibilities. Use of these tools is subject to this policy and to other University policies and procedures. University communication tools may be made available to individuals who are not University students (e.g., visitors). Use of these tools by such persons is subject to this policy and to applicable agreement(s). Communication tools and all messages produced, stored, or carried by such tools are University properties, and are subject to reasonable University inspection.

Acceptable Use. In the course of the student's academic study, each student may use communications tools to communicate internally with University faculty, staff, or students or externally with students, employers, and other business acquaintances. The University provides these electronic communications tools to facilitate educational communications and to enhance the learning experience. While these resources are primarily used in academics, there may be occasion to use these facilities for personal purposes. Personal use is permitted so long as it does not interfere with the academic process, consume significant resources, interfere with the activities of other students or faculty, or violate these policies. Under no circumstances shall such facilities be used for personal financial gain, or to solicit others for activities unrelated to the University's academics, or in connection with political campaigns or lobbying. The Campus President may make available or otherwise authorize special-purpose bulletin boards and web pages in connection with University-approved social events, sporting events, and other sanctioned activities. When making use of these University-provided facilities for personal use, always remember that there is a very limited expectation of privacy (see discussion in 3 below).

In addition to other restrictions and conditions discussed here, ECPI communications tools may not be used for any of the following:

- To carry any defamatory, discriminatory, or obscene material;
- In connection with any infringement of another person's intellectual property rights (e.g., copyrights and trademarks);
- In a manner that violates the terms of any applicable telecommunications license or any laws governing trans-border data flow (e.g., laws dealing with data collection, protection, privacy, confidentiality, and security);
- In connection with any attempt to penetrate computer or network security of any University, company, or other system, or to gain unauthorized access (or attempted access) to any other person's computer, email or voicemail accounts or equipment; or
- In connection with the violation or attempted violation of any other law.

The University understands that web “surfing” may be academic-related and serve a legitimate academic function, but the potential for abuse exists. The Internet provides access to a huge amount of information and resources that can greatly enhance our ability to deliver services efficiently to our students. Today there is no single, comprehensive directory of resources available for the Internet and users sometimes must “navigate” through much unneeded information to reach useful material.

The University encourages exploration of the Internet for legitimate academic-related or professional activities, but students may not “browse the web” during class (unless authorized), create personal “Home Pages,” or otherwise use University facilities to access Internet sites for reasons unrelated to the University’s academic requirements.

Representing the University in Personal Postings. The information you publish electronically (sometimes called a “Posting”) reflects on the University in general. Despite all disclaimers that a student may make (e.g., that the views are personal and do not reflect those of the University) readers elsewhere will make the association between these personal postings and the University. The student should know that true anonymity is very difficult to obtain when using these tools. While Internet relay chat (“IRC”), newsgroup visits, and net surfing sometimes appears to be done anonymously (e.g., by employing pseudonyms), accessing such services/servers through the University’s network facilities normally leaves an audit trail indicating at least the identity of the University proxy server (and may leave a trail pointing directly to the student). Inappropriate use of University facilities may damage the University’s reputation and could give rise to University and individual student liabilities. Accordingly, each student should make every effort to be professional in all usage of University communications tools.

Because readers may interpret personal postings to newsgroups as an official statement of the University, posting any article in a newsgroup related to the University’s academics is strictly prohibited unless approved in advance by the Campus President.

Unacceptable Content. Although the University does not regularly monitor email or electronic messages, please be aware that even personal email messages may be viewed publicly or by University administration without further notice. Under no circumstances may any posting, voice mail or email originating at the University be in violation of the letter or the spirit of the University’s Equal Employment Opportunity or Student Non-Harassment policies.

Examples of unacceptable content include:

- Sexually explicit messages, images, cartoons, or jokes;
- Propositions, requests for dates, or love letters;
- Profanity, obscenity, slander, or libel;
- Ethnic, religious, or racial slurs;
- Political beliefs or commentary; or
- Any other message that could be construed as harassment or disparagement of others based on their sex, race, sexual orientation, age, national origin, disability, or religious or political beliefs.

Everyone should be aware that sexual harassment includes unwelcome sexual advances, unwelcome requests for sexual favors, or other unwelcome conduct (including comments) of a sexual nature. The standard for sexual harassment is whether the recipient could reasonably consider the message to be offensive—the sender’s intentions are irrelevant.

In addition to prohibitions on sending or uploading offensive materials, University communications tools (email, browsers, newsreaders, etc.) also shall not be used to access or download obscene materials or other content that may be illegal under local law.

Electronic Forgery. Electronic forgery is defined as misrepresenting the student's identity in any way while using electronic communications systems (e.g., by using another's email account without permission, by so-called IP spoofing, or by modifying another's messages without permission). For example, messages written by others should be forwarded as-is and with no changes, except to the extent that the student clearly indicate where you have edited the original message (for example, by using brackets [] or by using other characters * * * to flag edited text).

Electronic forgery is not allowed for any purpose. For email messages, the student may not take any action to misrepresent the identity of the person responsible for the message. A student may send email messages using another person's account, but only with prior express approval from the account owner, and only when the text of the message indicates that the author is different than the email account holder.

For newsgroup postings, you may not misrepresent the identity of the sender, but you may (as may sometimes be appropriate) make postings on an anonymous basis. (Keep in mind that true anonymity may be quite hard to obtain, and that most such attempts at least leave an audit trail that identifies the University as the source of the posting.)

Intellectual Property. The Internet offers a universe of information, useful in conducting and furthering business operations. The student must always respect copyrights and trademarks of third parties and their ownership claims in images, text, video, and audio material, software, information and inventions. Do not copy, use, or transfer others' materials without appropriate authorization. Be aware that downloaded software and other copyrighted material may be subject to licensing obligations or restrictions. In cases where it is possible that the software might be used by University administration or faculty in curriculum or service development or might be incorporated into final curriculum or services, it is critical that these licensing obligations be understood and strictly observed. Even when software is labeled freeware or shareware, there may be licensing restrictions that prohibit or limit the usage or commercialization of such items. Any questions may be directed to the Campus President.

Transmitting Confidential Information. Confidential information (whether owned by the University, its students, its vendors, or other persons) is not to be disclosed to unauthorized persons without prior authorization. The question of authorization will be a function of the type and ownership of the confidential information (e.g., different authority may be required for disclosure of University-owned information than for student-owned information). Also, authorization for disclosure may be limited to certain specific individuals within the University (e.g., on a need-to-know basis).

In some cases, posting or emailing confidential information that relates to new curriculum, teaching methods, research, or University services can constitute a "publication" and prevent the University from applying for approvals or later treating the information as "proprietary." These consequences can follow even from postings or distributions that are not to the general public.

Generally, absent encryption or other security measures, confidential information should not be contained in email sent to outsiders or posted to newsgroups, and should not be placed on University communications tools that are available to third-parties.

Encryption. Only authorized encryption tools (software and hardware) may be used in connection with any University communications tools. Except with the prior written consent of the appropriate IT manager, all such tools must implement key-recovery or key-escrow techniques to permit the University to access and recover all encrypted information.

Remember that possession and use of encryption tools may be subject to complex laws or outright prohibitions in certain localities. Also, the export and import of computers carrying such tools may be subject to local regulation.

Limits of Privacy

Retention and Security of Messages. Email and voicemail messages, and computer-stored items all are University property and business records, and may have legal and operational effects identical to that of traditional, hard-copy documents. Accordingly, all email messages should be treated as though they may later be viewed by others (while confidential information may be contained in such messages, they should be created with the same care would be used in creating hardcopy documents).

Remember that no electronic communications facility is completely secure. This means that information stored on or carried over University communications tools may be the subject of accidental or intentional interception, mis-delivery, attack, or authorized University review.

When stored on computers, email messages and other files typically are subject to routine backup procedures. This means that copies of these files may be retained for long periods (in accordance with backup recycling and document retention procedures). Also, many site-wide backup systems do not guarantee privacy of backup copies (e.g., system administrators may have access).

A Limited Expectation of Privacy. The University respects the personal privacy of its students. However, because communications tools are provided for the University's academic purposes, student rights of privacy in this context are quite limited. **Students and others should have no expectation that any information transmitted over University facilities or stored on University-owned computers is or will remain private.** These systems are owned and/or controlled by the University and are accessible at all times by the University for maintenance, upgrades, or any other business or legal purposes. Students who use University communications tools should be aware that our firewall (and other security tools) creates an audit log detailing every request for access in either direction by each user. Also, in the course of their duties, system operators and managers may monitor student use of the Internet or review the contents of stored or transmitted data.

The University permits personal use of all these communication tools on the express understanding that it reserves the right (for its business purposes or as may be required by law) to review student use of, and to inspect all material created by or stored on, these communications tools. Use of these tools constitutes each student's permission for the University to monitor communications and to access files that are made on or with these communications tools.

University Access to Computers, Voicemail, and Email Systems. University administration may routinely examine students' communications or files. Such examination generally may be expected to occur in the following circumstances (which are not intended to be all-inclusive):

- Ensuring that University systems are not being used to transmit discriminatory or offensive messages, or in connection with the infringement or violation of any other person's rights;
- Determining the presence of illegal material or unlicensed software;
- Counteracting theft or espionage;
- Ensuring that communications tools are not being used for inappropriate purposes;
- Responding to legal proceedings that call for producing electronically stored evidence;
- Locating, accessing, and retrieving information in a student's absence; and
- Investigating indications of impropriety.

Consequences of Violating Policies. Misuse of any University communications tool or violation of these policies may result in disciplinary action up to and including suspension and dismissal from the University.

Questions/Changes to Policies. Questions regarding these policies may be directed to the Vice President for Academic Affairs or the University President. The University intends generally to observe these policies but also reserves the right to change them at any time without prior notice. The University will make reasonable efforts to provide notice of such changes.

Student Conduct Policy

A student is subject to disciplinary action up to and including withdrawal/ termination for:

- Acts of dishonesty, including but not limited to cheating on quizzes, tests, papers, hands-on homework documentation, or other assignments; or plagiarism.
- Fraudulent activities including but not limited to willful misrepresentation by a student concerning qualification for admission, continuing eligibility as a student, eligibility for financial aid, current enrollment information, status or position at ECPI.
- Forgery, alteration or misuse of school documents, records or identification.
- The unlawful possession, use, or distribution of illicit or prescription drugs on campus.
- Possession, use, intoxication, or being under the influence of alcohol while on campus.
- Possession of firearms or other weapons on campus.
- Gambling on campus.
- Any act or threat of physical assault or intimidation directed toward any member of the school community or any other individual on campus.
- Sexual harassment or hazing as described in the Student Non-Harassment Policy and Anti-Hazing Policy.
- Theft or attempted theft of ECPI property, or any theft on campus.
- The defacing or destruction of ECPI property.
- Use of indecent, illegal, disruptive language and/or actions
- Insubordination in carrying out instructions of faculty or staff.
- Any refusal to abide with or violation of federal, state, or local regulations.
- Smoking in unauthorized areas.
- Continued violation of the ECPI dress code.
- Furnishing false information to/for or against any student, faculty member, or ECPI employee.

ECPI believes in the use of progressive discipline (verbal warning, written warning and dismissal). However, depending upon the circumstances (i.e., collective student history, seriousness of conduct, issues of safety, facts surrounding the conduct, etc.), ECPI University reserves the right to use or not use progressive discipline.

Student Consumer Information

The Student Consumer Information regulations of the United States Department of Education require colleges to provide students with access to information they are entitled to as a consumer. Our goal is to provide each student with complete and easy access to this information and to inform you annually of the availability of this information. This information may also be found on the ECPI University website, www.ecpi.edu/consumers/ and other links on the website, requested from our campus staff, and provided in paper form on request.

Any requests for information under this service should be sent to info@ecpi.edu.

California Residents - CA Consumer Protection Act (CCPA)

The “CCPA” gives students who are California residents certain rights to know personal information retained by ECPI University. ECPI University retains personally identifiable information for the purposes of facilitating the processing of federal student aid benefits, veteran’s benefits, state and local financial assistance, and required reporting to federal, state and local governments as required. ECPI University does not sell student information. Certain information is shared with various vendors to allow access to learning and student support platforms and servicing of student records and accounts. ECPI University must retain most information to comply with regulatory and legal requirements, and this information cannot be deleted. Much of the information retained was submitted by the student to government agencies, who then necessarily transmitted this information to ECPI University.

California residents may request that ECPI University disclose to what personal information is collected, used, shared, or sold, and why it is collected, used, shared, or sold. Specifically, students who are California residents may request:

- The categories of personal information collected
- Specific pieces of personal information collected
- The categories of sources for collected personal information
- The purposes for which the personal information is used
- The categories of third parties with whom the information is shared
- The categories of information that is disclosed to third parties

This information must be provided, upon request at no charge, for the 12-month period preceding the request.

California residents may call their campus registrar or send an email to CCPA@ecpi.edu. Responses will be made within 45 days or with notice, up to 90 days.

Student Contact Information

Each student is provided with an ECPI email address to facilitate communication between the University and the student.

It is essential that students notify the campus Student Records Coordinator immediately of any changes to their name, address, telephone number or email address. Upon graduation, it is mandatory that students who have loans through Title IV funding to notify ECPI of any changes to their address and phone number.

Student consents to receiving notifications regarding all required consumer information (safety reports, curriculum updates, receipts for federal assistance, academic progress, financial aid counseling, etc.) via his/her ECPI assigned email account which can be accessed from any PC at ECPI and elsewhere.

Student Grievance Procedures

ECPI University is committed at all times to providing an educational experience which is conducive to the personal and professional growth of each student in a comfortable, student-oriented environment. As part of that commitment, the University has developed procedures designed to ensure that its students have a meaningful and fair opportunity to pursue any grievance they may have, whether the grievance relates to an academic matter, a non-academic matter or any other facet of their University experience. These procedures are as follows:

Students are encouraged to make every possible effort to resolve a grievance on an informal basis through discussion(s) with the faculty or staff member whom the student believes will be most knowledgeable about the matter at hand. If for any reason the student is not comfortable pursuing those discussions with such faculty or staff member, the student may choose to discuss the issue with another faculty or staff member chosen by the student or recommended to the student by his or her Department Head, the Campus Director of Academic Affairs or the Campus President. All University faculty and staff members are required to treat each student grievance in a professional manner and to endeavor to resolve all grievances fairly and swiftly.

Students at all times have available to them on a 24/7 and unlimited basis access to the MyECPI resource. MyECPI is a third-party anonymous and confidential incident reporting service available to all University students. A student may contact MyECPI by telephone at 800-716-9007 or online at [MyECPI](#). More information on MyECPI may be found in the [Student Services](#) section of the Catalog.

If following the pursuit and conclusion of the procedures described in the immediately preceding paragraphs the grievance remains unresolved to the reasonable satisfaction of the student, the student is invited to submit a written request (formal grievance) for further review. Any such written request must be submitted by the student no later than fifteen days following the conclusion of the informal procedure described above and must be directed, at the student's option, either (a) to the student's Campus Director of Academic Affairs or to the Campus President or (b) to the University President. ECPI University will strive to keep all grievances confidential but cannot guarantee confidentiality. Under some circumstances, a release in respect of confidentiality may be needed in order for a grievance to be properly investigated and resolved in a timely manner. Unless submitted through the MyECPI system, anonymous grievances will not be acted upon.

Contact information for the University President is as follows:

By mail: President, ECPI University
5555 Greenwich Road; Virginia Beach, VA 23462

By email: president@ecpi.edu

The following minimum details should be included in any such written request:

- a description of the issue, including all relevant details such as dates and identities of other individuals involved
- a description of the student's efforts to resolve the subject dispute prior to the written submission, such as details including dates of, locations of and other individuals attending meetings conducted in the course of the informal procedure described above
- reason(s) why the result of the informal procedure described above is unsatisfactory to the student
- the student's name and contact information

The individual to whom such submission is directed will be required to ensure that any such submission be reviewed and that a decision with respect to such submission be rendered as promptly as practical and made available to the student in question. The student will be required to cooperate with all reasonable requests of such individual should additional information or meetings with the student or other appropriate individuals become necessary in the course of this review.

If after the taking of all of the above steps the student remains dissatisfied with the resolution of the student's grievance, the student has available to him/her the resources of the applicable external organizations and agencies to which further pursuit may be addressed. Contact information for all of such entities is available in the University Policies section of the Catalog and varies depending on the specific physical or online campus location of the University attended by the student.

Students are referred to their Enrollment Agreement for information regarding Arbitration through the American Arbitration Association. The complete [Arbitration policy](#) also may be found in the University Policies section of the Catalog.

The Virginia State Approving Agency (SAA), is the approving authority of education and training programs for Virginia. Our office investigates complaints of GI Bill beneficiaries. While most complaints should initially follow the school grievance policy, if the situation cannot be resolved at the school, the beneficiary should contact our office via email saa@dvs.virginia.gov.

Student Records

Records of student progress are maintained that include grades, previous education and training, awards, courses attempted, and attendance. Grade reports are provided upon request.

Student Responsibilities

ECPI students are considered to be responsible adults and are expected to maintain the standards of conduct appropriate to an academic and business environment. It is the student's responsibility to:

- Conform with ECPI policy, procedures, and regulations,
- Maintain security and academic integrity,
- Maintain academic progress and satisfactory attendance,
- Submit course work on time, and
- Pay tuition as scheduled.

Student Rights

- Students in good academic standing have access to all instructional facilities and services, including classes, laboratories, library, tutoring, advising, etc.
- Students have the right to inquire about, and to propose, improvements in policies, regulations and procedures affecting the welfare of students through student surveys, MyECPI, campus clubs and organizations, and University offices.
- The Family Educational Rights and Privacy Act of 1974 provides safeguards regarding the confidentiality of, and access to, student records, and this Act will be adhered to by the University. See the heading Family Education and Privacy Act (FERPA) for more detailed information.
- Students may appeal results of tests, examinations, or other grades by the end of the add/drop period of the subsequent term.
- ECPI decisions affecting a student may be appealed by requesting a review board hearing.
- Students may record class lectures only with the approval of the faculty member assigned to the course.

Students with Disabilities Policy and Procedures

ECPI University does not discriminate against qualified individuals with disabilities in admission or in access to our programs, services and activities, in accordance with our obligations under [Section 504](#) of the Rehabilitation Act of 1973, the Americans with Disabilities Act of 1990, and the ADA Amendments Act of 2008.

Admission of Students with Disabilities. The University will make admission decisions using criteria which do not consider an individual's disability, but rather, the student's individual qualifications, to meet the essential elements of the program, service or activity being offered, assuming the incorporation or use of the appropriate academic adjustments/auxiliary aids and services, if necessary. Students with disabilities desiring to enroll in any program, service or activity of ECPI University must be able to meet the minimal standards of the University and of the particular program, service or activity to which admission is sought.

Definitions. A person with a disability is someone who has a physical or mental impairment that substantially limits one or more major life activities, including, but not limited to, caring for one's self, performing manual tasks, learning, walking, seeing, hearing, breathing, and working; has a record of such an impairment; or is regarded as having such an impairment. Although disclosure of a disability may not be necessary or appropriate for some persons, those who seek academic adjustments/auxiliary aids and services from ECPI University must follow the procedure outlined below.

Procedure for Requesting Academic Adjustments/Auxiliary Aids and Services. Students requesting academic adjustments/auxiliary aids and services must take the initiative to seek assistance, comply with deadlines and agreements, and participate in the following procedure:

1. Contact the Campus President or Campus Director of Academic Affairs (“CDAA”) ECPI University students requesting academic adjustments/auxiliary aids and services should contact their Campus President or CDAA. The Campus President or CDAA will meet with the student to discuss the student’s disability, the impact and functional limitations of the disability in the academic setting, and the proposed academic adjustments/auxiliary aids and services.
2. Provide Medical or Other Diagnostic Documentation. The student will provide acceptable medical or other diagnostic documentation that supports the request for academic adjustments/auxiliary aids and services. Acceptable documentation includes a report from a qualified professional explaining the disability, the impact or functional limitations in an academic setting, suggested academic adjustments/auxiliary aids and services, and the expected duration of the disability and requested academic adjustments/auxiliary aids and services. The documentation provided should be current (e.g., within 3 years of the student’s enrollment in the University.) Individual Education Plans (IEPs) and 504 Plans generally do not contain sufficient information.

In all cases, the University may request additional diagnostic information and assessment when, in its opinion, such additional information is needed to document the existence of a disability or the need for academic adjustments/auxiliary aids and services in the educational or clinical settings of ECPI University.

Review of the Academic Adjustments/Auxiliary Aids and Services Request. All requests for academic adjustments/auxiliary aids and services (e.g. extra time and/or separate room for exams, etc.) are evaluated on a case-by-case basis, using an interactive process. This evaluation includes the review of medical or other diagnostic documentation and a determination of the reasonableness of the academic adjustments/auxiliary aids and services. Medical or other diagnostic documentation provided by the student is kept confidential and is released to a third party only with the student’s written permission or as required by law. General information about a student’s disability and, academic adjustments/auxiliary aids and services may, however, be shared with other ECPI University administrators or third parties with a legitimate need to know (e.g. clinical sites, externship sites, etc.) The student’s disabilities file is maintained by the Campus President and is held separately from the student’s official academic record.

Students with disabilities may request academic adjustments/auxiliary aids and services at any time, however, the Campus President or CDAA must have time to review and approve the request (generally 2-3 weeks) although some requests for academic adjustments/auxiliary aids and services take more time to review than others. Therefore, students requesting academic adjustments/auxiliary aids and services requests are encouraged to contact their Campus President or CDAA as soon as possible after they have enrolled with the University. Academic adjustments/auxiliary aids and services will not be made on a retroactive basis.

Because practical training in many of our programs may take place in a variety of settings – classroom to clinical – academic adjustments/auxiliary aids and services granted on admission may not be appropriate for all settings; the Campus President or CDAA, in collaboration with other University administrators with a legitimate need to know, may review with the student, as needed, academic adjustments/auxiliary aids and services for each class or setting as the student progresses through the curriculum, to avoid compromising or fundamentally altering the essential components of a particular course or program.

Although a student’s academic adjustments/auxiliary aids and services histories are important, other factors are considered as well in determining what, if any, academic adjustments/auxiliary aids and services are appropriate now at ECPI University. The receipt of particular academic adjustments/auxiliary aids and services in a previous setting does not automatically mean that identical academic adjustments/auxiliary aids and services will be provided here.

The Campus President or CDAA has the responsibility to review each student’s documentation conscientiously and diligently in carefully considering the student’s request for academic adjustments/auxiliary aids and services. When the Campus President or CDAA has completed the evaluation and has determined that the student’s disability has a current functional impact on his or her academic work or ability to participate in ECPI University’s programs, the Campus President or CDAA will work the student to determine what academic adjustments/auxiliary aids and services are reasonable and appropriate.

Academic adjustments/auxiliary aids and services initially recommended for a student may be modified as directed by a change in the student's needs or the nature of course requirements. It is the student's responsibility to request the modification and to provide support for said change.

Implementation of Academic Adjustments/Auxiliary Aids and Services Request. The student will be provided with a Faculty Notification Form from the Campus President or CDAA at the conclusion of the review/verification process. The student, CDAA and Campus President will sign the Faculty Notification Form, acknowledging the academic adjustments/auxiliary aids and services that have been approved. The student must provide the Faculty Notification Form to faculty members at the beginning of each term to receive academic adjustments/auxiliary aids and services. A copy of the Faculty Notification Form will be retained in the student's disabilities file.

Appeal. In the event that there is a disagreement between the student and the University regarding the outcome of the Campus President's or CDAA's evaluation (including whether the student is a qualified individual with a disability, the adequacy of the student's documentation regarding the student's disability and decisions regarding academic adjustments/auxiliary aids and services), the student can file an appeal with the University's Equal Opportunity Officer and Title IX/504Coordinator:

Ms. Cheryl Salter
Vice President of Human Resources
(757) 213-3523
csalter@ecpi.edu

Study Abroad

The Study Abroad option is periodically available to students enrolled in degree programs. Three weeks of the term are spent in the classroom and up to two weeks are spent abroad. The Study Abroad option is administered through the Virginia Beach campus and requires additional fees.

Termination Policy

ECPI reserves the right to terminate a student's enrollment on the following grounds:

- Nonconformity with ECPI policy and regulations;
- Unsatisfactory academic progress;
- Failing grade on foundational mathematics or English/writing courses;
- Unsatisfactory attendance;
- Failure to submit course work as scheduled;
- Nonpayment of tuition;
- Security violations
- Academic integrity violations;
- Possession or use on campus of any firearm or other dangerous weapon or incendiary device or explosive unless such possession or use has been authorized by the University;

- Conduct damaging to the facilities; or
- Disruption of academic processes.

Disruption of academic processes includes wrongly taking credit for work or possessing unauthorized materials during tests or examinations.

Professional Certifications: Exam Testing Policy

ECPI University recognizes the importance of professional certifications. The University subsidizes the expense of all certification exams, and may distribute subsidized vouchers for certain exams.

ECPI provides a GetCertified™ website at <https://getcertified.ecpi.edu> and a Pearson VUE Authorized Test Center at most ECPI locations. Campus test center hours are viewable from the Pearson VUE website. Some industry certification exams are proctored on campus or at specified testing sites.

The ECPI Approved List of Certifications is updated frequently by the Academic Deans based upon industry trends. The list is published on the [ECPI Library website](#) and [GetCertified™](#).

College of Business, College of Criminal Justice, and College of Technology

GetCertified™ at <https://getcertified.ecpi.edu> is a certification study and voucher request platform available to ECPI University students and alumni. GetCertified™ users must provide an ECPI email address and commit to completion of the training modules within 45 days of registration.

Certifications that are not available through GetCertified™ require completion of a certification exam eligibility form submitted to a campus program administrator for approval. Students and alumni must have successfully completed courses designated for the certification and be in good academic standing to be approved.

Test Vouchers

The University subsidized certification expenses or 'vouchers' must be used at an ECPI Pearson VUE Authorized Test Center. A campus administrator must approve exceptions to on-site testing. Online students are exempt from this requirement.

Vouchers approved for undergraduate students must be used before graduation. Students who transfer into a different program or to a different ECPI campus as an undergraduate are eligible for five (5) vouchers *and* (5) *retake vouchers* (1 *retake voucher per certification*) as an undergraduate. Alumni are eligible for five (5) vouchers *and* (5) *retake vouchers* (1 *retake voucher per certification*). Students in the Master's program are eligible for two (2) vouchers *and* 2 *retake vouchers* (1 *retake voucher per certification*).

Subsidized Voucher Quota and Rates:

- Undergraduate: Five (5) vouchers and five (5) retake vouchers; a retake voucher is used for one failed attempt per certification
\$15 per voucher; retake exam \$30
- Alumni: Five (5) vouchers and five (5) retake vouchers; a retake voucher is used for one failed attempt per certification
\$20 per voucher; retake voucher \$40
- Master's program: Two (2) vouchers and two (2) retake vouchers; a retake voucher is used for one failed attempt per certification
\$20 per voucher; retake voucher \$40

Voucher Retake Policy

The University subsidizes one (1) retake voucher per failed attempt per certification. If the test taker fails the second attempt using one retake voucher, another voucher is not available for a third attempt. Test takers must pay for their own voucher and register online for their third attempt. GetCertified™ and vendor guidelines apply to the time allowed between the first failed exam and the retake. Missed exams will result in the forfeit of the test voucher. The policy for rescheduling exams is provided in the registration confirmation email. Some exam sponsors charge fees for rescheduling and/or cancelling an exam. The deadline to reschedule or cancel an appointment will vary by test sponsor.

Career Advancement Bookstore Award

ECPI University has designated select certifications and licenses as eligible for the Career Advancement Bookstore Award. Award information can be found in the [Sources of Financial Aid - ECPI Scholarships](#) section of the catalog. Students should consult with their campus Financial Aid office for more information.

College of Health Science and College of Nursing

The appropriate Program Director or Director of Nursing manages exam approvals. The University may subsidize one (1) retake per failed exam for College of Health Science students on the condition that the tester follows a designated remediation plan to improve. Nursing students (ADN and PN) are subsidized once for the licensure exam. Nursing students must pay full price for a retake exam.

Visitors to the Classroom and Campus

All visitors must register with the campus receptionist upon arrival. ECPI does not permit unauthorized visitors to any classrooms and the campus.

Workplace Hazards Policy

ECPI complies with the regulations of the Occupational Safety and Health Administration (OSHA). This policy is to inform students of the potential hazardous chemicals and the location of Material Safety Data Sheets (MSDS) in the medical programs in an effort to comply with the regulations of OSHA.

A written Hazardous Communication Plan is located in the medical lab. The manual includes:

- A list of known hazardous chemicals located within the medical department.
- The material safety data sheets (MSDS) for the known chemicals.
- Standard operating procedures for handling hazardous chemicals.

Master Calendar

5 Week Terms

TERM 10	12/14/20-01/24/21	Winter Break: Dec 24-Jan 3, Holiday Jan 18
TERM 1	01/25/21-02/28/21	
TERM 2	03/01/21-04/04/21	
TERM 3	04/05/21-05/09/21	
TERM 4	05/10/21-06/13/21	Holiday May 31
TERM 5	06/14/21-07/25/21	Summer Break Jun 28-Jul 5
TERM 6	07/26/21-08/29/21	
TERM 7	08/30/21-10/03/21	Holiday Sep 6
TERM 8	10/04/21-11/07/21	
TERM 9	11/08/21-12/12/21	Holiday Nov 25
TERM 10	12/13/21-01/23/22	Winter Break Dec 24-Jan 2, Holiday Jan 17
TERM 1	01/24/22-02/27/22	
TERM 2	02/28/22-04/03/22	
TERM 3	04/04/22-05/08/22	
TERM 4	05/09/22-06/12/22	Holiday May 30
TERM 5	06/13/22-07/24/22	Summer Break Jun 27-Jul 4
TERM 6	07/25/22-08/28/22	
TERM 7	08/29/22-10/02/22	Holiday Sep 5
TERM 8	10/03/22-11/06/22	
TERM 9	11/07/22-12/11/22	Holiday Nov 24
TERM 10	12/12/22-01/22/23	Winter Break Dec 23-Jan 2, Holiday Jan 16

12 Week Quarters			
MASTER CALENDAR for the Orlando (Lake Mary), Florida campus			
QUARTERS		HOLIDAYS	BREAKS
Fall Quarter	10/19/20-01/16/21	Nov 26-27, Dec 25	12/26/2020-01/01/2021
Winter Quarter	01/19/21-04/10/21	Jan 18	04/11/2021-04/18/2021
Spring Quarter	04/19/21-07/10/21	May 31, Jul 4-5	07/11/2021-07/18/2021
Summer Quarter	07/19/21-10/09/21	Sep 6	10/10/2021-10/17/2021
Fall Quarter	10/18/21-01/15/22	Nov 25-26, Dec 24-25	12/26/2021-01/02/2022
Winter Quarter	01/18/22-04/09/22	Jan 17	04/10/2022-04/17/2022
Spring Quarter	04/18/22-07/09/22	May 30, Jul 4	07/10/2022-07/17/2022

Tuition and Fees

TUITION AND FEES Undergraduate programs

The following Tuition and Fee charges are per semester for the academic year. The Tuition and Fees are subject to annual review, and ECPI reserves the right to make changes in Tuition and Fees.

UNDERGRADUATE*

Status	Credit hours per semester	Computer & Info. Science Cyber & Info. Security Tech Engineering Technology Mechanical Engineering Surgical Technology	Diagnostic Medical Sonography Physical Therapist Assistant Medical Radiography	Dental Assisting Healthcare Admin. Health Info Mgmt Medical Assisting Radiologic Sciences (BS)
Full Time ¹	(12-18 credits)	\$8,292	\$9,264	\$7,452
Three-Quarter Time	(9-11.5 credits)	\$6,219	\$6,948	\$5,589
Half-Time	(6-8.5 credits)	\$4,146	\$4,632	\$3,726
Less-Than-Half Time	(Less than 6 credits)	\$2,073	\$2,316	\$1,863

Status	Credit hours per semester	BS Nursing	Associate Degree in Nursing	Practical Nursing
Full Time ¹	(12-18 credits)	\$8,592	\$9,452	\$9,264
Three-Quarter Time	(9-11.5 credits)	\$6,444	\$7,089	\$6,948
Half-Time	(6-8.5 credits)	\$4,296	\$4,726	\$4,632
Less-Than-Half Time	(Less than 6 credits)	\$2,148	\$2,363	\$2,316

Status	Credit hours per semester	Food Service Management	Emergency Medical Services	Business
Full Time ¹	(12-18 credits)	\$7,452	\$5,256	\$8,292
Three-Quarter Time	(9-11.5 credits)	\$5,589	\$3,942	\$6,219
Half-Time	(6-8.5 credits)	\$3,726	\$2,628	\$4,146
Less-Than-Half Time	(Less than 6 credits)	\$1,863	\$1,314	\$2,073

Status	Credit hours per semester	Culinary Arts Culinary Arts and Applied Nutrition Baking and Pastry Arts	Criminal Justice
Full Time ¹	(12-18 credits)	\$8,292	\$7,452
Three-Quarter Time	(9-11.5 credits)	\$6,219	\$5,589
Half-Time	(6-8.5 credits)	\$4,146	\$3,726
Less-Than-Half Time	(Less than 6 credits)	\$2,073	\$1,863

Status	Credit hours per semester	Massage Therapy Diploma \$527.50/ credit \$450 Technology fee/ semester
Full Time ¹	(12-18 credits)	

*Programs offered at the Northern Virginia campus are an additional \$240 per semester

BS NURSING (RN to BSN only)

Per credit	\$250 For the first six Arts and Sciences courses
Per credit	\$444 All NUR courses and Arts and Sciences (subsequent to the first six courses)
Technology Fee	\$450/ semester. <i>Includes use of mobile computing devices with damage insurance, learning platforms, technology support, and other technology equipment necessary to complete courses.</i>

TUITION DEPOSIT

Tuition Deposit	\$135 required for Practical Nursing, Associate Nursing, and Traditional BS Nursing only. <i>If tuition is paid entirely by third party funding sources, providing that documentation satisfies the deposit requirements.</i>
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To complete the Program requirements in a timely manner, student must be enrolled full-time and carry a minimum load of 12 semester credit hours and a maximum of 18 credit hours per semester. If student takes an academic overload consisting of more than 18 credit hours, this may change the eligibility for financial aid assistance in future semesters, which may result in greater out-of-pocket expenses. If student takes an overload of more than 18 credits, they will be assessed additional charges in that semester. Student is responsible for checking with the Financial Aid office to determine the impact of schedule changes.

Overload tuition charge calculation: Semester cost / 18 = per credit cost x the number of credits over 18 credits.

VETERANS AND ACTIVE DUTY

If Student receives benefits under the Veteran's Administration (VA) programs, the VA is charged per credit hour. This is calculated by dividing the above full time tuition by 12 credits, and Student will be billed up to a maximum of 12 credits in a semester. If Student attends three-quarter, half-time or less-than-half-time, then Student will be charged the semester rate divided by the number of credits applicable for that enrollment status which is nine (9) for three-quarter time, six (6) for half time, three (3) for less-than-half-time. The charge per credit amount is the same and will not exceed the maximum charge for that semester based on enrollment status with the exception that overload charges will apply as indicated above. Please see the VA coordinator for assistance with these benefits.

CERTIFICATE (MICRO-CREDENTIAL) TUITION

Per credit	\$389
Technology Fee ³	\$150 per term. <i>Includes use of mobile computing devices with damage insurance, learning platforms, technology support, and other technology equipment necessary to complete courses.</i>

OTHER FEES (all programs - required)

Application Fee	\$15 Non-refundable, one-time charge
Registration Fee	\$100
Background Check Fee, applicable programs	Fee Varies
High School, GED or College Transcript Request	Fee Varies
Textbooks ²	\$0 When required. <i>Use of textbooks and electronic textbooks for the time needed to complete your courses is provided at no cost. If you wish to permanently own your textbooks, you may purchase them from ECPI University's bookstore, or any other retailer you choose.</i>
Technology Fee ^{3^^}	\$450/ semester, \$510/ semester for Associate Degree in Nursing and Practical Nursing students. <i>Includes use of mobile computing devices with damage insurance, learning platforms, technology support, and other technology equipment necessary to complete courses.</i>
^{^^} Laptop PC Option	\$500 additional, one-time fee. <i>Computer Science majors may choose the University Configured Laptop PC with support as their mobile device included in the Technology Fee, based on availability.</i>
California Student Tuition Recovery Fund ⁴	<i>Please see the footnote for details.</i>

OTHER FEES (medical programs - required)

Drug Screening	As required by states or campuses/price varies
Massage table (Massage Therapy students only)	\$100
Physical Exam / Shots / PPD	variable by location and insurance
BSN Traditional, ADN, PTA, and DMS prerequisite/individual subject courses (<i>PN at Charlotte campus</i>)	\$200/ each

OTHER FEES (culinary programs - required)

AAS or Diploma in Culinary Arts and Baking and Pastry Arts: Kitchen Uniform Fee, non-refundable fee of \$100 due prior to start of courses.

Dining Room Uniform including white shirt, tie and black pants (approximately \$50)

Stationery supplies including miscellaneous computer supplies (approximately \$8/month)

Work shoes: one pair (approximately \$40)

OTHER FEES (international students - required)

SEVIS fee \$350

Mailing fee (international applicants only, domestic international applicants do not pay) \$75

OTHER FEES (all programs - optional)

Change of Program Fee	\$100
Course Challenge Fee, per subject area	\$275 (\$200 refunded if credit is not awarded)
Re-entry Fee	\$100
Credit Reinstatement Fee	\$250/credit
Retake Fee for BS Nursing (RN to BSN only)	\$444/credit NUR courses, \$250/credit Arts and Sciences courses
Schedule Change Fee, per change	\$25
Licensing/Certification Exam Fees, per exam, first attempt only (technical programs)	\$15 <i>does not include Certificate programs</i>

Licensing/Certification Exam Fees, per exam, first attempt only (medical programs)	25% of certification costs
Transcript Fee, per copy	\$5 normal processing/ \$6 Parchment, shipping varies/ \$10 expedited

TUITION graduate programs

	Master of Science in Information Systems	
	Master of Science in Cyber Security	
	Master of Science in Management	
	Master of Science in Nursing	
	Master of Science in Systems Engineering	Master of Science in Nursing concentration in Family Nurse Practitioner
	Master of Business Administration	

Status	Credit hours	Per semester	Per credit	Per semester	Per credit
Full Time ¹	9	\$6,480	\$720	\$4,896	\$544

Textbooks² \$0 When required. *Use of textbooks and electronic textbooks for the time needed to complete your courses is provided at no cost. If you wish to permanently own your textbooks, you may purchase them from ECPI's bookstore, or any other retailer you choose.*

Technology Fee^{3^^} \$285 per semester (\$342 for MSN concentration in Family Nurse Practitioner). *Includes use of mobile computing devices with damage insurance, learning platforms, technology support, and other technology equipment necessary to complete courses.*

^{^^}Laptop PC Option \$500 additional, one-time fee. *Computer Science majors may choose the University Configured Laptop PC with support as their mobile device included in the Technology Fee, based on availability.*

California Student Tuition Recovery Fund⁴ *Please see the footnote for details.*

OTHER FEES (graduate students)

Application Fee	\$15 Non-refundable, one-time charge
Registration Fee	\$35
Transcript Fee, per copy	\$5 normal processing/ \$6 Parchment, shipping varies/ \$10 expedited
Certification Fee	\$15 per certification (limit two)

Credit Reinstatement Fee	\$250/credit
Preparatory/Foundational Course(s)	\$250 per credit, after Graduate Admissions review. Student may be required to take one or more foundational courses.
MSN continuing education courses	\$940 per course for NUR608 , NUR609
Fast Track course(s)	\$100 per course
Master's Preparatory Course(s) Technology Fee	\$450 per semester, billed at the Undergraduate Technology Fee rate

TUITION Orlando (Lake Mary) (quarter hour programs)

The following Tuition and Fee charges are per quarter credit for the academic year. The Tuition and Fees are subject to annual review, and ECPI reserves the right to make changes to Tuition and Fees.

Bachelor of Science Nursing (quarter credit program)

Status	Credits to be completed	Per credit hour	Total Estimated Tuition for the Program
Full Time ¹	75	\$582	\$43,632**

OTHER FEES (Bachelor of Science Nursing program)

Application Fee	\$15 Non-refundable, one-time charge
Registration Fee	\$100

***Includes: books, uniforms, student activity fees, malpractice insurance, lab fees, and computer-assisted instruction.*

Master of Science in Nursing (quarter credit program)

Status	Credits to be completed	Per credit hour	Total Estimated Tuition for the Program
Full Time ¹	54	\$480	\$25,920.00
Textbooks ²	\$0 When required. <i>Use of textbooks and electronic textbooks for the time needed to complete your courses is provided at no cost. If you wish to permanently own your textbooks, you may purchase them from ECPI University's bookstore, or any other retailer you choose.</i>		
Technology Fee ³	\$285 per semester. <i>Includes use of mobile computing devices with damage insurance, learning platforms, technology support, and other technology equipment necessary to complete courses.</i>		

OTHER FEES (Master of Science in Nursing program)

Application Fee	\$15 Non-refundable, one-time charge
Registration Fee	\$35
Transcript Fee, per copy	\$5 normal processing/ \$6 Parchment, shipping varies/ \$10 expedited
Certification Fee	\$15 per certification (limit two)
Credit Reinstatement Fee	\$166.67 / credit
Preparatory / Foundational Course(s)	\$250 per credit, after review by Graduate Admissions. A student may be required to take one or more foundational courses.
Master's Preparatory Course(s) Technology Fee	\$450 per semester, billed at the Undergraduate Technology Fee rate

¹All students attend ECPI on a full time basis, unless an exception is approved by a campus official.

²As a result of ECPI University GREEN commitment and to provide the best value in education resources, ECPI University has implemented textbook recycling and extensive use of electronic textbooks. Arrangements have been made with publishers to access their content at heavily discounted rates and make it available to you at the start of each term. You will have extended access to core course textbooks. A STUDENT MAY OPT OUT AND ACQUIRE TEXTBOOKS ON THEIR OWN. If you prefer to own your textbook, they are available for purchase from the ECPI University bookstore, or other retailers. Federal regulations require that you be allowed to acquire books and supplies from other sources. Please notify the financial assistance department if you wish to acquire your own textbooks, and your account will be credited \$50/semester. You will be responsible for obtaining all required textbooks.

³Most courses have online resources available, and many courses utilize mobile computing devices such as tablets and notebook PCs. If a mobile device is unintentionally damaged and not lost/stolen, it may be repaired one time while enrolled at ECPI University without additional charge. Additional incidents or loss will incur actual repair or replacement cost. Students will be charged for any resources not returned within two weeks of when a return is required and this fee will be pro-rated for persons scheduled for only a portion of a semester.

⁴CALIFORNIA STUDENT TUITION RECOVERY FUND (CA residents only). The State of California created the Student Tuition Recovery Fund (STRF) to relieve or mitigate economic losses suffered by students in educational programs who are California residents or are enrolled in residency programs attending certain schools regulated by the Bureau for Private Postsecondary and Vocational Education. You must pay the state-imposed assessment for the Student Tuition Recovery Fund (STRF) if all of the following applies to you: (1) You are a student in an educational program, who is a California resident, or are enrolled in a residency program, and prepay all or part of your tuition either by cash, guaranteed student loans, or personal loans, and (2) Your total charges are not paid by a third-party payer such as an employer, government program, or other payer unless you have a separate agreement to repay the third party. You are not eligible for protection from the STRF and you are not required to pay the STRF assessment, if either of the following applies: (1) You are not a California resident, or are not enrolled in a residency program, or (2) Your total charges are paid by a third party, such as an employer, government program, or other payer, and you have no separate agreement to repay the third party. You may be eligible for STRF if you are a California resident or are enrolled in a residency program, prepaid tuition, paid the STRF assessment, and suffered an economic loss as a result of any of the following: (1) The school closed before the course of instruction was completed. (2) The school's failure to pay refunds or charges on behalf of a student to a third party for license fees or any other purpose, or to provide equipment or materials for which a charge was collected without 180 days before the closure of the school. (3) The school's failure to pay or reimburse loan proceeds under a federally guaranteed student loan program as required by law or to pay or reimburse proceeds received by the school prior to closure in excess of tuition and other costs. (4) There was a material failure to comply with the Act or this Division within 30 days before the school closed or, if the material failure began earlier than 30 days prior to closure, the period determined by the Bureau. (5) An inability after diligent efforts to prosecute, prove, and collect on a judgement against the institution for a violation of the Act. However, no claim can be paid to any student without a social security number or a taxpayer identification number.

UNDERGRADUATE Programs**ACC - Accounting****ACC 101 - General Accounting (3)**

This course explores how accounting information is used by non-financial managers. Emphasis is placed upon the interpretation of accounting information and how this important information contributes to the success of the firm. Upon completion of this course, students will be able to interpret basic financial statements and will be able to communicate this information using appropriate accounting language.

Prerequisite: CIS108.

ACC 160 - Principles of Accounting I (3)

This course will provide students with a thorough introduction to fundamental accounting concepts and procedures and includes double-entry accounting, journal entries, the accounting cycle and financial statements according to GAAP. The sole proprietorship business form is emphasized. Students will learn about accounting for buying and selling transactions, as well as how to prepare financial statements. Working with cash and internal controls are emphasized and accounts receivables and the appropriate journal entries are defined. Inventories, the required entries and the affects they have on a business are examined in detail. Upon successful completion of this course, students will be able to demonstrate the steps of the accounting cycle including analyzing business transactions, journalizing and posting transactions, the trial balance and the preparation of the financial statements.

Prerequisite: CIS108.

ACC 161 - Principles of Accounting II (3)

This course introduces students to additional Generally Accepted Accounting Procedures (GAAP) for sole proprietorships, partnerships and corporations. Students will learn how to calculate depreciation, account for interest income and expense, partnerships and corporations, bond and equity transactions, calculate cash flows, and analyze financial information. Upon successful course completion, students will be able to apply GAAP to sole proprietorships, partnerships, and corporations.

Prerequisite: ACC160.

ACC 206 - Personal Income Tax I (3)

This course introduces students to federal and state tax preparation for individuals. Students will learn how to calculate taxable income and deductions, such as wages, investment income, business income, tax deductions, tax credits, and itemized deductions. Upon successful course completion, students will be able to prepare personal tax returns.

Prerequisite: ACC161.

ACC 309 - Managerial Accounting for Managers (3)

This course introduces students to the foundations of managerial accounting – planning, control and decision making for managers. Students will learn cost behavior, cost-volume-profit relationships, job order and process costing, different cost accounting methods, differential analysis, budgeting, and profit-planning. Upon successful completion of this course, students will be able to prepare and analyze cost accounting information for a business or organization.

Prerequisite: ACC161.

ACC 311 - Personal Income Tax II (3)

This course is a continuation of ACC206 covering personal income tax topics including: additional personal tax laws, investor losses, tax credits and payment procedures. Property transactions are covered including determination of gain, loss and basis. Other topics include gains and losses, accounting periods and methods and deferred compensation.

Prerequisite: ACC206.

ACC 319 - Intermediate Accounting I (3)

This class introduces students to more complex accounting situations, building upon the foundations of Principles of Accounting. Students will gain a thorough understanding of the sources of Generally Accepted Accounting Principles, the accounting cycle, financial reporting, the revenue cycle and revenue recognition, and the time value of money concepts. Upon successful course completion, students will be able to complete the accounting cycle, and analyze the financial statements produced.

Prerequisite: ACC309.

ACC 321 - Intermediate Accounting II (3)

This course is the second course of three in the Intermediate Accounting series, and includes an in-depth study of the following Balance Sheet items: Current Assets, such as Cash & Receivables, and Inventory; current liabilities, such as Accounts Payable and short-term notes; Fixed Assets and Intangibles; and Long-term Liabilities, such as Notes payable and Bonds. Upon successful completion of this course, students will be able to properly record these items using U.S. GAAP, and will be able to compare this process with the International Financial Reporting Standards with respect to these Balance Sheet categories

Prerequisite: ACC319.

ACC 322 - Intermediate Accounting III (3)

This course is the final course of three in the Intermediate Accounting series. Students will learn how to account for income taxes, pensions and post-retirement benefits; equity transactions; investments; leases; accounting changes and error corrections. Additionally students will use the cash flow statement for analysis. Upon the successful course completion, students will be able to record investments, identify the differences between financial accounting and accounting for income taxes, compare operating and finance leases, compute pension expense, correct errors, record changes and evaluate cash flow.

Prerequisite: ACC321.

ACC 330 - Cost Accounting (3)

This class introduces students to topics related to cost determination such as cost analysis, estimation and management. Students will learn management control systems, planning and budgeting, variance analysis, Net Present Value analysis and nonfinancial measures of performance. Upon successful course completion, students will be able to evaluate the profitability of a product line, evaluate capital investment decisions, and create a balanced scorecard to determine a firm's overall performance towards organizational goals.

Prerequisite: ACC309.

ACC 340 - Governmental and Not-for-Profit Accounting (3)

This course covers financial reporting for governmental and non-profit entities, accounting and reporting for state and local governments; accounting for governmental operating activities, capital assets and capital projects, long-term liabilities and debt service, business-type activities, fiduciary activities (agency and trust funds, auditing of governmental and not-for-profit organizations), agency and trust funds, analysis of governmental financial performance; and accounting for not-for-profit organizations, not-for-profit organizations (regulatory, taxation and performance issues), as well as accounting for colleges and universities, and accounting for healthcare organizations.

Prerequisite: ACC161.

ACC 409 - Business Taxation (3)

This course provides the student with an understanding of corporate and partnership tax law: deferred tax assets and liabilities; special situations; organization and capital structure; earnings, profits, and dividend distributions; redemptions and liquidations; and taxation of international transactions. Partnership topics covered are formation, operation and basics. Also covered are transfer of interests and terminations; S corporations; tax practice and ethics; federal gift and estate taxes; income taxation of estates and trusts.

Prerequisite: ACC309.

ACC 450 - Fraud Detection and Deterrence Methodology (3)

This course describes the principles and methodology of fraud detection and deterrence. This course includes such topics as skimming, cash larceny, check tampering, cash register disbursement schemes, billing scheme, payroll and expense reimbursement schemes, non-cash misappropriations, and corruption.

Prerequisite: ACC161.

ACC 460 - Accounting Information Systems (3)

This course provides the student with an in-depth understanding of the requirements to implement and use accounting software applications. Students are introduced to accounting system elements and documentation, data flows, reporting principles, coding methods and audit trails; internal controls and risk assessment; control activities and monitoring; the financial, revenue, purchasing and inventory processes; and typical database structure of accounting systems.

Prerequisite: ACC321.

ACC 470 - Auditing I (3)

This course introduces students to the philosophy and environment of the auditing profession. Students will learn the economic purpose of auditing, auditing standards, professional conduct, legal liability, audit planning, evidence and sampling, and internal control. Upon successful course completion, students will be able to plan and conduct various audit procedures.

Prerequisite: ACC322.

ACC 471 - Auditing II (3)

This course covers the process and methodology of auditing the business transaction cycles. Students will learn about sampling, completing the audit engagement, audit reports, and other assurance services that auditors routinely provide. Students will also examine the role of ethics in auditing, as well as the factors that can potentially bias an auditor's judgment. Upon successful completion of the course, students will be able to perform the procedures associated with auditing business transaction cycles and evaluate the validity of financial statements.

Prerequisite: ACC470.

ACC 480 - Advanced Accounting I (3)

This course introduces students to financial accounting topics that relate to multi-corporate entities. Students will learn the concepts and procedures for preparing consolidated financial statements for affiliated corporate groups and intercompany transfers. Upon successful course completion, students will be able to prepare consolidated financial statements for various affiliated corporate groups.

Prerequisite: ACC322.

ACC 481 - Advanced Accounting II (3)

This course introduces students to additional accounting issues for corporations, partnerships and not-for-profit and governmental organizations. Students will learn how to account for foreign currency transactions, multi-national organizations, public reporting, partnerships, governmental and not-for-profit organizations, and corporations in financial difficulty. Upon successful course completion, students will be able to apply advanced accounting principles to partnerships, corporations, and not-for-profit and governmental organizations.

Prerequisite: ACC480.

ACS - Accelerated Cybersecurity**ACS 100 - Computing Fundamentals (6)**

This course provides an introduction to the major hardware and software components of computers, operating systems, and application software. Students will learn about hardware including bus systems, I/O interfaces, system resources, and CPUs. They will also learn about system software including operating systems, drivers, virtualization, and system security. Upon successful course completion, students will be able to configure computer hardware and software, perform basic maintenance, and conduct data backup and recovery.

Prerequisite: None.

ACS 125 - Programming & Database Fundamentals (6)

This course will provide students with an introduction to structured concepts of a high-level programming language. Students will learn the basic syntax of a programming language. Students will learn about primitive data types, declarations, constants, variables, assignment operations, expression evaluation, and basic console I/O. Upon successful course completion, students will be able to write console programs using the C language. The course will also provide students with a fundamental overview of relational databases. Students will learn the values, concepts, principles, skills and techniques of modern database management systems. Upon successful completion, students will be able to identify, research, evaluate and resolve common database (data-driven) business application systems development.

Prerequisite: ACS100.

ACS 150 - Networking Fundamentals (6)

This course will provide students with an introduction to the basic concepts, technology, and terminology used in computer networks. As part of the course objectives, students will learn to configure network devices, connect them, and troubleshoot problems. Students will also learn to implement and troubleshoot common issues found in modern networks. Upon successful course completion, students will be able to simulate the design and implementation of a small network with associated security controls.

Prerequisite: ACS100.

ACS 200 - Security Fundamentals (6)

This course provides the student with an understanding of the fundamental concepts of cybersecurity and covers the security concepts involved in maintaining a secure computing environment. Students will learn the skills necessary to demonstrate risk analysis, security policy development and implementation through best practices. Upon successful course completion, students will be able to analyze network risks and recommend appropriate policies and procedures to protect data.

Prerequisite: ACS150.

ACS 200L - Security+ Boot Camp (1)

This course provides the student with an overview of the Security+ certification and strategies for taking the test. Students will learn the six categories covered in the Security+ certification: Threats, Attacks and Vulnerabilities, Technologies and Tools, Architecture and Design, Identity and Access Management, Risk Management, and Cryptography and PKI. Upon successful course completion, students will be prepared to sit for the Security+ certification exam.

Prerequisite: ACS200.

ACS 225 - Windows Administration (6)

This course provides students with the knowledge to configure and manage Windows Client and Server Operating Systems within a network environment. Students will use Windows system tools to install, configure, administer and support the primary services in the Windows Server and Client operating systems. Students will also manage file storage, user accounts, and local security. Upon successful course completion, students will be able to support windows client users on a network, including establishing user groups, creating and sharing system resources, and working within a centralized Windows domain.

Prerequisite: ACS125 and ACS150.

ACS 250 - Linux Administration (6)

This course will provide students with essential knowledge to begin using and managing Linux for network security, network connectivity issues, problem diagnostics, system commands and utilities. Students will learn about open source software, its advantages and how it enhances system security in a complex IT industry. Students will learn to configure a Linux system, installing and configuring web, ftp, and DNS services, providing Windows. Upon successful course completion, students will be able to manage the operating system architecture, customize the system, mount and unmount devices, and do network administration including administering user accounts, problems diagnostics, system commands, and utilities.

Prerequisite: ACS125 and ACS150.

ACS 300 - Routing & Switching Fundamentals (6)

This course will provide students with intermediate skill level topics for configuring network routers and switches. Students will learn network design, variable length subnets, network address translation, details on distance vector and link state routing protocols. Students will use hands-on practice and skill building exercises using physical and simulated routers and switches. Students will learn how to design and build routed networks using current various routing protocols. Upon successful course completion, students will be able to access, manage, and secure a router or switch, as well as build various sized networks and do troubleshooting to correct problems in the network.

Prerequisite: ACS200.

ACS 325 - Cloud Administration (6)

This course will introduce cloud computing architecture, security concepts and managing virtual environments in a company's datacenter. Students will learn about the benefits of cloud computing, cloud characteristics, cloud models and solutions along with deployment methods. Students will also gain knowledge of hardware, storage, and virtualization in the cloud and skills to implement cloud security fundamentals with virtualization security management. Upon successful course completion, students will be able to compare and contrast the benefits of different virtual servers, demonstrate customization of virtual machines and virtual hard disks, and configuration of a virtual infrastructure.

Prerequisite: ACS300.

ACS 400 - Ethical Hacking (6)

This course will provide students with the essential skills and experience required to identify and document security vulnerabilities. The student will learn penetration testing using ethical principles to secure a computer data environment. A variety of security technologies and concepts are used to provide in-depth understanding of secure communications channels, devices and media. Upon successful course completion, students will be able to identify and mitigate weaknesses in a data infrastructure.

Prerequisite: ACS225 and ACS250.

ACS 450 - Capstone I (Competition) (1)

This course is designed to enable students to assimilate the broad educational themes embedded in the major and core program to support the outcomes of the B.S. Degree in Cyber and Network Security. Students will participate in competitive simulations to demonstrate those skills. Upon successful course completion, students will be able to design, plan, and defend networks and systems and demonstrate individual and group mastery of skills and competencies learned across the entire curriculum.

Prerequisite: ACS400.

ACS 451 - Capstone II (Project) (4)

This course is designed to enable students to assimilate the broad educational themes embedded in the major and general education program to support the outcomes of the B.S. Degree in Cyber and Network Security. Students will interact as teams, and develop and present group reports and presentations that synthesize and support the expected student outcomes in the general education and major core curriculum. Upon successful course completion, students will be able to design, plan, and defend an appropriate project to demonstrate individual and group mastery of skills and competencies learned across the entire curriculum.

Prerequisite: ACS400.

BIO – Biology**BIO 101 - Human Anatomy & Physiology I (3)**

This course provides students with an introduction to the anatomy and physiology of the human body. Students will learn human anatomy, physiology, and pathology focusing on the chemistry of life; the cell and tissue structure; and the skeletal, muscular, integumentary, and nervous systems. Upon successful course completion, students entering the healthcare profession will have the skills to learn medical terminology as well as basic knowledge of the organ systems presented in class

Prerequisite: None.

BIO 104 - Human Anatomy & Physiology II (3)

This course provides an introduction to the anatomy and physiology of the human body. Students will learn human anatomy, physiology and pathology focusing on the cardiovascular, lymphatic, immune, respiratory, digestive, urinary and reproductive organ systems as it relates to health, disease, and healthcare. Upon successful course completion, students entering the healthcare profession will have the skills to learn medical terminology as well as a basic knowledge of the organ system presented in class.

Prerequisite: None.

BIO 106 - Human Anatomy & Physiology I (1.5)

This course provides students with an introduction to the anatomy and physiology of the human body. Students will learn human anatomy, physiology, and pathology focusing on the chemistry of life; the cell and tissue structure; and the skeletal, muscular, integumentary, and nervous systems. Upon successful course completion, students entering the healthcare profession will have the skills to learn medical terminology as well as basic knowledge of the organ systems presented in class.

Prerequisite: None.

BIO 108 - Human Anatomy & Physiology II (1.5)

This course concludes the comprehensive study of the anatomy and physiology of the human body. Students will learn human anatomy, physiology and pathology focusing on the cardiovascular, lymphatic, immune, respiratory, digestive, urinary and reproductive organ systems as it relates to health, disease, and healthcare. Upon successful course completion, students entering the healthcare profession will have the skills to learn medical terminology as well as a basic knowledge of the organ system presented in class.

Prerequisite: None.

BIO 111 - Anatomy & Physiology I w/Terminology (3)

This course is Part 1 of a two-part comprehensive course presenting the interrelationship of each body system. The course presents an integrated approach to human anatomy and physiology, microbiology, and pathology. It includes basic chemistry, physics, cell structure, cell physiology, metabolism, tissues, and integumentary, skeletal, muscular and nervous systems as it relates to health sciences. This course is also designed to provide students entering the healthcare profession with skills to learn medical terminology. It focuses on basic techniques of medical word building and application of these techniques to acquire an extensive medical vocabulary.

Corequisite: BIO111L.

BIO 111L - Anatomy & Physiology I with Terminology LAB (1)

This course is part one of a two-part comprehensive laboratory course accompanying the Anatomy and Physiology lecture course, designed to focus on aspects of the interrelationship of each body system. Laboratory exercises will include basic chemistry, physics, cell structure, cell physiology, metabolism, tissues, and integumentary, skeletal, muscular, nervous, and endocrine systems as it relates to the human anatomy and its physiology. The laboratory component of this course provides students with hands-on experiences, as opposed to using only workbook and/or computer-generated activities that could be done in a non-laboratory setting. Laboratory activities should encourage critical thinking, the understanding of scientific methodology, and the application of scientific principles.

Corequisite: BIO111.

BIO 112 - Anatomy & Physiology with Terminology I (2)

This course is part one of a two-part comprehensive course presenting the interrelationship of each body system. The course presents an integrated approach to human anatomy and physiology, microbiology, and pathology. It includes basic chemistry, physics, cell structure, cell physiology, metabolism, tissues, and integumentary, skeletal, muscular and nervous systems as it relates to health sciences. This course is also designed to provide students entering the healthcare profession with skills to learn medical terminology. It focuses on basic techniques of medical word building and application of these techniques to acquire an extensive medical vocabulary.

Prerequisite: None.

Corequisite: BIO112L.

BIO 112L - Anatomy & Physiology with Terminology I LAB (1)

This course is part one of a two-part comprehensive laboratory course accompanying the Anatomy and Physiology lecture course, designed to focus on aspects of the interrelationship of each body system. Laboratory exercises will include basic chemistry, physics, cell structure, cell physiology, metabolism, tissues, and integumentary, skeletal, muscular, nervous, and endocrine systems as it relates to the human anatomy and its physiology. The laboratory component of this course provides students with hands-on experiences, as opposed to using only workbook and/or computer-generated activities that could be done in a non-laboratory setting. Laboratory activities should encourage critical thinking, the understanding of scientific methodology, and the application of scientific principles.

Prerequisite: None.

Corequisite: BIO112.

BIO 114 - Anatomy & Physiology I with Terminology (2)

This course introduces students to the interrelationship of each body system, human anatomy and physiology, microbiology, and pathology. Topics covered include chemistry, physics, cell structure, cell physiology, metabolism, tissues, and integumentary, skeletal, muscular and nervous systems, and medical terminology. Upon successful course completion, students will be able to identify the components that make up the human body systems, describe the integumentary system, skeletal system, and muscular system, describe the nervous system, endocrine system, and the senses, define conditions and diseases of the systems, and master pronunciation and spelling of medical terms.

Prerequisite: None.

Corequisite: BIO114L.

BIO 114L - Anatomy & Physiology with Terminology I LAB (1)

This course is part one of a two-part comprehensive laboratory course accompanying the Anatomy and Physiology lecture course, designed to focus on aspects of the interrelationship of each body system. Laboratory exercises will include basic chemistry, physics, cell structure, cell physiology, metabolism, tissues, and integumentary, skeletal, muscular, nervous, and endocrine systems as it relates to the human anatomy and its physiology. The laboratory component of this course provides students with hands-on experiences, as opposed to using only workbook and/or computer-generated activities that could be done in a non-laboratory setting. Laboratory activities should encourage critical thinking, the understanding of scientific methodology, and the application of scientific principles.

Prerequisite: None.

Corequisite: BIO114.

BIO 116 - Anatomy & Physiology II with Terminology (3)

This course is part two of a two-part comprehensive course presenting the interrelationship of each body system. The course presents an integrated approach to human anatomy and physiology, microbiology, and pathology. It includes cardiovascular, lymphatic, immune, respiratory, digestive, urinary and reproductive organ systems as it relates to health sciences. This course is also designed to provide students entering the healthcare profession with skills to learn medical terminology. It focuses on basic techniques of medical word building and application of these techniques to acquire an extensive medical vocabulary.

Prerequisite: BIO111 and BIO111L .

Corequisite: BIO116L.

BIO 116L - Anatomy & Physiology II with Terminology LAB (1)

This course is part two of a two-part comprehensive laboratory course accompanying the Anatomy and Physiology lecture course, designed to focus on aspects of the interrelationship of each body system. Laboratory exercises will include the cardiovascular, lymphatic, digestive, respiratory, urinary, reproductive, and development systems as it relates to the human anatomy and its physiology. The laboratory component of this course provides students with hands-on experiences, as opposed to using only workbook and/or computer-generated activities that could be done in a non-laboratory setting. Laboratory activities should encourage critical thinking, the understanding of scientific methodology, and the application of scientific principles.

Prerequisite: BIO111 and BIO111L.

Corequisite: BIO116.

BIO 117 - Anatomy & Physiology II (2)

This course is part two of a two-part comprehensive course presenting the interrelationship of each body system. The course presents an integrated approach to human anatomy and physiology, microbiology, and pathology. It includes cardiovascular, lymphatic, immune, respiratory, digestive, urinary and reproductive organ systems as it relates to health sciences. This course is also designed to provide students entering the healthcare profession with skills to learn medical terminology. It focuses on basic techniques of medical word building and application of these techniques to acquire an extensive medical vocabulary.

Prerequisite: BIO112, BIO112L.

Corequisite: BIO117L.

BIO 117L - Anatomy and Physiology II LAB (1)

This course is part two of a two-part comprehensive laboratory course accompanying the Anatomy and Physiology lecture course, designed to focus on aspects of the interrelationship of each body system. Laboratory exercises will include the cardiovascular, lymphatic, digestive, respiratory, urinary, reproductive, and development systems as it relates to the human anatomy and its physiology. The laboratory component of this course provides students with hands-on experiences, as opposed to using only workbook and/or computer-generated activities that could be done in a non-laboratory setting. Laboratory activities should encourage critical thinking, the understanding of scientific methodology, and the application of scientific principles.

Prerequisite: BIO112, BIO112L.

Corequisite: BIO117.

BIO 118 - Anatomy & Physiology II with Terminology (2)

This course is part two of a two-part comprehensive course presenting the interrelationship of each body system. The course presents an integrated approach to human anatomy and physiology, microbiology, and pathology. It includes cardiovascular, lymphatic, immune, respiratory, digestive, urinary and reproductive organ systems as it relates to health sciences. This course is also designed to provide students entering the healthcare profession with skills to learn medical terminology. It focuses on basic techniques of medical word building and application of these techniques to acquire an extensive medical vocabulary.

Prerequisite: BIO114 and BIO114L.

Corequisite: BIO118L.

BIO 118L - Anatomy & Physiology II with Terminology LAB (1)

This course is part two of a two-part comprehensive laboratory course accompanying the Anatomy and Physiology lecture course, designed to focus on aspects of the interrelationship of each body system. Laboratory exercises will include the cardiovascular, lymphatic, digestive, respiratory, urinary, reproductive, and development systems as it relates to the human anatomy and its physiology. The laboratory component of this course provides students with hands-on experiences, as opposed to using only workbook and/or computer-generated activities that could be done in a non-laboratory setting. Laboratory activities should encourage critical thinking, the understanding of scientific methodology, and the application of scientific principles.

Prerequisite: BIO114 and BIO114L.

Corequisite: BIO118.

BIO 122 - Environmental Biology (3)

This course introduces basic science concepts, environmental processes, and the influence of humans upon the environment including ecological concepts, population growth, natural resources, and environmental problems from the scientific perspective. Students will learn about ecological communities and various ecosystems. Upon successful completion of this course, students will be able to apply basic biology and chemistry concepts to environmental studies, identify the components of ecological communities, compare the characteristics of biomes, discuss approaches to sustaining biodiversity, and the effects of evolution and the human population on ecosystems.

Prerequisite: None.

Corequisite: BIO122L.

BIO 122L - Environmental Biology LAB (1)

This course applies basic science concepts, environmental processes, and the influence of humans upon the environment including ecological concepts, population growth, natural resources, and environmental problems from the scientific perspective. Students will apply biology and chemistry concepts to a variety of lab simulations and/ or wet labs. Upon successful completion, students will be able to use models and equipment to demonstrate biological concepts; apply genetic concepts to solve problems; explain the components of different cell types; apply the scientific method to perform and document lab experiments; demonstrate an understanding of atoms, molecules, compounds, and elements; apply current topics in environmental biology; and analyze different trophic levels within ecosystems.

Prerequisite: None.

Corequisite: BIO122.

BIO 250 - Epidemiology (3)

This is an introductory course to the basic science of disease prevention. Epidemiology plays a major role in the health of the public and has major implications for healthcare administrators. The basic principles and methods of epidemiology are presented with application to public health and clinical practice. Movies and lab experiences to demonstrate epidemiological principles are used.

Prerequisite: None.

Corequisite: BIO250L.

BIO 250L - Epidemiology LAB (1)

This course is an introductory laboratory course accompanying the Epidemiology lecture course, designed to focus on the basic science of disease prevention. A major role in public health, epidemiology influences administrative decision-making and healthcare policy. Laboratory exercises in basic principles and methodology of epidemiology will allow students to explore how epidemiology is concerned with the distribution and determinants of health and diseases, morbidity, injuries, disability, and mortality in populations. Laboratory activities should encourage critical thinking, the understanding of scientific methodology, and the application of scientific principles.

Corequisite: BIO250.

BPA - Baking and Pastry Arts**BPA 110 - Principles of Baking and Pastry Arts (2)**

This course introduces the students to the methodology for creating basic baked goods. Students will learn food science as it applies to baking procedures, mixing procedures, and ingredient functionality. Upon successful course completion, students will be able to demonstrate how to prepare a variety of baked products using various mixing methods and baking techniques.

Prerequisite: None.

BPA 120 - Basic Cakes and Tarts (2)

This course introduces the student to basic cake and tart production methodology. Students will learn the basic procedures for making high quality cakes and tarts, as well as basic piping techniques. The students will practice various mixing methods, torting, icing, basic piping designs, and tart assembly. Upon successful course completion, students will be able to demonstrate the assembly of basic layered cakes and tarts.

Prerequisite: BPA110 or CAA150.

BPA 130 - Artisan Breads and Viennoiserie (4)

This course provides students with the methodology used to prepare Artisan Breads, sweet dough and puff pastry. Students will create breads using various fermentation techniques and breakfast pastries using lamination and manual shaping. Further exploration of Baker's Math will be used to convert formulae. Upon successful course completion, students will be able to demonstrate their ability to produce a variety of Artisan Breads and Viennoiserie baked goods.

Prerequisite: BPA110.

BPA 225 - Chocolate and Confectionary Artistry (2)

This course introduces students to the skills, techniques and procedures used in chocolate and confectionery artistry. Students will produce a variety of showpieces utilizing sugar, chocolate, and pastillage, temper chocolate to create en-robed and molded confections and produce a variety of traditional candies. Upon successful course completion, students will demonstrate learned techniques by creating a showpiece for display.

Prerequisite: BPA110 or CAA150.

BPA 235 - Advanced Pastry Design (2)

This course introduces students to the preparation of advanced layer cakes and multi-layered entremets using advanced piping skills and other finishing techniques. Students will explore techniques used for assembling and transporting multi-layer tiered cakes and other delicate desserts. Elaborate plating designs and techniques will be discussed and executed. Upon successful course completion, students will be able to demonstrate learned techniques to prepare a special occasion multi-layer cake.

Prerequisite: BPA120.

BPA 245 - Alternative Baking (2)

This course provides students an overview of basic nutrition and how to provide consumers with various diet conditions nutritionally sound baked products using alternative baking ingredients and techniques. Students will bake and finish products to accommodate gluten free, diabetic, vegan, and allergy related conditions. The course will explore the use of alternative grains, sweeteners, and binders. Upon successful course completion, students will be able to demonstrate how to develop and execute recipes designed to meet the needs of customers with specialty diets.

Prerequisite: BPA110.

BPA 265 - Petit Fours, Custards, and Glaciers (2)

This course provides students with the methodologies and techniques needed to produce various types of petit fours, custards, crèmes and frozen desserts (glaciers). Techniques of platter and buffet service will be discussed and practiced. Students will assemble a variety of petit fours, custards, ice creams and other frozen desserts and will practice and demonstrate advanced piping designs and techniques. Upon successful course completion, students will be able to demonstrate various presentation techniques suitable for different types of service environments.

Prerequisite: BPA120.

BPA 275 - Baking and Pastry Capstone (4)

This course provides students with the opportunity to revisit the methodologies, skills, techniques and procedures that they learned and demonstrated throughout the Baking and Pastry program. Throughout the course the students will produce a variety of plated desserts as used for dining service, write dessert menus and produce quality dessert buffets. Upon successful course completion, students will be able to demonstrate the ability to set up, produce and serve a professional quality baking and pastry buffet and a la carte items.

Prerequisite: Director's Approval.

BUS – Business**BUS 102 - Fundamentals of Customer Service (3)**

This course helps students to understand the motivation and concerns of the customer and how to develop customer relations skills to effectively work with customers. Understanding people, communication, perception, and self-concept are discussed.

Prerequisite: None.

BUS 121 - Introduction to Business (3)

This course provides an overview of the economic, political, technological, competitive, and social environments of business. Students will be introduced to basic business functions and activities, to include ownership, entrepreneurship, management, marketing, human resources, accounting, and finance. Upon successful completion of the course, students, regardless of their career goals and paths, will be able to explain how organizations successfully compete in today's contemporary, global landscape.

Prerequisite: None.

BUS 211 - Introduction to Human Resources Management (3)

Through readings, case analysis, research, and classroom activities, students will learn the skills and theories involved in the human resource management of a business. Topics include selecting, training, appraising, and compensation of the workforce. The laws and rules that govern human resource functions and procedures, including labor laws, governmental regulations, and societal implications will be included in the course.

Prerequisite: BUS121.

BUS 222 - Ethics in Business (3)

This course will provide students with a sound foundation of ethics in business. Students will learn about concepts, processes, and best practices to make ethical business decisions. Upon completion of the course, students will be able to explain the relationship among stake holders, organizational success, and ethical business programs.

Prerequisite: BUS121.

BUS 224 - Change Management (3)

As the business environment rapidly changes in terms of political, technological, global, economic, and cultural diversities, these diverse and rapid changes have become an enormous task to manage. This course examines the constant change concept in the context of organizational application challenges. It focuses on realistic managerial situations and the techniques involved in managing change and responding to opportunities and threats.

Prerequisite: BUS121.

BUS 225 - Legal Environment of Business (3)

This course focuses on how business decisions are impacted by today's legal environment. Students will develop a thorough understanding of the legal environment of business, engage in critical thinking and ethical analysis, and develop the knowledge and skills necessary to survive in an increasingly competitive global environment. The course will be delivered using a variety of learning formats which may include online lessons, video presentations, and classroom activities/discussions.

Prerequisite: BUS121.

BUS 226 - Managerial Processes & Communications (3)

This course acquaints the students with basic theories and skills, and applications concerning communications within an organization in respect to a manager's point of view. This course focuses on creation of processes, implementation, the communication process, and how a manager uses available skills and logical processes to solve problems. In addition, the course covers essential contemporary business communication including critical thinking, the internet, web, email, and other technological approaches and requirement for effective communication within a complex business environment.

Prerequisite: BUS121.

BUS 227 - Operations Management (3)

This course addresses advanced concepts, principles, and techniques of operations management. Students will relate these Operations Management concepts to businesses and examine the value of this information in the workplace and how management implements this information to achieve continuous improvement. Emphasis will be placed on how the operational process applies these methods to the products and service industries in both private and public sectors. This course presents the nature and methods for managing industrial and manufacturing organizations from an operational perspective.

Prerequisite: BUS121.

BUS 242 - Technology Optimization (3)

This course provides students with an overview of WEB 2.0 concepts and applications as a means for people and organizations to collaborate and share information online. Students will explore online publishing and syndicating content. Students will be introduced to search engine optimization (SEO). Students will learn how people and organizations connect through social networking. Upon successful completion of this course, students will have a framework for leveraging technology to enhance organizational and professional performance.

Prerequisite: BUS121.

BUS 298 - Externship-BUS III (3)

This course is a linkage between the theoretical concepts of the classroom to the actual working environment. This course provides the student experience in a chosen field of study. Through this experience, students are able to gain a practical understanding of work in the industry, experience on the job, enhancement of skills learned in the classroom, and contact with professionals in the business world. Students may work on either a full time or a part time basis for a 135 hrs. Students must have completed a minimum of 60 credits and a minimum of 12 semester credit hours in the business core.

Prerequisite: Department Head approval.

BUS 303 - Organizational Leadership and Management (3)

This course introduces students to the basic principles of leadership that effective leaders use when managing/leading individuals and teams in organizations. These include discussions related to personal traits, characteristics, and attributes, leadership competencies, motivation, group dynamics, power and politics, conflict resolution, and organizational culture.

Prerequisite: BUS121.

BUS 307 - Logistics and Supply Chain Management (3)

This course focuses on the supply chain management processes used by various types of organizations, with emphasis on how logistics supports supply chain management. Topics will include forecasting, planning, supply chain design and control, sourcing and procurement, and inventory and distribution, with an emphasis on lean operations and quality control. Both manufacturing and service industries will be examined. Upon successful completion of the course, students will be able to apply supply chain management and logistics concepts to a firm's strategic operations.

Prerequisite: BUS121 and BUS227.

BUS 312 - Accounting for Business Decisions (3)

This course examines how accounting information impacts business operations, strategic decision making, and the achievement of organizational goals. Key roles of the managerial accounting discipline that analyze metrics, financial control, and enterprise-wide strategic planning are examined. The focus is on learning and exercising skills that help managers define, develop, and implement data-driven plans that can improve an organization's financial performance. Students will learn how accounting-based financial information is generated, collected, organized and interpreted. After course completion, students will understand how to use managerial accounting information to make strategic decisions, and measure results to determine the success and shortcomings of their efforts in establishing best practices inside the organization.

Prerequisite: BUS121.

BUS 314 - Marketing Management (3)

This course introduces students to the field of marketing, its principles, strategies, and procedures that are employed by successful brands in the marketplace. Students will learn the critical steps in the marketing process, from marketing research, to a marketing idea, to development of the marketing plan and strategies for successfully marketing a brand. Students will analyze case studies and research a company's marketing strategies.

Prerequisite: BUS121.

BUS 316 - Foundations of Decision Making (3)

This course approaches the decision-making process by developing rational methods to transform and simplify complex decisions. Students will learn how to evaluate choices and actions while assessing certainty, uncertainty, and risk. Both individual and group decision-making will be explored. Upon successful completion of the course, students will be able to improve their own decision-making skills as well as to help others make sound decisions for organizational effectiveness.

Prerequisite: BUS121.

BUS 317 - Data Analytics and Business Forecasting (3)

This course introduces business forecasting which involves the process and use of predictive models in business practice. Business analytics is a process of analysis, examining qualitative and quantitative data to identify problems and assist business leaders in decision making. The course supports the ability to research, analyze, report and interpret statistical information used in the forecasting and decision-making process. The course includes the most widely used approaches, tools, models and methods in predictive data science. Automation tools that support the analytics process are put to practice. Students identify key areas of information for business management, evaluate both quantitative and qualitative data, and prepare reports that communicate results. Upon successful completion of this course, students will be able to connect meaning to large amounts of data in order to drive strategic business decisions.

Prerequisite: BUS121.

BUS 321 - Business Organizational Management (3)

This course examines the characteristics of business organizational management in a contemporary environment. This course takes an in-depth strategic approach to the primary functions of management: planning, organizing, leading, and controlling. Students will be exposed to both practical application and theory while studying such topics as ethical management and leadership, human resources, leading teams, and monitoring performance. Upon successful completion of the course, students will be able to demonstrate how sound management processes and practices affect organizational success.

Prerequisite: BUS121.

BUS 328 - Business Process Improvement (3)

This course provides a basic understanding of how businesses use Six Sigma to proactively eliminate waste, reduce variation in business processes, and continually meet customer requirements and expectations. Students will learn how to use Six Sigma tools and techniques to develop and sustain efficient operations applicable to any industry. Upon successful completion of this course, students will be able to apply the tools needed to develop charters, build process and value stream maps, conduct root cause analysis, and implement corrective actions to ensure businesses competitive advantage.

Prerequisite: BUS121.

Corequisite: BUS328L.

BUS 328L - Business Process Improvement LAB (1)

This lab course teaches and reinforces the tools and techniques students need to engage and embrace Six Sigma in our ever changing world of business today. Six Sigma concepts, tools, and techniques are demonstrated by students as they prepare Six Sigma projects. The Six Sigma projects will provide students with an understanding of how to impact positive change in businesses across various industries. Students will identify an opportunity for improvement as it relates to their lab Six Sigma projects, and use charters, process mapping, failure modes and effects analysis, and other tools to implement a Six Sigma Associate's project.

Prerequisite: BUS121.

Corequisite: BUS328.

BUS 331 - Management Information Systems (3)

This course illustrates how to manage information in context of different management roles within an organization, for instance, decision making, tactical, operational and business strategy. The core functions of an organization will be present in relation to a new era of global competition, technology, enterprise oriented environment, and how organizations approach these methods to sustain a competitive advantage in a constantly changing technological environment. Different frameworks of communication will be discussed within an organization, for instance, Local Area Network (LAN), Wide Area Network (WAN), Enterprise Resources Planning (ERP), and wireless network.

Prerequisite: BUS121.

BUS 345 - e-Commerce & Technology (3)

This course will examine various aspects of electronic commerce and will cross reference the Internet as a market place for global businesses. Strategies, tools, competencies, business concepts and social issues that surround the emergence of e-commerce will be explored. Students will develop an understanding of the current practices and opportunities that are inherent in electronic shopping, distribution, publishing, collaboration, as well as product and service marketing.

Prerequisite: BUS121.

BUS 347 - Total Quality Management (3)

This course explores the basics of Total Quality Management (TQM) as a management approach to long-term success by building positive customer relationships. Strategy, data, and effective communication are combined to integrate quality into all facets of an organization while focusing on the organization's culture, core values, and core competencies. Upon successful completion of the course, students will be able to apply TQM concepts, tools, and frameworks to build world-class organizations.

Prerequisite: BUS121.

BUS 350 - Financial Management (3)

This course introduces students to basic financial management topics including statement analysis, working capital, capital budgeting, and long-term financing. Students will learn about net present value and internal rate of return techniques, lease vs. buy analysis and cost of capital computations. The focus is to enhance skills in problem-solving, decision-making and critical thinking as they apply to financial management. Upon successful completion of this course, students will be able to apply skills in financial planning.

Prerequisite: BUS121, ACC161.

BUS 403 - Operations, Logistics, and Supply Chain Management Capstone (3)

This course provides students with the opportunity to apply operational concepts and methodologies in a highly interactive simulated environment. Students will focus on key areas of supply chain strategies, logistics, and operations management, including such topics as positioning, fulfillment, capacity, forecasting, transportation, and data analytics for both goods and service-based industries and firms. Quality control and improvement as well as project management methods are also covered. Upon course completion, students will be able to assume the role of an operations manager, to implement strategic decisions, and to manage processes and people while providing an enhanced customer experience.

Prerequisite: BUS121, BUS227, BUS307, BUS312, BUS317, BUS472, BUS472L.

BUS 409 - Organizational Dynamics: Motivation and Leadership (3)

This course examines the interaction among leadership, members of the organization, and organizational culture. Emphasis is placed on enhanced decision-making and problem-solving skills, including conflict management. Characteristics of functional and dysfunctional organizations will be studied, from both individual and group perspectives. Upon successful completion of this course, students will be able to align organizational goals and values with work-life balance in a learning organization.

Prerequisite: BUS121.

BUS 436 - International Business (3)

This course explores the world of international business and examines national and international governmental controls and constraints that impact the environment in which the system operates. This course offers an in-depth analysis of business in foreign and global markets and international business in the context of cultural variances and governmental regulations. Upon successful completion of the course, students will be able to identify cultural, political, and economic factors when conducting business in a global environment.

Prerequisite: BUS121, ECO201.

BUS 440 - Global Marketing (3)

This course provides students with an in-depth knowledge of global environments. Students will learn about the issues so they can strategically analyze these environments from a global marketing perspective in order to address challenges, make decisions, and create strategies. Upon successful completion of this course, students will be able to use a simulation designed to perform the role of a brand manager, to make market entry, perform product management and marketing decisions, and experience the results of the decisions.

Prerequisite: BUS121 and BUS314.

BUS 443 - Staffing and Workforce Diversity (3)

This course takes a holistic approach to employee recruitment and retention. Students will be given an opportunity to explore workforce communities and demographics to develop strategies that maximize skills and abilities of a diverse workforce. The relationship between diversity and inclusion and a more productive and innovative organization will be studied. Upon successful completion of this course, students will be able to identify the dimensions of a diverse workplace and the challenges and benefits of an inclusive work culture.

Prerequisite: BUS211.

BUS 460 - Leadership Capstone (3)

This capstone course allows students to reflect upon and integrate organizational and leadership skills acquired throughout the program. Students will study organizational issues and problems and will offer solutions to these issues and problems through practical application of leadership skills. Upon successful completion of this course, students will be able to develop multi-faceted plans to enhance organizational success.

Prerequisite: Completion of all core courses or permission by campus program director or academic dean.

BUS 463 - Compensation and Benefits (3)

This course focuses on the importance of leveraging compensation and benefits to attract and retain talent. The course will address strategic decisions managers must make when developing pay structures, incentives, and benefit plans. Students will study the relationship between incentives and performance as well as an effective performance review process. Upon successful completion of the course, students will be able to serve effectively on an organization's and benefits compensation team.

Prerequisite: BUS211.

BUS 472 - Applied Project Management (3)

This course develops and expands the student's knowledge of project management methodology and processes. Students will learn project management procedures along with tools used to plan, manage, organize, monitor, and control a project. Students will learn how to select projects, manage effective teams, overcome conflict, close projects, and use negotiation skills. Upon successful course completion, students will be able to demonstrate the fundamental rules and tenets of the PMBOK (as published by the Project Management Institute) and to apply practical methodology in real world situations.

Prerequisite: BUS121.

Corequisite: BUS472L.

BUS 472L - Applied Project Management LAB (1)

This lab course gives students the opportunity to apply project management concepts and theories to a real life project. Students will learn how to use different tools, including Microsoft Project, to move through the life cycle of the project. Students will also practice for the Certified Associate Project Manager (CAPM) exam. Upon successful completion of the course, students will be able to assume the responsibilities and daily functions of a project manager.

Prerequisite: BUS121.

Corequisite: BUS472.

BUS 480 - Strategic Planning & Implementation (3)

This capstone course integrates concepts learned throughout the business program. Emphasis is placed upon a practical, skills-oriented approach to strategic management, relative to the contemporary business environment where building and sustaining competitive advantage has become increasingly challenging. This course captures the complexity of a global economy that demands enhanced critical thinking and decision-making skills. Upon completion of this course, students will be able to implement a multi-disciplinary approach to making and implementing strategic business decisions.

Prerequisite: Completion of all Business core requirements or permission from Departmental Advisor.

Corequisite: BUS480L.

BUS 480L - Strategic Planning & Implementation LAB (1)

This lab provides students the opportunity to implement the theories and concepts learned from the entire core Business program. It will focus on an interactive strategic management simulation. The simulation provides students with an opportunity to gain hands-on, "low-risk" experience in performing the functions of a CEO. They will have the opportunity to make strategic decisions, and observe the impact their decisions on business performance in a competitive market. They will end the experience with a greater appreciation for the interaction of a firm's key functional areas, including operations, marketing, R&D, and finance.

Prerequisite: Completion of all Business core requirements, or Permission from Departmental Advisor.

Corequisite: BUS480.

BUS 496 - Externship-BUS Sr. I-a (1)

The purpose of this course is to provide the student with real-world work experience in a chosen business field within a shorter time frame than the 3 credit Senior Business Externship course. Students are expected to complete 45 hours of on-the-job work assignments for each 1 credit hour course, provide all relevant paperwork, including weekly progress reports and work attendance reports to their course faculty manager. In addition the student will complete a research project/paper related to the job experience. The externship is approved, managed and graded by the Department Head. Students must have completed all business core and have Department Head approval.

Prerequisite: All business core and have Department Head approval.

BUS 497 - Externship-BUS Sr. I-b (1)

The purpose of this course is to provide the student with real-world work experience in a chosen business field within a shorter time frame than the 3 credit Senior Business Externship course. Students are expected to complete 45 hours of on-the-job work assignments for each 1 credit hour course, provide all relevant paperwork, including weekly progress reports and work attendance reports to their course faculty manager. In addition the student will complete a research project/paper related to the job experience. The externship is approved, managed and graded by the Department Head. Students must have completed all business core and have Department Head approval.

Prerequisite: All business core and have Department Head approval.

BUS 498 - Externship-BUS Sr. I-c (1)

The purpose of this course is to provide the student with real-world work experience in a chosen business field within a shorter time frame than the 3 credit Senior Business Externship course. Students are expected to complete 45 hours of on-the-job work assignments for each 1 credit hour course, provide all relevant paperwork, including weekly progress reports and work attendance reports to their course faculty manager. In addition the student will complete a research project/paper related to the job experience. The externship is approved, managed and graded by the Department Head. Students must have completed all business core and have Department Head approval.

Prerequisite: All business core and have Department Head approval.

BUS 499 - Externship-BUS Sr. III (3)

This course is intended to provide students an opportunity to experience a real-world, professional business situation and to apply the concepts, theories, and knowledge learned in the BSBA curriculum. Through this externship, students will have the opportunity to gain first-hand knowledge and participation in a professional business environment. This experience will allow the students to interact with management and contribute to a business' operations with guidance and mentorship. Students will be required to complete a written report, in addition to the required Externship paperwork.

Prerequisite: Completion of 85% of credits required for graduation and Program Director Approval (or Program Director may grant exception for outstanding students with no less than 75% of required credits completed).

CAA - Culinary

CAA 100 - Essentials for Success (3)

This course will assist students in their academic and professional performance by providing the tools necessary for success in their new role as student culinarian. Learning modules support the development of college success skills including: self-development, study and research skills, professionalism, attitude and motivation, goal setting, time management, and resume writing. Upon completion, students will be able to apply skills related to communication, collaboration, critical thinking, information literacy, and technology to their future course work and careers.

Prerequisite: None.

CAA 105 - Culinary Skills (2)

This course serves as an introduction to the basic principles of cooking and kitchen organization. Topics include knife skills, stocks, thickening agents, mise en place, kitchen safety, and the application of sanitary food handling practices. The course covers the basic types of equipment found in a professional kitchen, the classic leading sauces, and viscosity percentage. Upon completion, students will be able to demonstrate a variety of classical knife cuts, prepare stocks, practice kitchen safety, and sanitation.

Prerequisite: None.

CAA 110 - Culinary Techniques (2)

This course serves as an introduction to moist heat cooking techniques and as a continuation to the basic principles of cooking, sauce building techniques and kitchen organization. Topics including the primary soup methods, recipe conversions, contemporary sauces, and classical sauce derivatives will be discussed. Students will prepare classical sauce derivatives and a selection of soups including cream, puree, chowders, consommés, and broths. Upon completion, students will be able to discuss the procedure and execute a variety of classical sauce derivatives and soup methods.

Prerequisite: CAA105.

CAA 115 - Kitchen Essentials (3)

This course introduces food safety and culinary mathematics as topics vital to learning to operate a safe and economically viable professional kitchen. This course covers sanitation through the identification; control and elimination of food borne illnesses; proper personal hygiene; movement or flow of food; industry standard sanitary facility requirements; pest management systems and food safety regulations. Students also have an opportunity to learn culinary mathematics through weights and measures; unit conversions; weight to volume conversions; yield percent applications; recipe scaling and recipe cost concepts which help prepare students to perform in their chosen careers.

Prerequisite: CAA100 or FOR110.

CAA 120 - Culinary Fundamentals (2)

This course introduces students to dry heat cooking and combination cooking methods. Students will learn how to braise, stew, and pan and deep fry. Food coatings for various frying techniques will be discussed and practiced. In addition students will practice, learn, and demonstrate potato, rice and vegetable cookery. Upon completion students will be able to execute and demonstrate the understanding of the cooking methods listed above.

Prerequisite: CAA105 and CAA110.

CAA 130 - Pantry Kitchen (2)

This course introduces students to breakfast and lunch cookery. Students will learn how to poach, grill, bake, and roast. The principles of basic nutrition and plate presentation will be introduced and demonstrated. Emphasis will be placed on breakfast cookery, sandwiches, salads, dressings, contemporary sauces as well as pasta and grain cookery. Topics include emulsification, heat transfer, and protein coagulation and nutritionally sound recipe modifications. Upon completion, students will be able to discuss and demonstrate their learning of basic culinary nutritional concepts utilizing the above cooking techniques.

Prerequisite: CAA110 and CAA105.

CAA 140 - Introduction to a La Carte (2)

This course serves as an introduction to the basic principles of a la minute cooking methods and raw fish fabrication. Students will practice various a la minute cooking methods including sauté', shallow poach, and grill in an a la carte environment. In addition students will prepare and utilize contemporary butter sauces and practice vegetable and starch cookery. Upon completion, students will be able to demonstrate a variety of a la minute preparations, proper plate presentations, flavor development, and prepare a variety of fish and shellfish items.

Prerequisite: CAA105 and CAA110.

CAA 150 - Baking and Pastry Fundamentals (2)

This course introduces students to the preparation and procedures for creating basic baked goods, yeasted dough, pies, and laminated pastries. Specific topics include knowledge of food science as it applies to baking; the understanding and demonstration of basic methodology of mixing and baking procedures; the function of ingredients commonly used in baking; and the calculating of basic math formulas to assist in the production of baked goods. Upon completion, students will be able to prepare a variety of baked products using various methods.

Prerequisite: None.

CAA 160 - Culinary Purchasing (3)

This course provides the student with an overview of the purchasing functions in a food service operation. Students will learn the flow of goods as they pertain to the selection, receiving and storage of products used in commercial kitchens. Special attention is given to product knowledge, identification, sustainability and the requisitioning process. Students will also learn and use the formulas and calculations used in food service facilities for menu and recipe costing. Upon successful course completion, the student will be able to demonstrate an understanding of the flow of goods and accurately identify common food service products.

Prerequisite: None.

CAA 170 - Production Kitchen (2)

This course provides the student with experience in the planning and the preparation of large quantity food production within Serv-Safe guidelines. Students will learn to modify and adjust recipes to meet production needs as well as plan and execute the production of these recipes. Upon successful course completion, students will be able to plan and execute large scale production for food service facilities.

Prerequisite: CAA130.

CAA 200 - Meat Selection and Utilization (2)

This course is designed to introduce students to the fundamentals of meat and poultry fabrication. Students will develop an understanding of the basics of product specifications, receiving, storing, and handling of proteins. Students will learn the basic fundamentals of meat selection and utilization while practicing the art of seaming, boning, frenching, tying and trussing meat and poultry. In addition, students will be introduced to the processes of sausage making and meat preservation. Upon completion, students will understand the role of a butchery department within a food service operation.

Prerequisite: CAA105.

CAA 201 - Banquet and Buffet Service (2)

This course introduces the student to the principles of banquet and buffet service in a traditional food service environment. Students will explore the front of the house operation as it pertains to banquets and buffets, tableside dessert cookery, menu writing and professional dining room decorum. Students will gain an understanding of fortified wine, spirits and cordials and their use in food service. Upon successful course completion, the student will be able to set, service, and break down a dining room for a banquet and buffet service, demonstrate tableside cookery, interact with the production staff effectively and efficiently handle complaints.

Prerequisite: None.

CAA 206 - Front-of-House Management (4)

In this course students will learn the principles of table and beverage service in a traditional restaurant environment. Students will be exposed to the front of the house operation as it pertains to upscale food service, tableside cookery, salesmanship, professionalism, and beverage service. Legal and ethical responsibilities of alcohol beverage service are explored. Beer, wine, the art of mixing drinks and effective service methods are discussed. Upon completion the student will be able to set, service, and break down a dining room; interact with the production staff to order and receive meals from the kitchen; meet and greet customers; and handle complaints and problems effectively.

Prerequisite: None.

CAA 210 - Garde Manger (2)

This course focuses on the production of classical charcuterie, cold food and the composition of platter and buffet presentation techniques. Topics include canapés, hors d' oeuvres, pates, terrines, galantines, mousseline, sushi and the modeling and carving of buffet display pieces. Students will demonstrate an understanding of the Garde Manger chef and its related terminology. Students will demonstrate the ability to prepare artistically detailed and decorative foods presented in a grand buffet style. Upon completion, students will be able to produce a comprehensive food display consistent with the theories, skills, and philosophies learned during the course.

Prerequisite: CAA130 and CAA140.

CAA 216 - A La Carte (4)

This course provides students with experience in the preparation and service of foods from Regional American and Classic French cuisines using the traditional kitchen brigade system. Building on the skills developed in previous courses, this class is designed to expand students' cooking skills by introducing them to finer quality ingredients and more refined procedures and presentations. The student will learn the concepts of recipe development and apply recipe writing techniques. The techniques and methods of controlling the factors of production in a food service unit are explored. During this course, students will be challenged to assume greater responsibility in preparing food to exacting standards and effectively manage the flow of goods through a food service system.

Prerequisite: CAA130 and CAA140.

CAA 230 - Advanced Baking and Pastry Arts (2)

This course refines the previously learned baking skills that are necessary for the student to produce fine pastries. Emphasis is placed on quality production, finishing, decoration, and individual dessert presentation. Students learn about the theories, procedures, and ingredients used in cakes, classic pastries, confections, ice creams, a la carte desserts, and chocolate. Upon completion of the class, the student will develop a pastry menu and will set a grand buffet demonstrating their ability to produce a variety of pastries and plated desserts.

Prerequisite: CAA150.

CAA 240 - International Cuisine (2)

This course provides practical experience in the preparation and service of foods from various cuisines from around the world. Emphasis is placed on the history, traditions, and food of the representative areas. Students will be an integral part of the kitchen team through modern adaptations of the kitchen brigade system. Upon completion, students will be able to demonstrate an understanding of the different culinary cultures, their methods of cooking and their ingredients. Additionally students will be able to research and develop an authentic international menu.

Prerequisite: CAA130 and CAA140.

CAA 255 - Procurement and Food Service Cost Control (3)

This course provides the student an overview of the storeroom manager's responsibilities in a food service operation. Students will learn the flow of goods as it pertains to the selection, receiving and storage of products used in commercial kitchens and the formulas and calculations used in food service facilities for recipe costing and conversions. In this course, students will be challenged to assume greater ethical responsibility in product and equipment selection standards with regard to sustainability and effectively manage the flow of goods through a food service system. Upon successful course completion, the student will be able to demonstrate the understanding of the relationship between product selection and controlling food service costs to ensure profit.

Prerequisite: None.

CAA 260 - Culinary Nutrition (3)

This course has been developed to introduce students to the core components of food and how each relates to nutritional value. Emphasis is placed on the USDA Food Guide Pyramid and how the student can provide customers with nutritional well-balanced menu selections to encourage a healthy diet. The course will include a focus on the nutrients: fats, proteins, carbohydrates vitamins, minerals, and water as well as recipe modification with regards to certain diets. Attention will be given to nutritionally sound lifestyles, weight management and exercise, and current issues in nutrition. Upon completion, students will be able to understand, discuss, and implement nutritionally sound menu options as a feature of, in an addition to, traditional food service menu selections.

Prerequisite: None.

CAA 270 - Supervision for Food Service (3)

This course discusses the role of the chef supervisor in the food service industry. The student will develop an understanding of the leadership and management skills required in order to become a successful food service manager. The historical development of modern management theories and the application of current best practices will be discussed. Topics include goal setting, effective communication, motivating employees and problem solving, and menu management. Students will develop a restaurant concept; create a menu, floor plan and staff and schedule employees to execute their concept. Upon completion, the student will learn how a menu has impact on employee selection, staffing and scheduling within a food service system.

Prerequisite: None.

CAA 280 - Externship-CUL I-a (1)

This course provides students with the opportunity to apply their educational experiences in a real world work environment. Through this externship the student will gain an understanding of the inner workings of a food service establishment under direct report to an employer. This supervised experience will allow the student to apply learned skills such as professionalism and organization as well as develop the speed, accuracy, and timing that is of importance to success in the field. Upon successful completion of the course, the student's view of their role in the food service industry will be broadened and their experiences documented.

Prerequisite: CAA120 or BPA120.

CAA 285 - Externship-CUL I-b (1)

This course provides students with the opportunity to apply their educational experiences in a real world work environment. Through this externship, the student will expand their understanding of the inner workings of a food service establishment under direct report to an employer. This supervised experience will allow the student to improve upon learned skills such as professionalism and organization as well as further develop the speed, accuracy and timing that is of importance to success in the field. Upon successful completion of the course, the student's view of their role in the food service industry will be broadened and their experiences documented.

Prerequisite: CAA280.

CAD - Computer-aided Drafting**CAD 104 - Rapid Prototyping & 3D Printing (3)**

This course covers introduction to 3D Printing as it relates to additive manufacturing. Students will learn how to create 3D models and use 3D Printing software to produce prototype and end user parts. Upon successful course completion, student will be able to create 3D models, convert 3D parametric models into files recognized by various 3D Printers and create actual physical models.

Prerequisite: EET192 and EET192L.

CAD 106 - Civil CAD Design (3)

This course covers introduction to civil drafting and design. Student will learn surveying and engineering data to draw civil engineering plans. Upon successful course completion, students will be able analyze and design plan and profile drawings, topographic mapping, cross-section, site planning, civil engineering, plot plans, contour maps and highway layouts as it pertains to Geographic Information Systems (GIS).

Prerequisite: EET192.

CAD 108 - Architectural CAD Design (3)

This course covers introduction to Architectural CAD Design. Student will learn architectural planning and design using AutoCAD 2019 & REVIT Architecture. Upon successful course completion, student will be able to create floor plans, elevations, perspective projections of a single building project incorporating specification, legal and building code requirements.

Prerequisite: EET192.

CAD 110 - Building Information Management (BIM) (3)

This course covers introduction to Building Information Management (BIM). Student will learn REVIT Architecture, fundamental design methods and practices for creating architectural drawings. Upon successful course completion, student will be able to create floor plans, elevations and wall sections of building project utilizing REVIT Architecture.

Prerequisite: CAD108.

CAD 112 - AutoCAD Electrical (3)

This course covers an introduction to AutoCAD Electrical. Student will learn tools and utilities available in AutoCAD Electrical to create electrical drawings. Upon successful course completion, student will be able to create control panel designs, wiring diagrams, and electrical schematics.

Prerequisite: None.

CAP - Capstone

CAP 480 - Arts and Sciences Capstone (3)

The course is designed to enhance and reinforce a student's breadth of knowledge from their Arts and Sciences experience. Students will learn to integrate knowledge and skills from different disciplines to examine real-world problems. Upon successful completion of this course, students will be able to produce projects that support their academic goals and that synthesize approaches from a variety of disciplines within the Arts and Sciences.

Prerequisite: Approval of Academic Advisor and Arts & Sciences Department Head, 6 credits in Communication, 3 semester credit hours in Math, 4 semester credit hours in Natural Science, 3 semester credit hours in Humanities, and 3 semester credit hours in Social and Behavioral Science.

CIS - Computer & Information Science

CIS 101 - Computer Configuration I (3)

This course introduces students to the current state of computer systems. Topics covered include motherboard features such as, bus systems, I/O interfaces, system resources, CPU socket types, and RAM socket types. Additional topics include CPU characteristics, storage devices, and coalbin. Preventive and corrective maintenance, as well as computer upgrade and troubleshooting are exercised in the laboratory. Upon successful course completion, students will be able to identify the physical components of a computer, choose components based on a set of requirements, and configure an operating system.

Prerequisite: None.

CIS 106 - Introduction to Operating Systems (3)

This course will provide students with an introduction to the major hardware and software components of computer-based operating systems. Students will learn about Windows and Linux. They will also learn basic system maintenance, use of terminal commands, data security, virtualization, and computer numbering systems. Upon successful course completion, students will be able to configure the user interface, perform basic maintenance, and conduct data backup and recovery.

Prerequisite: None.

CIS 108 - Office Applications (2)

This course will cover contemporary operating systems and application software typically found in today's business environment. Students will learn basic knowledge of computer applications to include word processing, spreadsheets, and presentation software. Upon successful course completion, students will be able to create and edit documents, spreadsheets and presentations.

Prerequisite: None.

CIS 121 - Logic and Design (3)

This course will introduce students to programming fundamentals, environments, and planning tools. Students will learn about computer architecture, code translators, primitive data types, data organization, and flow-charting. Emphasis is placed on modeling processes using structured and procedural logic. Upon successful course completion, students will be able to create flowcharts and structure charts, write pseudo-code for procedural programs and develop documentation describing program specifics.

Prerequisite: None.

CIS 123 - Introduction to Scripting (3)

This course will provide students with the knowledge and skills needed to use Python scripting for creating scripts and programs necessary for automating operating and network system commands to efficiently perform common configuration and security tasks. Students will be aware of, and able to use, Python libraries that allow access to command-line functions. Upon successful course completion, students will be able to create Python scripts to implement common system administrative tasks.

Prerequisite: CIS106.

CIS 123L - Introduction to Scripting Lab (1)

This course will provide students with the knowledge and skills needed to use Python scripting for creating scripts and programs necessary for automating operating and network system commands to efficiently perform common configuration and security tasks. Students will be aware of, and able to use, Python libraries that allow access to command-line functions. Upon successful course completion, students will be able to create Python scripts to implement common system administrative tasks.

Prerequisite: CIS106.

Corequisite: CIS123.

CIS 126 - Introduction to Programming (3)

This course will provide students with an introduction to structured concepts of a high-level programming language. Students will learn the basic syntax of a programming language. Students will learn about primitive data types, declarations, constants, variables, assignment operations, expression evaluation, and basic console I/O. Upon successful course completion, students will be able to write console programs using the C language.

Prerequisite: CIS106 or CIS101.

Corequisite: CIS126L for BS CIS Software Development major.

CIS 126L - Introduction to Programming LAB (1)

This course will provide students with an introduction to structured concepts of a high-level programming language. Students will learn the basic syntax of a programming language. Students will learn about primitive data types, declarations, constants, variables, assignment operations, expression evaluation, and basic console I/O. Upon successful course completion, students will be able to write console programs using the C language.

Prerequisite: None.

Corequisite: CIS126.

CIS 142 - Introduction to Cloud Solutions (3)

This course will introduce cloud computing architecture and security concepts. Students will learn about the benefits of cloud computing, cloud characteristics, cloud models and solutions along with deployment methods. Students will also gain knowledge of hardware, storage, thin clients and virtualization in the cloud and skills to implement cloud security fundamentals with virtualization security management. Upon successful course completion, students will be able to apply current cloud computing technologies and environments.

Prerequisite: CIS150.

CIS 150 - Introduction to Networking (3)

This course will provide students with an introduction to the basic concepts, technology, and terminology used in computer networks. As part of the course objectives, students will learn to configure network devices, learn to connect them, and troubleshoot problems. Students will also learn about essential network infrastructure services and basic security. Upon successful completion of the course, students will be able to simulate the design and implementation of a small network with associated security controls.

Prerequisite: CIS106 or CIS101.

CIS 202 - Introduction to Routing and Switching (3)

This course will provide students with intermediate level knowledge and skills for configuring networked routers and switches. Students will learn enterprise network design principles, including implementing InterVLAN routing and dynamic routing protocols. They will also learn network address translation, basic router and switch security, and standard access list usage. Upon successful completion, students will be able to design, configure, secure and troubleshoot a routed network.

Prerequisite: CIS225.

Corequisite: CIS202L.

CIS 202L - Introduction to Routing and Switching LAB (1)

This course will provide students with hands-on practice and skill building exercises using routers and switches. Students will learn how to design and build a small routed network using current protocols. Upon successful course completion, students will be able to access, manage, and secure a router or switch, as well as build a small network and do basic troubleshooting of the components.

Prerequisite: CIS225.

Corequisite: CIS202.

CIS 204 - Intermediate Routing and Switching (3)

This course will provide students with intermediate level knowledge and skills for configuring networked routers and switches. Students will learn network design, variable length subnets, network address translation, details on distance vector and link state routing protocols. Upon successful completion, students will be able to configure access list based security, WAN connections and troubleshooting a TCP/IP network and identify the first three layers of the OSI Model.

Prerequisite: CIS202.

CIS 206 - Linux Administration (3)

This course will provide students with essential knowledge to begin using and managing Linux using a generic platform operating system. Students will learn about open source software, its advantages and how it enhances system security in a complex IT industry. Upon successful course completion, students will be able to manage the operating system architecture, customize the system, mount and unmount devices, and do basic network administration including administering user accounts, problems diagnostics, system commands, and utilities.

Prerequisite: CIS106 and CIS150.

CIS 207L - Routing and Switching LAB (1)

This course will provide students with the knowledge of routers and switches by simulating the configuration of a small business network in a LAN, WAN environment. Students will learn how to analyze, plan, configure, and administer the router and switch devices and services to support network availability. Students will also use routing protocols that support both IPv4 and IPv6. Upon successful course completion, students will be able to implement WAN and interVLAN routing, along with services such as DHCP, NAT, and NTP.

Prerequisite: CIS204.

CIS 212 - Principles of Cybersecurity (3)

This course provides the student with an understanding of the fundamental concepts of cybersecurity and covers the general security concepts involved in maintaining a secure computing environment. Students will learn a variety of security methodologies as well as technologies and concepts used for implementing a secure environment. Upon successful completion of this course, students will be able to examine and describe general cybersecurity fundamentals and implementation techniques.

Prerequisite: CIS150 and CIS206.

CIS 213 - Javascript (3)

This course provides the student with the knowledge and skills for web client scripting technology using JavaScript and Ajax. Students will learn how to create form validations, cookies, special effects, and do Ajax form implementation. Node.js is introduced. Upon successful course completion, students will be able to write basic Javascript scripts in an HTML page.

Prerequisite: CIS121 and CIS282.

CIS 214 - Object-Oriented Programming Using C# (3)

This course will provide students with an introduction to C# programming, Object Oriented Programming (OOP) paradigm, and application development. Students will learn fundamental programming concepts including classes and objects, control structures, arrays, exception handling, and data connectivity. Upon successful completion, students will be able to create and utilize C# classes and write independent Windows applications.

Prerequisite: CIS226.

CIS 215 - Object-Oriented Programming with C++ (3)

This course will provide students with an introduction to C++ programming, Object Oriented Programming paradigm and application development. Students will learn fundamental programming concepts including classes and objects, control structures, loops, arrays, and exception handling. Upon successful completion, students will be able to create and utilize C++ classes as well as write independent programs.

Prerequisite: CIS226.

CIS 218 - Object-Oriented Programming Using JAVA (3)

This course will provide students with an introduction to Java programming and object-oriented programming paradigm and application development. Students will learn fundamental programming concepts including classes and objects, control structures, loops, and arrays are covered. Advanced topics include exception handling. Lab exercises range from the creation and use of java classes to writing completely independent programs. Upon successful course completion, students will be able to write basic console Java applications.

Prerequisite: CIS126, CIS126L, and CIS226.

CIS 220 - Storage Area Networks and Disaster Recovery (3)

This course will provide students with a background in storage management including the latest storage technologies. Students will learn about information storage to make informed decisions in an increasingly complex IT industry. Upon successful course completion, students will be able to implement, manage and secure Network Attached Storage (NAS) and Storage Area Network (SAN) environments.

Prerequisite: CIS142 and CIS245.

Corequisite: CIS220L.

CIS 220L - Storage Area Networks and Disaster Recovery LAB (1)

This course provides students with hands on exposure to backup and recovery systems to reduce the risk of an unexpected failure or disaster. Students will learn backup technologies that will enable one to make informed decisions on how to backup data. Upon successful course completion, students will be able to implement and manage disaster recovery technologies.

Prerequisite: CIS142 and CIS245.

Corequisite: CIS220.

CIS 223 - Introduction to Databases (3)

This course will provide students with a fundamental overview of relational databases. Students will learn the values, concepts, principles, skills and techniques of modern database management systems. Upon successful completion, students will be able to identify, research, evaluate and resolve common database (data-driven) business application systems development.

Prerequisite: CIS121 or CIS126.

CIS 224 - Server-Side Scripting with PHP (3)

This course will introduce students to hypertext preprocessor (PHP) which is used to develop web applications residing on a MySQL database backend. Students will explore a popular server-side language to process data using customer forms, data files and relational databases. Data validation and state management are taught. Upon completion of this course, students will be able to create a PHP application that accesses a database.

Prerequisite: CIS126, CIS282, and CIS250.

CIS 225 - Network Protocols and Services (3)

The course will provide students with a technical review of network protocols, infrastructure, and services. Given various sized networks, student will learn to design solutions based on TCP/IP. Students will also learn to implement and troubleshoot common issues found in modern networks. Upon successful completion, students will be able to identify, research, analyze and resolve common network access and performance problems.

Prerequisite: CIS150.

CIS 226 - Introduction to Object Oriented Programming (3)

This course will introduce students to the principles, concepts and features of Object Oriented Programming (OOP). Students will design programs using prominent OOP principles including encapsulation, abstraction, inheritance, polymorphism and design patterns. Upon successful completion of this course, students will be able to describe, interpret and use OOP concepts to analyze problems and use solutions required to develop software.

Prerequisite: CIS126 and CIS126L.

CIS 228 - Service Desk Fundamentals (3)

This course will provide students with knowledge regarding the motivation and concerns of the customer. Students will learn to develop customer service skills to work effectively with customers. Students will also learn to develop strategies for determining customer needs within the context of challenging situations. Upon successful course completion, students will be able to evaluate and prioritize customer needs and propose solutions.

Prerequisite: CIS150.

CIS 230 - Advanced Cybersecurity (3)

This course provides the student with an intermediate understanding of cybersecurity and covers the concepts involved in maintaining a secure computing and networking environment. Students will learn a variety of cybersecurity methodologies and technologies used to implement a secure computing environment. Upon successful completion of this course, students will be able to examine and describe concepts of cybersecurity and create a working secure computing and networking environment.

Prerequisite: CIS212.

CIS 242 - AWS Academy Cloud Foundations (3)

This course is intended for students who seek an overall understanding of cloud computing concepts, independent of specific technical roles. It provides a detailed overview of cloud concepts, AWS core services, security, architecture, pricing, and support.

Prerequisite: CIS142.

CIS 245 - Windows Client and Server (3)

This course will provide students with the knowledge to configure and manage Windows Client and Windows Server. The students will learn how to install, configure, administer and support the primary services in the Windows Server and Client operating systems. Upon successful completion, students will be able to implement users, groups and computer accounts, share system resources, install an operating system and perform maintenance on system hardware.

Prerequisite: CIS225.

Corequisite: CIS245L.

CIS 245L - Windows Client and Server LAB (1)

This course will allow students to apply knowledge of Windows Client and Server Operating Systems by implementing a prototype configuration. Students will learn to configure, administer and support the primary services in the Windows Server and Client operating systems. The student will also implement users, groups and computer accounts, sharing of system resources, and maintenance of system hardware. Upon completion of this course, students will be able to demonstrate proficiency in performing common Windows client configurations.

Prerequisite: CIS225.

Corequisite: CIS245.

CIS 250 - Structured Query Language (3)

This course introduces the SQL language and solidifies data retrieval processes that can be used for decision-making purposes. Students will learn about selects, grouping data, summarizing data, use of functions, subqueries, and joins. Upon successful course completion, students will be able to retrieve, compute, and manipulate data from database tables using SQL syntax.

Prerequisite: CIS106.

CIS 251 - Advanced Windows Server (3)

This course will provide students with the knowledge and skills necessary to install, manage, monitor, configure, and troubleshoot Windows Server. Topics include DNS, DHCP, Remote Access, Network Protocols, and IP Routing in a Windows network infrastructure. Students will also learn about Network Address Translation and Certificate Services. Upon successful completion, students will be able to install and manage a Windows server as part of a network infrastructure.

Prerequisite: CIS245.

CIS 253 - Network Virtualization Fundamentals (3)

This course will provide students with a background in virtualization technology needed to advance in today's technology workplace. Students will learn about the latest virtualization technology. Upon successful course completion, students will be able to explain virtualization, configure workstation virtualization products, and design, manage, and configure, and monitor virtual machines in a virtualized IT environment.

Prerequisite: CIS142.

Corequisite: CIS253L.

CIS 253L - Network Virtualization Fundamentals Lab (1)

This course will provide students with application oriented experiences in virtualization technology. Students will learn skills required to use virtualization software in network server environments and build virtual networks, implement high-availability clusters, and enhance performance and security to centralize the management of multiple virtual servers. Upon successful course completion, students will be able to choose a virtualization product, configure operating systems in a virtualization environment, which includes subnetting, DHCP, and DNS schemes that support virtual networks. Students will also be able to develop and design a SANS configuration for supporting a virtual network design.

Prerequisite: CIS142.

Corequisite: CIS253.

CIS 256 - Windows Active Directory (3)

This course will provide students with hands-on application and use of windows active directory components. Students will learn to manage, monitor, and optimize desktop and user environments, analyzing current and planned business models, determining current and future expansion processes, as well as the implementation and use of common security processes in the windows environment. Upon successful completion of this course, students will be able to manage an active directory network.

Prerequisite: CIS245. Corequisite: CIS256L.

CIS 256L - Windows Active Directory LAB (1)

This course will provide students with the knowledge and skills to design, install and configure Windows Active Directory for managing an organization network. Critical services are implemented along with creating and organizing network objects in an efficient structure. Students will learn to implement group policies and plan for disaster recovery as part of administering an enterprise information technology operation. Upon successful completion, students will have used cumulative coursework to develop an intranet comprised of multiple Windows servers and connected clients.

Prerequisite: CIS245.

Corequisite: CIS256.

CIS 274 - CIS Project I (4)

This course is specifically designed to support the overall CIS major and the student's selected concentration program by requiring the design of a project that encompasses objectives of their selected concentration.

Prerequisite: Approval of Academic Advisor.

CIS 280 - CIS Project I (3)

This course will provide students with an opportunity to research and design a real-world project to support the outcomes of a student's major. Students will optionally implement the project when resources are available. Upon successful course completion, students will be able to demonstrate one or more outcomes from the program of study.

Prerequisite: Approval of Academic Advisor.

CIS 282 - Web Interface Design (3)

This course will provide students with the knowledge of responsive web page creation using Hypertext Markup Language (HTML) and Cascading Style Sheets (CSS). Students will learn how to create hyperlinks, headings, lists, tables, formatting, and images. Upon successful course completion, students will be able to create a basic responsive web site.

Prerequisite: CIS106 or CIS108.

CIS 290 - Associate's Externship-CIS (3)

This course will provide graduating associate's degree students with real-world experience in a work environment appropriate for their degree. The externship is approved and managed by the faculty advisor for the concentration area, and is graded by the assigned faculty member. Students are expected to complete 45 hours of on-the-job work assignments for each one semester credit hour of course credit, provide all paperwork related to the externship, including weekly observations and work attendance reports to their course faculty manager.

Prerequisite: Approval of Academic Advisor.

CIS 291 - Externship-CIS I-a (1)

This course is the first phase of a graduating associate's degree student's externship, which provides real-world experience in a work area appropriate for their particular CIS concentration. The externship is approved and managed by the faculty advisor for the concentration area, and is graded by the faculty member assigned course management. Students are expected to complete 45 hours of on-the-job work assignments, provide all paperwork related to the externship, including weekly observations and work attendance reports to their course faculty manager.

Prerequisite: Approval of Academic Advisor.

CIS 292 - Externship-CIS I-b (1)

This course provides degree students real-world experience in a work area appropriate for their particular CIS concentration. The externship is approved and managed by the program director for the concentration area, and is graded by the faculty member assigned course management. Students are expected to complete 45 hours of on-the-job work assignments for each 1 Semester Hour of course credit, provide timely paperwork related to the externship, including weekly observations and work attendance reports to their course faculty manager. The maximum credits allowed for all externship courses taken is 6.

Prerequisite: Approval of Academic Advisor.

CIS 293 - Externship-CIS I-c (1)

This course provides degree students real-world experience in a work area appropriate for their particular CIS concentration. The externship is approved and managed by the program director for the concentration area, and is graded by the faculty member assigned course management. Students are expected to complete 45 hours of on-the-job work assignments for each 1 Semester Hour of course credit, provide timely paperwork related to the externship, including weekly observations and work attendance reports to their course faculty manager. The maximum credits allowed for all externship courses taken is 6.

Prerequisite: Approval of Academic Advisor.

CIS 294 - Externship-CIS II (2)

This course provides graduating Associates Degree students with real-world experience in a work area appropriate for their particular Computer & Information Science concentration. Students will learn skills in their field as directed by their faculty member assigned course management, completing 90 hours of on-the-job work assignments. Upon successful course completion, students will be able to provide all paperwork related to the externship, including weekly observation and work attendance reports to their course faculty manager.

Prerequisite: Approval of Academic Advisor.

CIS 305 - Advanced Linux Administration (3)

This course will provide students with the knowledge to implement Linux network security, network connectivity issues, problem diagnostics, system commands and utilities. Student will learn to configure a Linux system, installing and configuring web, ftp, and DNS services, providing Windows interoperability, and troubleshooting a Linux system by using log files. Upon completion of this course, students will be able to manage a Linux based server at an intermediate level in a variety of settings.

Prerequisite: CIS206.

CIS 305L - Advanced Linux Administration LAB (1)

This course will provide students with the knowledge to implement Linux network security, network connectivity issues, problem diagnostics, system commands and utilities. Student will learn to configure a Linux system, install and configure web, ftp, and DNS services, provide Windows interoperability, and troubleshoot a Linux system by using log files. Upon completion of this course, students will be able to manage a Linux based server at an intermediate level in a variety of settings.

Corequisite: CIS305.

CIS 311 - Web Site Management and Security (3)

This course will provide students with the knowledge and skills to manage, administer and secure a web server. Students will learn how to deploy, configure, manage, monitor, and troubleshoot Web Administration tools. Students will also learn the web server administration process to include user authentication, protocol management, file transferring, data encryption and other security mechanisms. Upon successful course completion, students will be able to deploy and manage a secure web server.

Prerequisite: CIS282.

CIS 311L - Web Site Management LAB (1)

This course provides students with the hands-on application management of a secure web server. Students will learn and experience the use of industry standard tools to design and construct a prototype secure web server. Students will also learn how to plan, organize, install, maintain, update and secure a Web server. Upon successful course completion, students will be able to design, implement and administer the features and functionality for the typical web server.

Prerequisite: CIS282.

Corequisite: CIS311.

CIS 317 - Advanced Object-Oriented Programming Using C# (3)

This course will provide students with the knowledge and skills required to use Advanced Object Oriented Programming concepts using the C# platform. Students will learn Exception Handling, Inheritance, Polymorphism, File Access, and database connectivity. GUI's and event-driven programming are emphasized. Upon successful course completion, students will be able to construct a C# program that solves a real-world business problem.

Prerequisite: CIS214.

CIS 319 - Advanced Object-Oriented Programming Using Java (3)

This course will provide students with knowledge and skills required to use advanced Java features with an emphasis on the object-oriented paradigm and application development. Students will learn how to choose between inheritance and composition, how to use polymorphism, how to create graphical user interfaces which handle user-generated events, how to utilize the Model-View Controller (MVC) design pattern, how to interface with a sequential file and a database, and the basics of recursion and concurrency. Upon successful course completion, students will be able to create a Java project that incorporates GUI, Model-View Controller (MVC) design pattern, and data access.

Prerequisite: CIS218.

CIS 321 - Network Scripting (3)

This course will provide students with the knowledge and skills necessary to efficiently operate, manage, and scale an organization's dynamic IT infrastructure. Students will learn to write and use state-of-the-art tools that generate efficient interaction with standard network protocols and effectively manage complex network systems. Upon successful course completion, students will have the ability to use automation to effectively improve operational agility using configuration management automation tools for the purpose of control, configuration, and management of common system administration tasks.

Prerequisite: CIS123 or CIS126, and CIS206, CIS251.

CIS 324 - Server-Side Scripting with ASP.Net (3)

This course will provide students with continued experience using web application technologies. Students will learn how to further use web scripting techniques to extract, insert, update, and maintain real-time web applications in the real-work environment. Upon successful course completion, students will be able to construct a web application in ASP.NET.

Prerequisite: CIS250 and CIS317.

CIS 326 - Introduction to Data Analytics (3)

This course will provide students with an introduction to the concepts and tools used in data analytics. Students will learn the basic practices of data analytics professionals and about problem framing, data collection, and data models and data visualization. Upon successful course completion, students will be able to solve basic data analytics problems.

Prerequisite: CIS123 and MTH140.

CIS 328 - Email Services (3)

This course will provide students with practical knowledge of the role and implementation of email services in an enterprise environment. Topics include installing, configuring, and securing email server and client software to support an organization. An understanding of the underlying Internet protocols is developed to aid the student in troubleshooting typical email server and client issues. Students will also gain an understanding of typical threats and countermeasures to email servers. Upon successful completion, students will be able to install and manage common aspects of an email service and client support.

Prerequisite: CIS256.

CIS 332 - Mobile App Development I (3)

This course covers the design and development of mobile applications. Students will learn about contemporary mobile platforms, design patterns for mobile applications, programming environments and frameworks, and user interface design and implementation. Upon successful completion, students will be able to develop basic mobile applications for contemporary mobile devices.

Prerequisite: CIS214, CIS215 or CIS218.

CIS 334 - Interface Design I (3)

This course is designed to provide students with an introduction to User Experience (UX) and User Experience Design (UXD). Students will learn to incorporate business strategy, value proposition, user research and user experience design. Additionally, they will use UXD to enhance a user's satisfaction by improving a product's usability, accessibility and experience. Upon successful course completion, students will be able to tackle new application design projects using learned methodologies and tool sets. Through this course and the associated lab, students will also have new visuals/documents to include in their design portfolio.

Prerequisite: CIS282.

Corequisite: CIS334L.

CIS 334L - Interface Design I LAB (1)

This course is designed to provide students with an introduction to User Experience (UX) and User Experience Design (UXD). Students will learn to incorporate business strategy, value proposition, user research and user experience design. Additionally, they will use UXD to enhance a user's satisfaction by improving a product's usability, accessibility and experience. Upon successful course completion, students will be able to tackle new application design projects using learned methodologies and toolsets. Through this course and the associated lab, students will also have new visuals/documents to include in their design portfolio.

Prerequisite: CIS282.

Corequisite: CIS334.

CIS 343 - AWS Academy Cloud Architecting (3)

This course for students covers the fundamentals of building IT infrastructure on AWS and helps students gain the skills they need to be successful in an AWS environment. It provides an intermediate level knowledge and skills in fundamental cloud concepts, AWS core services, security, architecture, pricing, and support.

Prerequisite: CIS242.

CIS 353 - Network Virtualization Administration (3)

This course will provide students with an introduction toward managing virtualization environments and a company's datacenter. Students will learn about the benefits of virtualization and compare leading industry virtualization solutions. Students will also learn how virtualization relates to server, desktop, and application environments. Upon successful completion of this course, students will be able to compare and contrast the benefits of different virtual servers, demonstrate customization of virtual machines and virtual hard disks, and configuration of a virtual infrastructure.

Prerequisite: CIS225.

Corequisite: CIS353L.

CIS 353L - Network Virtualization Administration LAB (1)

This course will provide students with the skills to apply knowledge and gain further experience with virtualized servers by implementing the configuration of a virtualization environment. Students will learn to configure, administer, and support primary services from a virtualization management console. Upon successful course completion, students will be able to create users, implement virtual machines, create clones and templates for virtual machines, monitor system resources, and install and maintain system hardware to support a virtualized datacenter.

Prerequisite: CIS225.

Corequisite: CIS353.

CIS 360 - Web Application Development (3)

This course will provide students with the knowledge and skill required to use technologies for developing rich applications delivered via a web browser. Students will learn how to build responsive client side interfaces, and how to consume data from web services. Upon successful completion, students will be able to create web-based applications using contemporary asynchronous technologies.

Prerequisite: CIS213 and CIS282.

CIS 367 - Advanced Server Side Scripting with PHP II (3)

This course introduces students to hypertext preprocessor (PHP) used to develop web applications residing on a MySQL database back end. Students will explore a popular server-side language to process data using customer forms, data files and relational databases. Data validation and state management are taught. Upon completion of this course, students will be able to create a PHP application that accesses a database.

Prerequisite: CIS224.

CIS 370 - Cloud Application Development (3)

This course prepares students to develop and deploy applications to a cloud environment using cloud services. Students will learn to design and implement scalable Web Applications using Cloud app service. Students will also learn how to interface with cloud based storage and databases. Students will also learn how to create and use identity management tools.

Prerequisite: CIS142 and (CIS214 or CIS215 or CIS218) and (CIS223 or CIS250).

CIS 376 - Data Analytics Tools (3)

This course will provide students with advanced concepts and tools used in data analytics. Using a project-based approach, students will learn how to leverage Python and its analytics tools to implement the entire analytics process of data collection, cleaning, presentation, and automation.

Prerequisite: CIS123, CIS326.

CIS 403 - Ethical Hacking (3)

This course will provide students with the essential skills and experience required to identify and document security vulnerabilities. The student will learn penetration testing using ethical principles to secure a computer data environment. A variety of security technologies and concepts are used to provide in-depth understanding of secure communications channels, devices and media. Upon successful course completion, students will be able to identify and mitigate weaknesses in a data infrastructure.

Prerequisite: CIS212.

CIS 411 - Ethical Hacking II (3)

This course will provide students with the essential skills and experience required to identify and document security vulnerabilities. This is the second course in the sequence. The student will learn penetration testing using ethical principles to secure a computer data environment. A variety of security technologies and concepts are used to provide in-depth understanding of secure communications channels, devices and media. Upon successful course completion, students will be able to identify and mitigate weaknesses in a data infrastructure.

Prerequisite: CIS403.

CIS 420 - System Analysis and Design (3)

This course will provide students with advanced knowledge and skill to use modern strategies and techniques of systems development. Students will learn about the concepts, skills, methodologies, techniques, tools and perspectives that are essential for systems analysts to successfully analyze, design and develop Information Systems. Upon successful course completion, students will be able to deliver a software development project using system analysis and design process.

Prerequisite: (CIS214 or CIS215 or CIS218) and CIS223.

CIS 421 - Design Patterns (3)

This course will provide students with an introduction to reusable solutions to commonly occurring problems. Students will learn the purpose of each design pattern and how to implement a solution based on the pattern. Some patterns covered include: Model-View-Controller, Delegation, Target-Action, Facade, and Flyweight. Upon successful course completion, students will be able to construct solutions using the appropriate design pattern.

Prerequisite: CIS218 and CIS319.

CIS 422 - Software Engineering (3)

The course will provide students with the principles and practices of software engineering. Students will learn software development methodologies, the different levels in the Capability Maturity Model, object design, the use of CASE tools, and configuration management. This course also covers risk management, software testing techniques, software costing models, and agile programming. Upon successful course completion, students will be able to develop software systems using industry standard software engineering principles.

Prerequisite: CIS421.

CIS 425 - Advanced Defense and Countermeasures (3)

This course will provide students with a foundation in network defense and countermeasures with a primary emphasis on intrusion detection and firewall defense mechanisms that a network administrator would put in place to protect their business from further attacks. Students will gain foundational knowledge in network defense and countermeasures. Students will also be implementing firewall defense configuration and intrusion detection and access control lists. Upon successful completion, students will be able to apply essential security practices and methods along with deploying security tools using a security policy as a guideline.

Prerequisite: CIS403.

Corequisite: CIS425L.

CIS 425L - Advanced Defense & Countermeasures LAB (1)

This course will provide students with a hands-on approach to network defense and countermeasures. Students will learn the primary knowledge and skills required for intrusion detection and firewall defense mechanisms. Upon successful course completion, students will be able to develop an enterprise security policy and then implement a policy by configuring firewalls, stateful and stateless packet filtering, intrusion detection systems, and proxy servers.

Prerequisite: CIS403.

Corequisite: CIS425.

CIS 432 - Mobile App Development II (3)

This course covers advanced topics used to design and implement mobile applications. Students will learn data storage, mobile web applications, how to consume web services, and advanced user interface design and implementation. Upon successful completion, students will be able to develop advanced mobile applications for contemporary mobile devices.

Prerequisite: CIS332.

CIS 435 - SQL Server (3)

This course will provide students with the skills that developers need to work successfully with Microsoft SQL Server. Students will learn to utilize SQL Server to work with databases using advanced features like Transact-SQL, views, stored procedures, functions, triggers, and transactions. Upon successful completion, students will be able to work with Microsoft SQL Server databases.

Prerequisite: CIS250.

Corequisite: CIS435L.

CIS 435L - SQL Server LAB (1)

This course will provide students with a chance for a more in-depth experience with Microsoft SQL Server. Students will learn to apply advanced features like Transact-SQL, views, stored procedures, functions, triggers, and transactions as well during lab sessions. Upon successful completion, students will be able to demonstrate problem solving ability with Microsoft SQL Server databases.

Prerequisite: CIS250.

Corequisite: CIS435.

CIS 436 - Oracle PL/SQL (3)

This course will provide students with a working introduction to PL/SQL programming within the Oracle RDBMS environment. Students will be introduced to the PL/SQL language fundamentals of block program structure, variables, cursors, and exceptions. The course covers creating program units including procedures, functions, triggers and packages, and Oracle-supplied packages. Upon completion of this course, students will be able to write database programs using PL/SQL objects.

Prerequisite: CIS250.

Corequisite: CIS436L.

CIS 436L - Oracle PL/SQL LAB (1)

This course will provide students with a hands-on lab course is to provide students with a chance for a more in-depth experience with Oracle PL/SQL. Students will have the opportunity to program, implement and demonstrate a database solution for a business or organization during the lab sessions. Upon successful course completion, students will be able to write in depth database programs using PL/SQL objects.

Prerequisite: CIS250.

Corequisite: CIS436.

CIS 453 - Interface Design II (3)

This course will provide students with the knowledge and skills required to use advanced and new W3C standards-based CSS features to design and layout HTML5 web pages. Students will learn to create advanced web pages and explore advanced web technologies and techniques, web usability, and user accessibility. Upon successful course completion, students will be able to incorporate advanced skill into creating cutting edge web pages using HTML5 tags, Cascading Style Sheets (CSS), RWD, JSON, Bootstrap, and JQuery and use progressive knowledge of web technologies and techniques, web usability and user accessibility to develop solutions for clients.

Prerequisite: CIS334.

Corequisite: CIS453L.

CIS 453L - Interface Design II LAB (1)

This course will provide students with the skill to apply advanced W3C standards-based CSS features to design and layout interactive HTML5 web pages. Students will learn about web technologies and techniques used in industry will also be explored. Upon successful course completion, students will be able to apply more advanced features, and have the experience to apply features such Cascading Style Sheets (CSS), HTML5 forms, RWD, JQuery, Bootstrap, JSON, cross browser usability, and user accessibility.

Prerequisite: CIS334.

Corequisite: CIS453.

CIS 469 - Data Analytics Methods and Modeling (3)

This course will provide students with an application of data analytics methods, modelling, and visualization tools and techniques. Students will learn about different tools, methods, and approaches to the depiction of data. Upon successful course completion, students will be able to solve the challenges of analyzing data and communicating results to various stakeholders.

Prerequisite: CIS376.

CIS 469L - Data Analytics Methods and Modeling LAB (1)

This course will provide students with application oriented experiences in data analytics methods and modelling. Student will learn skills required to use data analytics methods and modelling tools in a data oriented solution. Upon successful course completion, students will be able to apply the appropriate data analytics methods and modelling techniques using the right tools.

Prerequisite: CIS376.

CIS 470 - CIS Project (4)

This course will provide students with an opportunity to research and design a real-world project to support the outcomes of a student's major. Students will optionally implement and document the project depending upon resources available. Upon successful course completion, students will be able to demonstrate one or more outcomes from the program of study.

Prerequisite: Approval of Academic Advisor.

CIS 473L - Advanced Data Analytics LAB (1)

This course will provide students with application oriented experiences in data visualization. Student will learn skills required to use data visualization tools in a data oriented solution. Upon successful course completion, students will be able to apply the appropriate data visualization techniques using the right visualization tools.

Prerequisite: CIS469.

CIS 480 - Software Development Capstone (3)

This course will provide students with a real-world problem that is specifically matched to the student's CIS major and concentration. Students will demonstrate the ability to analyze, design, and develop a solution that demonstrates critical thinking and the experience required to solve current organizational CIS issues. Upon successful course completion, students will be able to provide solutions to real-world CIS issues within a designated CIS major and concentration.

Prerequisite: Approval of Program Director and at least 90 credits earned.

CIS 490 - Bachelor's Externship-CIS (3)

The purpose of this course is to provide the graduating Bachelor's Degree student with real-world experience in a work area appropriate for their particular CIS concentration. The externship is approved and managed by the faculty advisor for the concentration area, and is graded by the faculty member assigned course management. Students are expected to complete 45 hours of on-the-job work assignments for each 1 Semester Hour of course credit, provide all paperwork related to the externship, including weekly observations and work attendance reports to their course faculty manager.

Prerequisite: Approval of Academic Advisor.

CIS 491 - Externship-CIS Sr. I-a (1)

This course provides graduating Bachelor's Degree students with real-world experience in a work area appropriate for their particular CIS concentration. Students will learn skills in their field as directed by their faculty member assigned course management, completing 45 hours of on-the-job work assignments for each 1 semester hour of course credit. Upon successful course completion, students will be able to provide all paperwork related to the externship, including weekly observation and work attendance reports to their course faculty manager.

Prerequisite: Approval of Academic Advisor.

CIS 492 - Externship-CIS Sr. I-b (1)

This course provides graduating Bachelor's Degree students with real-world experience in a work area appropriate for their particular CIS concentration. Students will learn skills in their field as directed by their faculty member assigned course management, completing 45 hours of on-the-job work assignments for each 1 semester hour of course credit. Upon successful course completion, students will be able to provide all paperwork related to the externship, including weekly observation and work attendance reports to their course faculty manager.

Prerequisite: Approval of Academic Advisor.

CIS 493 - Externship-CIS Sr. I-c (1)

This course provides graduating Bachelor's Degree students with real-world experience in a work area appropriate for their particular CIS concentration. Students will learn skills in their field as directed by their faculty member assigned course management, completing 45 hours of on-the-job work assignments for each 1 semester hour of course credit. Upon successful course completion, students will be able to provide all paperwork related to the externship, including weekly observation and work attendance reports to their course faculty member.

Prerequisite: Approval of Academic Advisor.

CIS 494 - Externship-CIS Sr. II (2)

This course provides graduating Bachelor's Degree students with real-world experience in a work area appropriate for their particular Computer & Information Science concentration. Students will learn skills in their field as directed by their faculty member assigned course management, completing 90 hours of on-the-job work assignments. Upon successful course completion, students will be able to provide all paperwork related to the externship, including weekly observation and work attendance reports to their course faculty manager.

Prerequisite: Approval of Academic Advisor.

CIS 495 - Cyber and Network Security Capstone (3)

This course is designed to enable students to assimilate the broad educational themes embedded in the major and general education program to support the outcomes of the B.S. Degree in Computer & Information Science, major in Cyber and Network Security. As such, the course is constructed to require students to interact as teams, and develop and present group reports and presentations that synthesize and support the expected student outcomes in the general education and major core curriculum. Students are required to design, plan, and defend an appropriate project approved by the professor that will enable them to demonstrate individual and group mastery of skills and competencies learned across the entire curriculum. The course helps the students to develop knowledge and skill that may facilitate their career growth as they progress through the ranks toward IT leadership positions.

Prerequisite: Approval of Program Director and at least 90 credits earned.

CJ - Criminal Justice**CJ 100 - Introduction to Criminal Justice (3)**

This course provides a foundation for understanding the American criminal justice system. Students will learn about crime in the United States and the role of law enforcement, court, and correctional systems. Upon successful course completion, students will be able to identify key issues, elements, and challenges for the criminal justice system.

Prerequisite: ENG110 or Academic Advisor Approval.

CJ 105 - Criminal Law (3)

Substantive criminal law is explored in this course. Topics covered include the constitutional limitations on substantive criminal law, the general elements and classification of criminal offenses, the parties to crimes, affirmative defenses to crimes, the legal elements of inchoate offenses, and the legal elements of specific crimes against persons, property, public order, morality, and the administration of justice.

Prerequisite: CJ100 for Criminal Justice or 70 credits for CIS Digital Forensics Track.

CJ 106 - Criminal Law I (3)

This course provides a foundation for understanding substantive criminal law. Topics explored include the constitutional limitations on substantive criminal law, the general elements and classification of criminal offenses, the parties to crimes, affirmative defenses, and the legal elements of inchoate offenses. Students will learn the legal elements of homicide offenses, and crimes against persons. Upon successful course completion, students will be able to apply substantive criminal law concepts to factual scenarios in order to determine applicable criminal charges and defenses.

Prerequisite: CJ100 for Criminal Justice or 70 credits earned for CIS Digital Forensics Track.

CJ 107 - Criminal Law II (3)

This course builds on Criminal Law I and continues to provide a foundation for understanding substantive criminal law. Topics explored include crimes against habitation, crimes against public order, safety, and morality, drug- and alcohol-related crimes, crimes against property, white collar crime, crimes against the administration of justice, and finally organized crime, gangs, and terrorism. Upon successful course completion, students will sharpen their ability, developed in CJ106, to apply substantive criminal law concepts to factual scenarios in order to determine applicable criminal charges and defenses.

Prerequisite: CJ106.

CJ 110 - Law Enforcement Operations (3)

This course examines one of the three major components of the criminal justice system: the role and responsibilities of police officers. Students will learn the function of police agencies within the United States. Upon successful completion of this course, students will effectively be able to identify ranking structures within agencies; differentiate between Police Departments, Sheriff's Offices and State Highway Patrol/State Police Models, basic patrol procedures, police communications, legal constraints that impact police operations, crime scene management, and interviewing techniques.

Prerequisite: CJ100.

CJ 115 - Drugs and Crime (3)

This course examines the sociological and psychological explanations of drug-using behavior, the relationship between drug abuse and crime, and methods for the criminal justice practitioner to interact with a drug using offender. Students will learn of the various foundations of the drug-crime relationship, as well as how to assess and intervene with the drug addicted offender. Upon successful completion of this course, students will have a firm understanding of the drug-crime relationship; will be able to recognize when an offender is under the influence of illegal drugs; and will understand suggested approaches to handle such offenders.

Prerequisite: None.

CJ 125 - Criminal Procedure (3)

The course will address the procedural rules and laws governing police interaction with a suspect or a citizen. Students will learn the rights and limitations on government action contained in the 4th, 5th, 6th, 8th, and 14th Amendments. Upon successful course completion students will be able to apply the exclusionary rule; understand the warrant requirements of the 4th Amendment, as well as judicially recognized exceptions to that requirement; understand the limitations on police powers; and describe the structure and jurisdiction of the federal and state court systems.

Prerequisite: CJ107 for Criminal Justice or CJ106 for CIS Digital Forensics Track.

CJ 130 - Ethics in Criminal Justice (3)

This course provides an overview of ethical issues relevant to the criminal justice field. Students will learn basic ethical analysis. Upon successful completion of this course, students will be able to understand and apply ethical rules and concepts to scenarios involving police and correctional misconduct, and will have developed an understanding of the ethics of punishment.

Prerequisite: None.

CJ 135 - Corrections (3)

This course will address the history and practices of the American corrections system. Students will learn the historical background of the American corrections system, the policies and laws that guide this system as well as processes and reforms implemented to address issues within the system. The course specifically identifies and discusses current problems faced by modern institutional corrections and the methodologies utilized to solve these problems. Upon successful course completion students should be able to explain the policies, processes, functions and historical context of the correctional system.

Prerequisite: CJ100.

CJ 140 - Research Methods (3)

This course introduces students to proper research methods used to develop policies and programs in criminal justice. Students will learn the importance of research methods and proper sampling technique, mindful of ethical concerns found in research. Upon successful course completion, students will be able to develop a research design that focuses on a specific problem.

Prerequisite: MTH131.

CJ 200 - Investigations (3)

This course will address the components of conducting efficient and effective criminal investigations. Students will learn the steps to navigate a criminal investigation. Upon successful course completion students will be able to ensure proper evidentiary procedures, investigative documentation, use of investigative tools and effective legal coordination, concluding in a successful resolution.

Prerequisite: CJ110 for Criminal Justice or CJ125 for CIS Digital Forensics Track.

CJ 205 - Juvenile Justice (3)

This course examines the juvenile justice system in America. Students will learn about the history of the juvenile court system in America, the differences between juvenile courts and adult courts, legal rights afforded to juveniles, theoretical explanations of juvenile delinquency, risk factors that contribute to delinquency, and preventative factors that reduce juvenile delinquency. Upon successful course completion, students will be able to recognize the differences between juvenile and adult courts, describe legal rights afforded to juveniles and compare and contrast risk factors contributing to delinquency and preventative factors which reduce juvenile delinquency.

Prerequisite: CJ100.

CJ 210 - Global Comparative Justice (3)

This course will examine philosophies of law and justice across the world. Students will learn the sociological, cultural and political underpinnings of criminal justice systems and will examine how cultural differences affect the way that governments control populations. Upon successful course completion, students will be able to contrast crime prevention strategy, law enforcement and judicial structures, and correctional methods across a selection of countries outside of the United States.

Prerequisite: CJ125.

CJ 225 - Crime Scene Management (3)

This course examines crime scene management techniques used by United States local, national, and federal agencies for the collection, analysis, and preservation of evidence. Topics include fingerprinting, document examination, and photography. The hands-on practicum complements the lecture portion of the course.

Prerequisite: CJ200.

CJ 229 - Cybercrime Investigations (3)

This course will introduce students to various aspects of cybercrime investigation. Students will learn the typologies of cybercrime, legal issues impacting digital evidence, the role of terrorism in cybercrime, cybercrime investigation procedures and forensic tools. Upon successful course completion, students will be able to provide examples of cybercrimes in which networks or devices were the object of the crime or are used as a tool to commit an offense, perform a cybersecurity vulnerability assessment and utilize forensic software.

Prerequisite: CJ200.

CJ 230 - Introduction to Terrorism (3)

This course will explore concepts that relate to international, state-sponsored/sub-national, and domestic terrorism within the United States of America and abroad. Students will learn about incidents associated with the history of terrorism. Additionally, students will investigate specific motives, and how those motives relate to the behaviors of terrorist groups. Upon successful completion of this course, students will be able to interpret the past, present, and survey likely future trends of terrorism on a domestic and international scale.

Prerequisite: CJ125.

CJ 235 - Criminology (3)

This course examines the nature, extent and causes of crime. Students will learn basic assumptions of current criminological theories, patterns of criminal behavior and typologies of criminal activity. Upon successful course completion, student will be able to evaluate the causes and social impact of crime.

Prerequisite: CJ100.

CJ 240 - Intelligence (3)

This course provides a comprehensive overview of the intelligence community and the role that intelligence plays in Homeland Security. Students will be introduced to counterintelligence, intelligence analysis for criminal investigations, military intelligence and National Security response strategies based on threat analysis.

Prerequisite: CJ230.

CJ 245 - Multi-Cultural Communication for Law Enforcement (3)

This course will examine demographic trends and the impact on law enforcement to further explore multicultural communication strategies for law enforcement. Students will be introduced to the analysis of population changes, cultural overviews of emerging populations in the United States, and multicultural written, electronic, and verbal communication procedures and styles. Upon successful course completion, students will assess incidents or scenarios and respond according to multicultural written, electronic and verbal communication procedures.

Prerequisite: CJ110.

CJ 250 - Introduction to Geospatial Technologies (3)

This course will provide students with skills related to geospatial technology and the impact this technology has had on the law enforcement, private security, military and public communities. Upon successful course completion, students will be able to demonstrate knowledge of the geospatial industry, examine the types of geospatial technology and examine the legal issues surrounding the use of geospatial or geotechnologies.

Prerequisite: CJ200.

CJ 290 - Externship-CJ III (3)

In this course, students will gain valuable field experience by working in the field with a public or private law enforcement, legal, or correctional agency. Students will be supervised by an agency representative and the course managed by a Criminal Justice faculty member.

Prerequisite: Approval by Academic Advisor.

CJ 291 - Externship-CJ II (2)

This course will address the pursuit of meaningful field experiences in federal, state, local or private criminal justice organizations and facilities. Students will learn about the arrest, investigative, pretrial, trial, corrections, community corrections and private industry's role in the criminal justice system. Upon successful course completion, students will have gained applied knowledge in the criminal justice field.

Prerequisite: Academic Advisor Approval.

CJ 292 - Externship-CJ I-a (1)

This course will address the pursuit of meaningful field experiences in federal, state, local or private criminal justice organizations and facilities. Students will learn about the arrest, investigative, pretrial, trial, corrections, community corrections and private industry's role in the criminal justice system. Upon successful course completion, students will have gained applied knowledge in the criminal justice field.

Prerequisite: None.

CJ 301 - Crime Intelligence Analysis (3)

This course will provide students with skills related to the examination of crime data and the impact of technical tools such as geo-technology on the greater law enforcement and intelligence communities and prosecution. This field aids in the facilitation of informed decision making for both crime prevention and crime response. Upon successful course completion, students will be able to demonstrate knowledge of the crime analysis and intelligence analysis communities, perform analytical techniques, identify spatial characteristics and describe report applications.

Prerequisite: CJ200.

CJ 305 - Victimology (3)

This course involves the study of victims and witnesses of crime. Students will learn the psychological and emotional detriments associated with being victimized and the classification of the types of victims. Criminological theory will be applied to address the reasons that certain victims are more attractive to offenders than others, and to examine a victim's reaction to crime. Upon successful course completion, students will be able to ascertain between the challenges and complexities associated to the assessment, needs, and intricacies of working with victims of various types of crime.

Prerequisite: CJ235.

CJ 310 - Digital Forensic Analysis (3)

This course will address the legal and technical aspects of seizing and analyzing electronic evidence, including laptops, desktops and mobile devices. Students will learn the fundamentals of handling evidence, creating forensic images and analyzing electronic evidence using forensic software packages. Upon successful course completion students will be able to apply the principles of computer forensics to legally seize electronic evidence, perform analysis using forensic software and report findings in analysis reports.

Prerequisite: CJ229 for Criminal Justice or CIS212 for CIS/ICO Digital Forensics Track.

CJ 315 - Mobile Device Forensics (3)

This course will provide students with skills related to the examination of mobile devices and the impact of mobile technology on the greater law enforcement community and prosecution of crimes. There will be an emphasis on field based learning. Upon successful course completion, students will be able to demonstrate knowledge of legal issues surrounding the search and seizure of mobile devices; investigate the types of evidence that could potentially be recovered from these devices; and examine mobile device forensic tools, techniques and best practices.

Prerequisite: CJ229 for Criminal Justice or CIS212 for CIS/ICO Digital Forensics Track.

CJ 320 - Human Trafficking and Domestic Violence (3)

This course will explore two contemporary topics in Criminal Justice: human trafficking and domestic violence. Students will learn the various forms of human trafficking and domestic violence, and evaluate the law enforcement response to each. Upon successful course completion, students will be able to evaluate victim characteristics and needs and develop an education tool.

Prerequisite: CJ110.

CJ 325 - CJ Special Populations (3)

This course will explore the impact that changes in the composition of communities across the country have had on the criminal justice system, specifically, law enforcement. Students will learn incident response approaches for individuals with autism, Alzheimer's disease, delirium, developmental disabilities; as well as mental illness. Upon successful course completion, students will be able to apply appropriate verbal and non-verbal cues for responses to incidents involving an autistic child or adult, propose strategies to mitigate incidents with Alzheimer's diagnosed community members and assess scenarios involving individuals with mental illness for potential responses.

Prerequisite: CJ100.

CJ 340 - Organized Crime (3)

This course introduces concepts related to organized crime groups within the United States and abroad. Students will learn the history and operational strategies of organized crime groups. Upon successful course completion, students will understand the philosophies, recruitment, and funding techniques for organized crime groups, as well as law enforcement strategies for curtailing organized crime activities.

Prerequisite: CJ200.

CJ 350 - Criminal Justice Documentation (3)

This course provides an overview of criminal justice documentation for various professions within the field. Students will learn field oriented methods of drafting written correspondence and required industry reports. Upon successful completion of this course, students will be able to effectively analyze, identify, and record necessary information for Incident-based reports, Use of Force reports, search warrants, arrest warrants, and juvenile court reports.

Prerequisite: None.

CJ 361 - Law Enforcement Management (3)

This course provides students with an overview of law enforcement management systems. Students will be introduced to history, theory and practice behind law enforcement hierarchies. Upon successful completion of this course, students will have a framework for understanding the social systems and behavior stratification of law enforcement agencies and analyzes the management strategies capable of surviving the dynamic criminal justice system.

Prerequisite: CJ110.

CJ 370 - Rules of Evidence (3)

Federal and State rules of courtroom evidence (relevancy, competency, privilege, and hearsay) are addressed in this course. Special emphasis is given to effective testimony, use of expert witnesses, the admissibility of documentary and real evidence, and the use of technology in the courtroom.

Prerequisite: CJ125.

CJ 380 - Private Security I (3)

This course will address and provide an in-depth overview of the management and functions of domestic and international private security operations. Students will learn and gain a full working knowledge of private security functions, legal authority, training, career opportunities, personnel protection, infrastructure control, asset protection, risk analysis and management, commercial security, institutional security, workplace violence mitigation strategies, retail loss prevention, system processes, and how to effectively conduct a security survey. Upon successful completion of this course, students will be able to effectively and efficiently understand, interpret, and analyze the past, present, and future trends of domestic and international private security operations.

Prerequisite: CJ110.

CJ 390 - Crime Mapping (3)

This course will explore the practical and theoretical aspects of GIS (Geographic Information Systems) in the analysis of crime. Students will learn theories related to environment criminology and spatial criminology as well as GIS applications to crime analysis from offense clustering to offender and victim geographic analysis. Upon successful course completion, students will be able to apply GIS concepts to criminal justice issues and crime analysis.

Prerequisite: CJ235.

CJ 400 - Fraud Examination (3)

This course will integrate previous investigative knowledge and skills to fraud examination. Students will learn the fraud theory approach; explore forms of asset misappropriation, corruption and techniques used to investigate fraud. Upon successful course completion, students will be able to apply the fraud theory approach, create policies to mitigate asset misappropriation schemes, prepare a fraud risk assessment and demonstrate verbal and non-verbal cues of deception.

Prerequisite: CJ229.

CJ 410 - CJ Capstone Project (3)

This course will provide students with an opportunity to apply the criminal justice concepts and theories that contribute to the overall discipline. The capstone course is designed to examine the objectives of the Criminal Justice program and will involve a project designed to address the student's concentration. Upon successful course completion, students will be able to demonstrate analysis and evaluation of issues facing the criminal justice system and homeland security agencies based on a problem solving model.

Prerequisite: None.

CJ 416 - Domestic Terrorism (3)

This course will provide an overview of domestic terrorism within the United States. Students will learn the history of domestic terrorism in the United States, techniques to combat domestic terrorism and the motives for domestic terror groups. Upon successful completion of this course, students will be able to recognize the various definitions of domestic terrorism, analyze the connection between transnational terrorism and domestic terrorism, interpret factors in the development of domestic terrorism, describe the use of social media by terrorist organizations and analyze law enforcement's response in combating domestic terrorism.

Prerequisite: CJ230.

CJ 430 - Conflict Management (3)

This course will examine the role of crisis response from the perspective of both the private sector and that of public safety. Students will learn about the phenomenon of crisis, various intervention methodologies, as well as differing legal and ethical issues relating to the varying stages of crisis. Additionally, students will be exposed to the phases of a critical incident from the perspective of public safety. Upon successful completion of this course, students will be able to recognize the importance of crisis intervention as well as identify the various stages of critical incident management, all while taking into consideration both legal and ethical constraints of the overall response.

Prerequisite: CJ110.

CJ 435 - Emergency Planning (3)

This course provides an overview of the role of criminal justice agencies in emergency preparation and response. Students will learn to identify, analyze and respond to "all hazard" threats as well as to recognize interagency management infrastructures. Upon successful completion of this course, students will be able to describe threats resulting from terrorist acts, natural and manmade disasters (technological disasters, Industrial disasters, and civil unrest).

Prerequisite: CJ110.

CJ 461 - Media Relations for Law Enforcement (3)

This course provides an overview of the conventional protocols for information release by federal, state and local courts, correctional agencies, and law enforcement departments. The issues involved with the dissemination, and use of electronic, in person, and documentary information to the media, public and other government agencies, as well as state and federal freedom of information and privacy protection laws will be covered. Also addressed will be how the media, to include dramatized television shows and news sources alike, shape how law enforcement agencies are perceived by the public and what ramifications this perception may have on these agencies and the court systems and how a Public Information Officer can shape these perceptions. Upon successful completion of this course, students will understand the role of a Public Information Officer and how they shape public perceptions; be proficient in writing press releases and other media related documents; be able to understand law as pertaining to media relations, and be able to successfully speak professionally to the public through the media.

Prerequisite: None.

CJ 480 - Probation and Parole (3)

This course will guide students through various community-based correctional programs. Students will explore the origins of these programs, their philosophical and social context, the current practice of these programs, and be able to demonstrate the importance of evidence-based practices on these programs. Upon successful completion of this course, students will be able to classify appropriate programs for offenders, based on their individual needs.

Prerequisite: CJ135.

CJ 481 - Case Management for Criminal Justice Professionals (3)

This course will guide students through public and private rehabilitation and human service agencies. The student will learn about the inner workings of these programs, analyze techniques in case identification and the referral process, and determine how effective case management can influence public safety. Upon successful course completion, students will be able to evaluate program effectiveness based on the success rate of individuals referred to these programs.

Prerequisite: CJ480.

CJ 485 - Homeland Security (3)

This course will provide an overview of the history and origins of Homeland Security. Students will learn about post 9/11 threats as well as relevant laws and regulations, challenges, and security pertaining to the border, immigration, transportation and public health from the perspective of Homeland Security. Upon successful course completion, students will be able to describe the impact on homeland security of executive branch policies and judicial decisions

Prerequisite: CJ230.

CJ 490 - Externship-CJ Sr. III (3)

In this course, students will gain valuable field experience by working in the field with a public or private law enforcement, legal, or correctional agency. In this course, students are expected to apply intermediate and advanced knowledge and technical skills to the performance of their assigned duties. Students will be supervised by an agency representative and the course managed by a Criminal Justice faculty member.

Prerequisite: Approval by Academic Advisor.

COM – Communication**COM 115 - Principles of Communication (3)**

This course introduces students to the broad field of human communication. Students will learn the knowledge and skills necessary to communicate effectively in a wide variety of situations including interpersonal communication, small group communication, and public speaking. Upon successful course completion, students will be able to better relate to others and engage in useful relationships, present ideas logically and clearly, develop and use effective written and visual materials, listen actively, and work effectively in small groups.

Prerequisite: None.

COR - Career Orientation**COR 090 - Career Orientation Seminar (0)**

This course prepares students to search for careers in their chosen fields. Students will learn career planning skills, including resume and cover letter development, professional dress skills, and interview skills. Upon successful course completion, students will be able to prepare professional career search documents, use online job search websites, and present themselves professionally in an interview.

Prerequisite: Completion of most Core and concentration requirements.

COR 101 - Freshman Orientation (1)

The focus of this course is to assist students in developing knowledge, skills, and strategies necessary to be successful in a nursing program. It also serves as a transition course for students who are currently practicing as licensed practical nurses. Students are introduced to the concepts of time and stress management, study and research skills, prioritization, and medical terminology. The importance of teamwork, communication, professionalism, and the role of the registered nurse is discussed.

Prerequisite: Admission into the Nursing Program.

COR 102 - Freshman Orientation (1)

This course is designed to assist students in transition into the educational setting and to aid them in developing knowledge, skills, and strategies necessary to be successful in a nursing program. Students are introduced to the concepts of time and stress management, study and research skills, prioritization, and medical terminology. The importance of teamwork, communication, professionalism and the roles of the practical and registered nurse are discussed. Upon successful course completion, students will be able to demonstrate the knowledge and skills necessary to gain ultimate success in the academic and clinical setting.

Prerequisite: Admission to the Practical Nursing Program.

COR 104 - Freshman Orientation (1)

This course is designed to assist students in transition into the educational setting and to aid them in developing knowledge, skills, and strategies necessary to be successful in a nursing program. Students are introduced to the concepts of time and stress management, study and research skills, prioritization, and medical terminology. The importance of teamwork, communication, professionalism, and the roles of the practical and registered nurse are discussed. Upon successful course completion, students will be able to demonstrate the knowledge and skills necessary to gain ultimate success in the academic and clinical setting.

Prerequisite: Admission to the Practical Nursing Program.

COR 105 - Study Skills (0.5)

This course introduces students to the critical thinking frameworks required to provide competent patient care. The course will provide foundational skills in critical thinking, clinical reasoning, and clinical judgement while expanding on knowledge from previous courses. Student will focus on reasoning skills for application to the clinical setting. Students will be able to develop the interpersonal, teamwork, and self-management skills needed to be successful as a practical nurse.

Prerequisite: COR102.

COR 107 - Study Skills (0.5)

This course introduces students to the critical thinking frameworks required to provide competent patient care. The course will provide foundational skills in critical thinking, clinical reasoning, and clinical judgement while expanding on knowledge from previous courses. Students will focus on reasoning skills for application to the clinical setting. Students will be able to develop the interpersonal, teamwork, and self-management skills needed to be successful as a practical nurse.

Prerequisite: COR104.

COR 191 - Career Orientation (1)

This course prepares students to search for careers in their chosen fields. Students will learn career planning skills, including resume and cover letter development, professional dress skills, and interview skills. Upon successful course completion, students will be able to prepare professional career search documents, use online job search websites, and present themselves professionally in an interview.

Prerequisite: Completion of most Core and concentration requirements.

COR 195 - Study Skills (1)

This course introduces students to the critical thinking frameworks required to provide competent patient care. The course will provide foundational skills in critical thinking, clinical reasoning, and clinical judgement while expanding on knowledge from previous courses. Students will focus on reasoning skills for application to the clinical setting. Students will be able to develop the interpersonal, teamwork, and self-management skills needed to be successful as a registered nurse.

Prerequisite: COR101.

CSA - Business Systems Administration**CSA 128 - Computer Applications I (2)**

The course will cover contemporary operating systems and application software typically found in today's business environment. Students will learn basic knowledge of computer applications to include word processing, spreadsheets, and presentation software. Upon successful course completion, students will be able to create and edit documents, spreadsheets and presentations.

Prerequisite: None.

DEN – Dental**DEN 100 - Dental Anatomy (3)**

This course will introduce the student to dental head and neck anatomy and physiology. The focus of this course will include dental terminology related to oral anatomy. Tooth morphology and overview of the dentition is taught at the in-depth level. Students will learn the human skull, including landmarks of the skull, face and oral cavity, bones of the head, and the temporomandibular joint. The musculature, nerves and vascular circulation of the head and neck will be studied. The students will study tooth embryology, histology, structure, components of the periodontium, and systems of tooth identification. Upon successful course completion, students will be able to pronounce, define, and spell key terms related to Dental Anatomy.

Prerequisite: Enrolled in the Dental Assisting program.

DEN 105 - Introduction to Dental Assisting (1)

This course provides an introduction to the oral health profession and covers basic terminology, historical perspective, the credentialing process, accreditation, professional organizations, ethics, jurisprudence, and professionalism. Students will learn to pronounce, define, and spell key terms. Upon successful course completion, students will be able to discuss oral health, preventative techniques, and nutrition related to dental health.

Prerequisite: Enrolled in the Dental Assisting program.

Corequisite: DEN110.

DEN 110 - Dental Fundamentals (2)

This course will focus on oral microbiology, plaque formation, plaque-related diseases, and sterilization and disinfection principles. Students will learn to pronounce, define, and spell key terms. Upon successful course completion, Students will be able to discuss disease transmission/infection control, OSHA bloodborne pathogen and hazard communication standards.

Prerequisite: Enrolled in the Dental Assisting program.

Corequisite: DEN105.

DEN 120 - Clinical Science (2)

This course emphasizes patient preparation, medical/dental histories, vital signs, oral diagnosis, dental charting and accurate patient treatment records. Management of dental, medical emergencies that may occur in the dental office is achieved in this course. Cardiopulmonary resuscitation (CPR) training for certification and registration is included. Students will learn patient management and the medically compromised patient. The study of therapeutics includes a history of drugs, methods of administration, drug effects, and commonly used drugs in the treatment of oral lesions, anxiety, and pain management. Principles of pharmacology to include; overview and dispensing of drugs, commonly used drugs in dentistry and adverse drug effects will be discussed. Students will learn to pronounce, define, and spell key terms. Upon successful course completion, students will be able to describe patient preparation and components of clinical science.

Prerequisite: DEN100, DEN110, DEN200, DEN200L.

DEN 125 - Community Health (1)

This course provides topics related to community health concerns including identification of specific diseases, symptoms, causes and effects. An emphasis is placed on the promotion of oral health in the community through patient education in oral home care techniques, dietary counseling, plaque control procedures, risks of tobacco, and application of medicinal agents. Students will learn dental illiteracy, psychology, communication and multicultural interaction. The importance of understanding patients with special needs is stressed. The study of oral pathology and recognizing the difference between normal and abnormal conditions will be explored. Students will learn to pronounce, define, and spell key terms. Upon successful course completion, students will be able to understand topics related to community health.

Prerequisite: DEN100.

DEN 200 - Dental Chairside Assisting (2)

This course provides instruction in the principles of clinical chairside dental assisting; dental equipment use and maintenance; safety and instrument identification. Students will learn the many varied dental office designs. Students will also learn chairside operatory procedures, infection control practices, provider and ergonomic assistant positioning. Various dental hand pieces and their attachments, dental operative hand instruments and their tray set-ups are included. Anesthesia and pain control will be discussed. Chairside assisting procedures including dental amalgam and composite restorative materials are taught to a competent level. Additional chairside assisting functions include oral illumination, tissue retraction, evacuation, and dental dam, and the tofflemire matrix band. Advanced chairside functions include placing liners, bases, and varnishes for restorative procedures. Students will be able to pronounce, define, and spell key terms. Upon successful course completion, students will be able to discuss principles of clinical chairside dental assisting.

Prerequisite: DEN100, DEN110.

Corequisite: DEN200L.

DEN 200L - Dental Chairside Assisting LAB (2)

This course will challenge the student to link theory with clinical practice. Students will learn how to practice and demonstrate dental assisting skills taught in Dental Chairside Assisting with evaluation by a dental assisting faculty. Upon successful course completion, student will be competent to perform skills necessary to progress and will be required to demonstrate these skills through graded skill assessments.

Prerequisite: DEN100, DEN110.

Corequisite: DEN200.

DEN 206 - Dental Materials (2)

The course introduces types and properties of dental laboratory materials. A variety of dental cements and bonding agents are selected to highlight the role in preparing, mixing and delivering. Emphasis is placed on dental alginate impressions and wax bites, preparation of elastomeric impression materials, dental gypsum products such as model plaster and laboratory stone, study model. Advanced chairside functions include fabrication of provisional crowns/bridges. Students will learn to pronounce, define, and spell key terms. Upon successful course completion, students will be able to identify types and properties of dental laboratory materials.

Prerequisite: DEN100, DEN110, DEN200, DEN200L.

Corequisite: DEN206L.

DEN 206L - Dental Materials Lab (1)

This course will challenge the student to link theory with clinical practice. Through laboratory practice, the dental assisting student will perfect skills necessary to assume their professional role. Students will learn hands on practical experience which will aid the students to become competent in laboratory skills to include; mixing alginate impression material, taking a preliminary impression, using alginate, pouring dental models, using the inverted-pour method, obtain the bite registration, trimming diagnostic casts/study models, constructing a light-cured custom tray, constructing a vacuum formed bleaching tray, fabricating a temporary crown. Students will learn to pronounce, define, and spell key terms. Upon successful course completion, students will be able to demonstrate dental laboratory skills.

Prerequisite: DEN100, DEN110, DEN200, DEN200L.

Corequisite: DEN206.

DEN 211 - Dental Radiology (2)

This course introduces a broad history of radiography combined with the specific physics of dental radiography in conjunction with the function of the dental x-ray unit. Emphasizes is placed on providing the students the knowledge to understand concepts related to dental radiation, health and safety. Students will gain knowledge and fundamentals to expose and evaluate, process both traditional and digital, as well as mount and label dental radiographs according to anatomical landmarks. Students build on principles and skills in infection control. Students will learn hazards of radiation exposure as well as identification and correction of radiographic pitfalls are emphasized. Students will learn to pronounce, define, and spell key terms. Upon successful course completion, students will be able to discuss the history of dental radiography.

Prerequisite: DEN100, DEN110, DEN200, DEN200L.

Corequisite: DEN211L.

DEN 211L - Dental Radiology LAB (2)

This course will challenge the student to link theory with clinical practice. The focus of this course is through laboratory practice, the dental assisting student will perfect the skills necessary to assume their professional role. The Dental Radiography Lab course prepares dental assisting students to operate x-ray units and expose bitewing, periapical, extra oral, and occlusal radiographs. Emphasis is placed on protection against x-ray hazards. Students also process, mount, and evaluate radiographs for diagnostic value. In this course students will first demonstrate competency on a manikin. Students will learn the principles and skills advance, the dental assisting students must demonstrate competence in exposing diagnostically acceptable full-mouth dental image surveys on a minimum of two patients. In addition, they will use radiographs to educate the patients. Upon successful course completion, the student will be competent to perform skills necessary to progress and will be required to demonstrate these skills through graded skill assessments.

Prerequisite: DEN100, DEN110, DEN200, DEN200L.

Corequisite: DEN211.

DEN 215 - Clinical Dental Procedures (2)

This course emphasizes the study of various fields of specialized dentistry recognized by the American Dental Association. The course provides instruction in clinical chairside assisting and applied psychology through role playing. Students will learn integration and application of previous course content to operative dental procedures. Students will learn to pronounce, define, and spell key terms pertinent to each specialty field. Upon successful course completion, students identify specialty instruments, and understand the procedures necessary to be successful in any of these various specialties and treatment modalities.

Prerequisite: DEN100, DEN110.

Corequisite: DEN215L.

DEN 215L - Clinical Dental Procedures LAB (1)

This course will challenge the student to link theory with clinical practice. The focus of this course is through laboratory practice, the dental assisting students are practicing and demonstrating dental assisting skills taught in Clinical Dental Procedures with evaluation by dental assisting faculty. Students will learn to pronounce, define, and spell key terms. Upon successful course completion, students will learn to become competent to perform skills necessary to progress and will be required to demonstrate these skills through graded skill assessments.

Prerequisite: DEN100, DEN110.

Corequisite: DEN215.

DEN 220 - Dental Practice Management (1)

This course introduces the student to administrative procedures for a dental office. Students will learn to develop skills in communications and interpersonal relations, appointment scheduling and recall systems, supply and inventory control, account payables and account receivables (collections) as well as other business procedures such as ADA insurance claim forms with CDT coding. Include also, the importance of the Health Insurance Portability and Accountability Act (HIPAA) in dentistry and its implications for record-keeping. Students will learn to pronounce, define, and spell key terms. Upon successful course completion, be able to discuss administrative procedures for a dental office.

Prerequisite: DEN100, DEN110.

DEN 225 - Clinical Rotation I (4)

This course provides the student with 180 hours of clinical extern assignments in various dental specialty practices, as well as general dentistry practices. This is an opportunity for students to obtain practical experience and to reinforce subject matter and skills learned in the classroom. The student will begin interaction with dentist, staff and patient. Students will learn to demonstrate the principles of professionalism, effective communication, infection control, instrumentation, four and six handed dentistry, moisture control, asepsis, vital signs assessment, topical placement, documentation, and computer software integration. Students will assess patient oral hygiene, charting existing restorations and abnormalities. Students will expose, process, and mount radiographs. Students will learn to pronounce, define, and spell key terms. Upon successful course completion, students will be able to safely function in various general and dental specialty practices.

Prerequisite: Completion of all courses within the Dental Assisting Program, except DEN225S, DEN230, and DEN230S.

Corequisite: DEN225S or DEN230S.

DEN 225S - Seminar I (1)

This course will be held during clinical rotation. Students will learn to be knowledgeable concerning the state laws in which they are practicing. Professionalism, ethics and jurisprudence will also be discussed. Included in seminar will be instruction on techniques to prepare for Dental Assisting Certification Examinations. Students will demonstrate the ability to pronounce, define, and spell key terms. Upon successful course completion, students will be able to discuss professionalism and regulations of practice.

Corequisite: DEN225 or DEN230.

DEN 230 - Clinical Rotation II (3)

This course provides the student with 135 hours of clinical extern assignments in various dental specialty practices, as well as general dentistry practices. Students will learn to integrate practical experience and to reinforce subject matter and skills taught in the classroom. Students will continue to be assessed with the same skills as DEN225 (p. 447) and should be showing progression in this course. Students will continue to demonstrate the ability to pronounce, define, and spell key terms. Upon successful course completion, student will be able to demonstrate proficiency of skills required for the Dental Assistant.

Prerequisite: Completion of all courses within the Dental Assisting Program, except DEN225S and DEN230S.

Corequisite: DEN225S or DEN230S.

DEN 230S - Seminar II (1)

This course will be held during clinical rotation. Students will be instructed on techniques to prepare for Dental Assisting Certification Examinations. Students will learn to integrate practical experience and to reinforce subject matter and skills taught in the classroom. Students will demonstrate competence in pronouncing, defining, and spelling key terms. Upon successful course completion, student will be competent in practice skills and understand the certification process.

Corequisite: DEN225 or DEN230.

DMS - Diagnostic Medical Sonography**DMS 100 - Essentials of Sonography & Ethics (3)**

This course is designed to provide an overview of Diagnostic Medical Sonography and the role of the sonographer in the health care delivery system. The student will learn the functional responsibilities of the sonographer, and ergonomic principles to minimize and/or prevent work-related musculoskeletal disorders (WRMSD) will be discussed. Medical law, ethics, practices, and policies of the health care organizations will be examined to include Patient's Bill of Rights, Standard Precautions and Health Insurance Portability and Accountability Act (HIPAA). Discussion of basic patient care and comfort principles will include patient transfer, oxygen, the taking of blood pressure, respiration, and pulse. Upon successful completion, the student will earn their American Heart Association BLS certification and understand the essentials of sonography.

Prerequisite: None.

DMS 105 - Ultrasound Physics & Instrumentation (3)

The student will learn the basic concepts of ultrasound physics, frequency, velocity, sound attenuation in tissue, power and intensity, image formation, focal zones, transducer selection, image optimization, harmonics, spectral and color Doppler principles. Students will learn how they are applied to basic ultrasound instrumentation controls, digital signal and image processing, image quality and Doppler flow analysis. Concepts of acoustic artifacts will be introduced. The ALARA principle, biological effects, and safety will be stressed. The student will learn to perform measurements, pre and post processing enhancement, documentation and recording capabilities, picture archiving, digital imaging and communication in medicine. The student will be introduced to 3D/4D imaging and emerging technologies. The student will apply and manipulate these principles on ultrasound instruments in the scanning lab.

Prerequisite: PHY120, PHY120L.

DMS 105L - Ultrasound Physics & Instrumentation LAB (1)

Correlated laboratory and scanning exercises using modern Diagnostic Medical ultrasound instrumentation.

Corequisite: DMS105.

DMS 106 - Ultrasound Physics and Instrumentation II (3)

This course is a continuation of DMS105. The student will continue to learn the basic concepts of ultrasound physics, frequency, and velocity, sound attenuation in tissue, power and intensity, image formation, focal zones, transducer selection, image optimization, harmonics, spectral and color Doppler principles. Students will learn how they are applied to basic ultrasound instrumentation controls, digital signal and image processing, image quality and Doppler flow analysis. Concepts of acoustic artifacts will be introduced. The ALARA principles, biological effects and safety will be stressed. The student will learn to perform measurements. Concepts also discussed are pre- and post-processing enhancement, documentation and recording capabilities, picture archiving, digital imaging and communication in medicine, 3D/4D imaging and emerging technologies. The student will apply and manipulate these principles on ultrasound instruments in the scanning lab.

Prerequisite: DMS105.

DMS 106L - Ultrasound Instrumentation LAB II (1)

This laboratory course will support DMS106. The student will continue to learn basic operating controls of the ultrasound instrument, and apply the basic concepts of frequency, velocity, sound attenuation in tissue, power and intensity, image formation, focal zones, transducer selection, image optimization, harmonics, spectral and color Doppler principles, on ultrasound instruments in the scanning lab. Student will also learn to set up and maintain a suitable scanning environment.

Prerequisite: DMS105, DMS105L.

Corequisite: DMS106.

DMS 107 - Ultrasound Physics and Instrumentation (2)

The student will learn the basic concepts of ultrasound physics, frequency, velocity, sound attenuation in tissue, power and intensity, image formation, focal zones, transducer selection, image optimization, harmonics, spectral and color Doppler principles. Students will learn how they are applied to basic ultrasound instrumentation controls, digital signal and image processing, image quality and Doppler flow analysis. Concepts of acoustic artifacts will be introduced. The ALARA principle, biological effects, and safety will be stressed. The student will learn to perform measurements, pre and post processing enhancement, documentation and recording capabilities, picture archiving, digital imaging and communication in medicine. The student will be introduced to 3D/4D imaging and emerging technologies. The student will apply and manipulate these principles on ultrasound instruments in the scanning lab.

Prerequisite: PHY120, PHY120L.

Corequisite: DMS107L.

DMS 107L - Ultrasound Instrumentation LAB (1)

Correlated laboratory and scanning exercises using modern Diagnostic Medical Ultrasound instrumentation.

Prerequisite: PHY120, PHY120L.

Corequisite: DMS107.

DMS 108 - Ultrasound Physics and Instrumentation I (2)

This course is a continuation of DMS107. The student will continue to learn the basic concepts of ultrasound physics, frequency, and velocity, sound attenuation in tissue, power and intensity, image formation, focal zones, transducer selection, image optimization, harmonics, spectral and color Doppler principles. Students will learn how they are applied to basic ultrasound instrumentation controls, digital signal and image processing, image quality and Doppler flow analysis. Concepts of acoustic artifacts will be introduced. The ALARA principles, biological effects and safety will be stressed. The student will learn to perform measurements. Concepts also discussed are pre and post processing enhancement, documentation and recording capabilities, picture archiving, digital imaging and communication in medicine, 3D/4D imaging and emerging technologies.

Prerequisite: DMS107, DMS107L.

Corequisite: DMS108L.

DMS 108L - Ultrasound Instrumentation Lab II (1)

This laboratory course will support DMS108. The student will continue to learn basic operating controls of the ultrasound instrument, and apply the basic concepts of frequency, velocity, sound attenuation in tissue, power and intensity, image formation, focal zones, transducer selection, image optimization, harmonics, spectral and color Doppler principles, on ultrasound instruments in the scanning lab. Student will also learn to set up and maintain a suitable scanning environment.

Prerequisite: DMS107, DMS107L.

Corequisite: DMS108.

DMS 109 - Sectional Anatomy (3)

This course focuses on the detailed appearance of normal sectional anatomy in the transverse, longitudinal, and coronal planes used during sonographic examinations. Anatomy will be identified using cross-sectional cadaver images and correlated with sonographic images. Emphasis will be placed on the anatomy of the adult abdomen and pelvis which is seen sonographically. Structures are described according to their position and location in the body and their relationship to each other using medical terminology. Topics will also include basic organ function.

Prerequisite: BIO101, BIO104.

DMS 200 - Abdominal Sonography (3)

This course introduces students to the normal sonographic findings, physiology and laboratory data of the abdomen, as well as abnormal and commonly found pathology, with correlated laboratory scanning exercises. Emphasis will be placed on anatomic and physiologic relationships within the abdominal cavity including the abdominal vascular system, liver, gallbladder, biliary system, pancreas, gastrointestinal tract, urinary system, spleen, retroperitoneal and peritoneal cavity, and abdominal wall.

Prerequisite: DMS109.

DMS 201 - Advanced Abdominal Sonography (3)

This course reinforces and expands on concepts learned in Abdominal Sonography (DMS215), with correlated laboratory scanning exercises. Emphasis will be placed on sonographic findings and indications. Case studies will be used to further discuss abnormal sonographic findings. Sonography of the small parts will be discussed with emphasis on the breast, thyroid, and scrotum. Basic sonographic evaluation of the pediatric patients will be introduced. Upon completion, students should be able to recognize and image sonographically both the normal and abnormal abdomen, small parts and some pediatric sonography.

Prerequisite: DMS200.

DMS 202 - Obstetrics & Gynecologic Sonography (3)

This course introduces student to gynecologic sonography with an introduction to obstetric ultrasound. Emphasis will be placed on a comprehensive knowledge of normal and abnormal anatomy, physiology and sonographic appearances of the female reproductive system in the pregnant and non-pregnant state and correlate with clinical symptoms, patient history, and exam indications. Students will learn non-pregnant pelvic and first trimester obstetrical scanning techniques and protocols that are correlated with hands on scanning exercises. Topics will also include clinical ethics for obstetric sonography, ectopic pregnancy, the role of ultrasound in evaluation of female infertility, and developmental stages of the embryo and fetus up to 14 weeks. Upon completion, students should be able to recognize and acquire basic pelvic and first trimester fetal images and measurements.

Prerequisite: DMS109.

DMS 203 - Advanced Obstetric & Gynecologic Sonography (3)

This course will teach the sonographic evaluation of the second and third trimester fetus from 14 weeks to term. Maternal and fetal assessment in the abnormal pregnancy including congenital anomalies, intrauterine growth restriction will be discussed. Students will build upon their basic scanning skills with correlated laboratory exercises. Upon completion, students should be able to recognize and acquire second and third trimester fetal images and measurements according to the American Institute of Ultrasound in Medicine (AIUM) Standards and Guidelines.

Prerequisite: DMS202.

DMS 204 - Vascular I (3)

This course will reinforce vascular anatomy and physiology, Emphasis will be placed on sonographic findings and indications for transcranial and extra cranial sonography. Topics will include hemodynamics, statistics, and quality assurance. Vascular physics and instrumentation including spectral analysis, color Doppler, pulse and continuous wave Doppler will be reviewed. Upon completion students should be able to recognize and image normal and abnormal anatomy of the cerebrovascular system.

Prerequisite: None.

DMS 205 - Vascular II (3)

This course will review normal and abnormal anatomy and physiology of the abdominal vascular system. Emphasis will be placed on normal and abnormal anatomy and physiology of the peripheral vascular system. Students will learn the different types of vascular disease and will be able to demonstrate their ability to perform the necessary vascular procedures and will know and understand the other invasive and noninvasive exams that can be utilized. Students should be proficient in the use of quantitative principles applied to peripheral vascular testing. Upon completion students should be able to recognize and image normal and abnormal anatomy of the peripheral vascular system.

Prerequisite: DMS204.

DMS 206 - Introduction to Clinical Education (1)

This course will review normal and abnormal anatomy and physiology of the abdominal vascular system. Emphasis will be placed on normal and abnormal anatomy and physiology of the peripheral vascular system. Students will learn the different types of vascular disease and will be able to demonstrate their ability to perform the necessary vascular procedures and will know and understand the other invasive and noninvasive exams that can be utilized. Students should be proficient in the use of quantitative principles applied to peripheral vascular testing. Upon completion students should be able to recognize and image normal and abnormal anatomy of the peripheral vascular system.

Prerequisite: DMS204.

Corequisite: DMS205.

DMS 207 - Clinical Education (4)

This course will develop the student's ultrasound scanning skills in a clinical patient care environment such as a private diagnostic imaging setting or local hospital. The student will be exposed to abdominal, obstetrics, gynecology, small parts, and vascular ultrasonography where they will learn to perform ultrasound exams, effectively deal with patient care issues including patient preparation, patient history taking, and patient confidentiality, pertinent clinical laboratory values, and communication. Emphasis will be placed on the student's professional qualities as it relates to conduct, behavior and patient/sonographer interaction. Upon successful completion students will conduct sonographic examinations under direct and indirect supervision of staff sonographers and a clinical instructor.

Prerequisite: DMS206.

DMS 208 - Clinical Education II (4)

This course provides students with continued work experience in a hospital, private office or clinic setting. Students will improve their skills in performing procedures of abdominal, small parts, vascular, obstetrics and gynecology ultrasound exams, with a goal toward completing competencies in specific organ systems. While clinical experience will further expose the student to the professional medical environment, emphasis will be placed on the student learning to effectively communicate with the radiology and medical staff. Students will conduct sonographic examinations under direct and indirect supervision of staff sonographers and a clinical instructor.

Prerequisite: DMS207.

DMS 209 - Clinical Education III (4)

This course provides students with continued hospital/clinic setting work experience. Students refine scanning techniques, increase speed of exam completion, and develop professional work habits. Emphasis will be placed on developing critical thinking approaches to sonographic examinations as it relates to forming differential diagnoses of abnormal findings. Students will conduct sonographic examinations under direct and indirect supervision of staff sonographers and a clinical instructor, while continuing to complete competency and proficiency objectives. Upon successful course completion, students will have refined their scanning skills and completed specific competencies and/or proficiencies under the direct and/or indirect supervision of a clinical instructor.

Prerequisite: DMS208.

DMS 210 - Clinical Education IV (4)

This course provides students with continued hospital/clinic setting work experience. Students refine scanning techniques, increase speed of exam completion, professional work habits, and critical thinking. Students will observe and conduct sonographic examinations under direct and indirect supervision of staff sonographers and a clinical instructor, with an emphasis on scanning unassisted. Students will continue to complete proficiency objectives.

Prerequisite: DMS209.

DMS 211 - Clinical Education V (4)

This course provides students with continued hospital/clinic setting work experience. Students increase speed of exam completion; refine scanning techniques, professional work habits, and critical thinking. Students will conduct unassisted sonographic examinations under direct and indirect supervision of staff sonographers and a clinical instructor. Students will continue to complete proficiency objectives. Clinical training may also include on-campus laboratory scanning. Upon successful course completion, students will have refined their scanning skills and completed specific competencies and/or proficiencies under the direct and/ or indirect supervision of a clinical instructor.

Prerequisite: DMS210.

DMS 212 - Abdominal Sonography (2)

This course introduces students to the normal sonographic findings, physiology and laboratory data of the abdomen, as well as abnormal and commonly found pathology, with correlated laboratory scanning exercises. Emphasis will be placed on anatomic and physiologic relationships within the abdominal cavity including the abdominal vascular system, liver, gallbladder, biliary system, pancreas, gastrointestinal tract, urinary system, spleen, retroperitoneum and peritoneal cavity, and abdominal wall.

Prerequisite: DMS109.

Corequisite: DMS216.

DMS 213 - Clinical Education VI (2)

This course provides students with continued hospital/clinic setting work experience. Students increase speed of exam completion, refine scanning techniques, professional work habits, and critical thinking. Students will conduct unassisted sonographic examinations under direct and indirect supervision of staff sonographers and a clinical instructor. Students will continue to complete proficiency objectives. Upon completion of this course and all clinical requirements have been met, the student will be able to perform the duties of an entry level sonographer.

Prerequisite: DMS211.

DMS 216 - Ultrasound Scanning (2)

This course introduces students to ultrasound scanning of the abdomen, pelvis, superficial anatomy and the fetus. Emphasis will be placed on ultrasound scanning principles and protocols with correlated hands on scanning exercises. Students will learn the process of routine sonographic examination, follow professional protocols in obtaining ultrasound images, and learn to optimize those images to a diagnostic standard. Upon completion of this course students will be able to recognize and acquire customary sonographic images required of a diagnostic medical sonographer.

Prerequisite: DMS106.

DMS 219 - Advanced Abdominal Sonography (3)

This course reinforces and expands on concepts learned in Abdominal Sonography (DMS218), with correlated laboratory scanning exercises. Emphasis will be placed on sonographic findings and indications. Case studies will be used to further discuss abnormal sonographic findings. Sonography of the superficial structures will be discussed with emphasis on the breast, thyroid, and scrotum. Sonographic evaluation of the musculoskeletal system, neonatal brain and spine will also be discussed and students will be introduced to the basics of vascular sonography. Upon completion, students should be able to recognize and image sonographically both normal and abnormal abdominal and superficial anatomy.

Prerequisite: DMS212.

DMS 222 - Obstetrics & Gynecologic Sonography (2)

This course introduces student to gynecologic sonography with an introduction to obstetric ultrasound. Emphasis will be placed on a comprehensive knowledge of normal and abnormal anatomy, physiology and sonographic appearances of the female reproductive system in the pregnant and non-pregnant state and correlate with clinical symptoms, patient history, and exam indications. Students will learn non-pregnant pelvic and first trimester obstetrical scanning techniques and protocols that are correlated with hands on scanning exercises. Topics will also include clinical ethics for obstetric sonography, ectopic pregnancy, the role of ultrasound in evaluation of female infertility, and developmental stages of the embryo and fetus up to 14 weeks. Upon completion, students should be able to recognize and acquire basic pelvic and first trimester fetal images and measurements.

Prerequisite: DMS109, DMS216.

DMS 241 - General/SPI Registry Review (2)

This course reviews material covered throughout the diagnostic medical sonography program that will prepare the student for the American Registry of Diagnostic Medical Sonographers (ARDMS) registry examinations in Ultrasound Physics and Instrumentation, Abdomen, Obstetrics and Gynecology and Vascular.

Prerequisite: DMS211.

ECO – Economics**ECO 201 - Macroeconomics (3)**

This course introduces the basic principles of economics, with emphasis upon macroeconomic theory and analysis. Topics covered in this course include the scope and nature of economics, ideology and structure of the American economy, national income and employment theory, business fluctuations, money and banking, fiscal and monetary policies and economic growth. Upon successful course completion, students will be able to solve mathematical and economic problems using appropriate words, symbols, tables, and/or graphs.

Prerequisite: MTH099 or qualifying score on placement test.

ECO 202 - Microeconomics (3)

This course is an introduction to basic principles in economics, with an emphasis on microeconomics theory. Students will study how fundamental economic variables impact both individuals and businesses, applying critical thinking skills to consider how businesses can most effectively respond to market forces.

Prerequisite: MTH099 or qualifying score on placement test.

EET - Electronics Engineering**EET 110 - Electric Circuits I (3)**

This course covers DC fundamentals. Students will learn about the concepts of current flow, resistance, and units of electrical measurement. Ohm's law is used for circuit analysis of series, parallel and series-parallel circuits. Upon successful course completion, students will be able to use test equipment for data collection and troubleshooting to ensure the fundamental understanding of DC concepts discussed.

Prerequisite: MTH131.

EET 111 - Electric Circuits II (3)

This course covers AC fundamentals. Students will learn about AC signals, capacitors, inductors, and transformers. AC analysis of pure resistive, inductive, and capacitive circuits will be covered. AC frequency response of RL, RC, and RLC circuits will also be covered. Upon successful course completion, students will be able to use test equipment for data collection and troubleshooting to ensure the fundamental understanding of AC concepts

Prerequisite: EET110.

Corequisite: EET111L.

EET 111L - Electric Circuits LAB (1)

This course covers practical applications of DC and AC concepts. Students will learn about use of simulation software and test equipment for DC and AC circuit analysis and troubleshooting. Upon successful course completion, students will be able to acquire, analyze, and interpret experimental data.

Prerequisite: EET110.

Corequisite: EET111.

EET 113 - DC & AC Circuits (3)

This course provides an introduction to AC and DC circuits through simple series and series-parallel circuits used to illustrate applications of Ohm's Law and Kirchhoff's Laws. Students will learn about power in DC resistive circuits and sine waves, complex numbers, and phasors applications in the analysis of AC circuits. Upon successful course completion, students will be able to implement and analyze basics of AC and DC circuits.

Prerequisite: MTH200.

EET 120 - Semiconductor Devices (3)

This course covers the theory and operation of analog electronic devices and circuits. Students will learn about the use of diodes, bipolar junction (BJT) transistors, and field effect transistors as circuit elements in application circuits such as; Power supplies, Clippers, Clampers, Amplifiers, and Multipliers. Upon successful course completion, students will be able to build, analyze and test common amplifier configurations.

Prerequisite: EET111 or ESET111.

EET 121 - Electronic Systems Applications (3)

This course is a continuation of the theory and operation of analog electronic devices and circuits. Students will learn about large-signal amplifiers, operational amplifiers, oscillators, multi-vibrators and regulated power supplies. Upon successful course completion, students will be able to build, test, and analyze common electronic circuits.

Prerequisite: EET120.

EET 130 - Digital Systems I (3)

This course covers basic digital concepts. Students will learn about number systems, Boolean algebra, logic minimization, and combinational design. Upon successful course completion, students will be able to design and implement combinational logic circuits with input and output interfacing devices.

Prerequisite: EET111, ESET111, or EET113.

EET 191 - Materials Science (3)

This course introduces students to both theoretical and practical industry-standard practices. Students will learn about structures, properties, and applications of metals, ceramics, polymers, and composites commonly used in industry while also developing problem-solving skills in materials selection, evaluation, measurement and testing. Upon successful course completion, students will be able to apply theoretical and practical industry-standard practices to select material(s) for practical engineering applications.

Prerequisite: PHY120.

EET 192 - Graphics Communication (3)

This course introduces students to the fundamentals of sketching, engineering drawings, and 3-D modeling using a traditional or parametric modeling software package such as AutoCAD, Pro/E or SolidWorks. Student will learn how to draw layouts and lettering; orthographic and pictorial projections; orthographic, auxiliary, and section views; dimensioning techniques; tolerancing; manufacturing processes; fasteners; and freehand sketches. Upon successful course completion, students will be able to integrate the basics of technical drawings and 3-D modeling into engineering concepts.

Prerequisite: MTH131.

EET 192L - Introduction to 3-D Modeling LAB (1)

This course introduces students to fundamental concepts and techniques of solid modeling and parametric modeling as a drawing/design tool using software such as Creo Parametric. Students will learn part and assembly creation, creation of 2-D engineering drawings from 3-D models, and mechanisms animation. Upon successful course completion, students will be able to model complex 3-D objects and produce their engineering drawings.

Prerequisite: EET192.

EET 200 - Externship-EET III (3)

This course provides the student with technical training in a technical setting facility. Training related experience should demonstrate student's achievement of program's learning objectives. The course is coordinated and graded by faculty while incorporating employer's assessment of student's performance.

Prerequisite: Academic Advisor Approval.

EET 203 - Externship-EET I-a (1)

This course provides the student with technical training in a technical setting facility. Training related experience should demonstrate student's attainment of program's learning outcomes. The course is coordinated and graded by faculty while incorporating employer's assessment of student's performance.

Prerequisite: Academic Advisor Approval.

EET 204 - Externship-EET I-b (1)

This course provides the student with technical training in a technical setting facility. Training related experience should demonstrate student's attainment of program's learning outcomes. The course is coordinated and graded by faculty while incorporating employer's assessment of student's performance.

Prerequisite: Academic Advisor Approval.

EET 205 - Externship-EET I-c (1)

This course provides the student with technical training in a technical setting facility. Training related experience should demonstrate student's attainment of program's learning outcomes. The course is coordinated and graded by faculty while incorporating employer's assessment of student's performance.

Prerequisite: Academic Advisor Approval.

EET 207 - Applied Engineering Programming (3)

This course introduces students to technical programming using a high level language, such as SciLAB or MATLAB. Students will learn data variables, control statements, arithmetic operations, plotting, and built-in functions. Upon successful course completion, students will be able to create (write) and execute programs to solve simple and complex engineering problems.

Prerequisite: CIS126.

EET 220 - Industrial Applications (3)

This course covers basic principles of Silicon controlled rectifiers and motor control circuits. Students will learn about process control system concepts and various sensors technologies. Upon successful course completion, students will be able to select and use various sensors appropriately to implement a basic automated process.

Prerequisite: EET121 or EET223.

EET 221L - Instrumentation and Measurement LAB (1)

This course concentrates on the electronics instrumentation and measurement tools. Topics covered include errors, sensors and transducers, and signal conditioning. An extensive hands-on laboratory experience will introduce the students to different electrical and electronic measuring devices set up and use for both component and board level troubleshooting and repair.

Prerequisite: EET121 or EET223.

EET 223 - Electronic Devices & Operational Amplifiers (3)

This course teaches working principles and applications of electronic devices such as diode, transistors, operational amplifiers, instrumentation operational amplifiers, power operational amplifiers, and passive and active filters. Students will learn the basics of semiconductor devices, operational amplifier, and passive and active filters. Upon successful course completion, students will be able to implement, analyze, and integrate basic electronic circuits for mechanical control systems.

Prerequisite: EET113.

EET 230 - Digital Systems II (3)

This course covers flip-flops, counters, shift registers, memory devices, and storage. Students will learn about sequential circuits, state machines, Analog-to-Digital (ADC) and Digital-to-Analog (DAC) converters. Upon successful course completion, students will be able to design and implement sequential logic circuits.

Prerequisite: EET130.

EET 230L - Digital Systems LAB (1)

This course covers digital logic design and implementation. Topics covered include both combinational and sequential logic. Students are introduced to Programmable array logic (PAL) and gate array logic (GAL) digital circuits. The course's emphasis is on the development of skills/techniques needed by a technician/technologist for the production and testing of a system.

Prerequisite: EET230.

EET 231 - Introduction to Programmable Logic Controllers (3)

This course introduces students to the fundamentals of Programmable Logic Controllers (PLCs). Students will learn about process automation and control systems through the use of hands on implementation and troubleshooting of existing PLC configurations. Upon successful course completion, students will be able to read and interpret PLC programs as well as install and connect various field devices.

Prerequisite: EET130 and EET220.

EET 231L - Introduction to Programmable Logic Controllers LAB (1)

This course introduces students to the practical applications of Programmable Logic Controllers (PLCs). Students will implement various projects using some of the most common PLCs, used in industry. Upon successful course completion, students will be able to read and interpret wiring diagrams, install and connect various field devices and follow basic troubleshooting techniques.

Prerequisite: EET231.

EET 251 - Computer Configuration II (3)

This course continues the study of computer systems to include disk drive organization, peripheral devices, and networking concepts. Students will learn the operation and internal functions of a variety of peripheral devices commonly found in small office systems, including printers and monitors; RAID disk configurations; backup methods; and the fundamentals of networking. Upon successful course completion, students will be able to perform peripheral device maintenance, install and configure printers, monitors, and network, devices.

Prerequisite: CIS101.

EET 251L - Computer Configuration II LAB (1)

The course covers the installation and configuration of operating systems. Students will configure network connections and security for both wired and wireless devices. Upon successful course completion, students will be able to address safety and environmental concerns as they relate to peripheral devices.

Prerequisite: CIS150, EET251.

EET 252 - Data Communications and Networking (3)

This course covers digital computer communications and networking concepts. Students will learn about basic networking concepts of the OSI model, IP addressing, and routing, as well as networking services such as DHCP and DNS, Internet Connection Sharing (ICS), Small Office/Home Office (SOHO) Networks, Wireless LANs, Wide Area Network (WAN) technologies, Web Servers, and VPN Tunnels. Upon successful course completion, students will be able to design and configure data communication networks according to defined specifications.

Prerequisite: CIS150.

EET 272 - Fiber Optics Communication (3)

This course provides an introduction to fiber optics. Students will learn about the optical characteristics of optical fibers, fiber optic communications systems including modulators and detectors, and electro-optic sensors. Upon successful course completion, students will be able to perform data analysis of Optical Time Domain Reflectometer data as well as link and cable testing.

Prerequisite: MTH131.

EET 272L - Fiber Optics Communication LAB (1)

This course provides an extensive hands-on laboratory experience to prepare the students for the installation of fiber optic networks.

Corequisite: EET272.

EET 280 - Introduction to Communication Systems (3)

This course covers radio frequency fundamentals and the concepts of data and information communication systems. Students will learn analog modulation techniques, electromagnetic wave propagation, path loss, multiple access techniques and introductory topics in antenna theory, transmission lines and satellite systems. Upon successful course completion, students will be able to understand the basics of radio transmitters and receivers as well as different types of analog modulation techniques and the operation of amplitude, frequency, and phase modulation/demodulation circuits.

Prerequisite: EET121 and MTH200.

EET 282 - Wireless Security (3)

This course covers Wireless Local Area Networks (WLAN) industry standards. Students will learn about WLAN security issues and performance analysis through packet analysis and intrusion detection. Upon successful course completion, students will be able to secure wireless communications using WEP, WPA-PSK, WPA-RADIUS, VPN's, authentication methods, and encryption.

Prerequisite: EET252 or CIS225.

EET 301 - Special Topics in Engineering Technology (3)

This course provides an in-depth review of Engineering Technology topics. Students will learn aspect of research in engineering technology by completing research projects. Upon successful course completion, students will be able to implement engineering ethics through research projects.

Prerequisite: Academic Advisor Approval.

EET 302 - Externship-EET Sr. III (3)

This course provides the student with technical training in a technical setting facility. Training related experience should demonstrate student's achievement of program's learning objectives. The course is coordinated and graded by faculty while incorporating employer's assessment of student's performance. EET200 and EET302 may be repeated for credit up to a total maximum of 6 credits.

Prerequisite: Academic Advisor Approval.

EET 306 - Externship-EET Sr. I-a (1)

This course provides the student with technical training in a technical setting facility. Training related experience should demonstrate student's attainment of program's learning outcomes. The course is coordinated and graded by faculty while incorporating employer's assessment of student's performance.

Prerequisite: Academic Advisor Approval.

EET 307 - Externship-EET Sr. I-b (1)

This course provides the student with technical training in a technical setting facility. Training related experience should demonstrate student's attainment of program's learning outcomes. The course is coordinated and graded by faculty while incorporating employer's assessment of student's performance.

Prerequisite: Approval Academic Advisor.

EET 308 - Externship-EET Sr. I-c (1)

This course provides the student with technical training in a technical setting facility. Training related experience should demonstrate student's attainment of program's learning outcomes. The course is coordinated and graded by faculty while incorporating employer's assessment of student's performance.

Prerequisite: Approval Academic Advisor.

EET 309 - Externship-EET Sr. II (2)

This course provides the student with technical training in a technical setting facility. Training related experience should demonstrate student's attainment of program's learning outcomes. The course is coordinated and graded by faculty while incorporating employer's assessment of student's performance.

Prerequisite: Approval Academic Advisor.

EET 310 - Circuit Analysis (3)

This course covers network theorems. Students will learn about electrical circuits' analysis using circuit theorems; node-voltage, mesh current, Thevenin and Norton theorems. Students are introduced to dependent source models. Transient and steady-state circuit analyses are covered. Upon successful course completion, students will be able to analyze systems and use simulation software to emphasize the concepts discussed.

Prerequisite: EET111 or ESET111 and MTH200.

EET 320 - Semiconductor Processing (3)

This course provides a broad look at the current state of Microelectronic & Silicon Manufacturing. Students will learn about different fabrication steps such as silicon wafer growth, oxidation, diffusion, ion implantation, rapid thermal processing as well as photo-resist and optical photo-lithography. Various processing techniques are discussed such as vacuum science and plasma process, wet and dry etch processes, evaporation and sputtering process, thin film deposition and CWD (Chemical wafer deposition) process. Upon successful course completion, the students will have a basic understanding of semiconductor manufacturing processes.

Prerequisite: EET121.

EET 331 - Programmable Controllers and Robotics (3)

This course covers advanced principles of control systems. Students are introduced to industrial control and statistical process control concepts. Sensor applications and Hands-on applications in programming and troubleshooting of Programmable Logic Controllers are emphasized.

Prerequisite: EET231.

EET 331L - Programmable Controllers and Robotics LAB (1)

This course is offered in conjunction with the Programmable Controllers and Robotics course. Students are required to design and implement several projects using the PLC used. Extensive hands-on exercises are used to emphasize the concepts discussed.

Prerequisite: EET331.

EET 350 - Overview of Electronic Security Devices (3)

This course provides an overview of electronic security devices useful for a number of electronics, computer, information science, business, and criminal justice career paths. Students will learn about electronic locks, access controls and badges, biometrics, alarms, lighting, detectors, video, recorders, network infrastructure security, and other electronic security devices. Upon successful course completion, students will understand how to compare and contrast electronic security device options through the analysis of business and security needs as well as manufacturer specification data sheets.

Prerequisite: ENG110 and MTH131.

EET 352 - Engineering Economics (3)

This course introduces students to engineering economics and making decisions based upon expected costs and benefits in operation and project proposals. Students will learn good decision making, how to determine whether a solution to a problem is technically feasible, and how to approach the problem. Upon successful course completion, students will be able to decide which of several technically feasible alternatives is best by considering money management, financial evaluation, project development, and replacement decisions.

Prerequisite: None.

EET 380 - Digital Communications I (3)

This course covers basic digital communications techniques. Students are introduced to baseband pulse and digital modulations, binary and M-ary RF digital modulations, multiplexing and demultiplexing techniques, channel fading, and noise effects on digital communication. Upon successful course completion, students will be able to demonstrate spread spectrum techniques, orthogonal frequency division multiplexing (OFDM) and multiple- input and multiple-output (MIMO) techniques.

Prerequisite: EET230 and EET280 or ESET280.

EET 390 - Motor Drives (3)

This course introduces students to a broad range of motor types and their control systems, workplace safety, and electric motor operation. Topics covered include motor sizing, selection of motor type(s), control of motors, motor schematics, nameplates, and terminology. Upon successful completion of this course, students will be able to relate torque, power, and speed.

Prerequisite: EET220 and EET310.

EET 390L - Motor Drives LAB (1)

This course is offered in conjunction with the Motor Drives course. Students are required to design and implement three projects. Extensive hands-on exercises are used to emphasize the concepts discussed.

Prerequisite: EET390.

EET 411 - Senior Project (3)

A project based course requiring students to implement, test and demonstrate a solution to a problem statement related to engineering technology systems. Students are expected to demonstrate achievement of program's learning objectives throughout the course. The course is coordinated and graded by faculty while incorporating employer's assessment, if possible, of student's performance. Industry sponsored projects can be used when applicable

Prerequisite: Academic Advisor Approval.

EET 411L - Senior Project LAB (1)

Students will produce individual or group projects that support their specific concentration and will be combined with various concentrations, when possible, to produce an Engineering Technology centric experience. Students will be individually and group assessed for their specific performance. Industry sponsored projects can be used when applicable. The course is coordinated and graded by faculty while incorporating employer's assessment, if possible, of student's performance.

Prerequisite: Academic Advisor Approval.

EET 430 - Microcontrollers (3)

This course covers the fundamental principles of Microcontroller technologies. Students are introduced to HCS12 Microcontrollers and imbedded systems. Topics covered include architecture, memory map, I/O interfacing, and interrupts. Application projects are an integral part of the course requiring programming and interfacing with electronic circuits.

Prerequisite: CIS126 and EET230.

EET 430L - Microcontrollers LAB (1)

This course covers applications of Microcontrollers in real-world problems. Students will expand their knowledge base in microcontroller applications. Upon successful course completion, students will be able to design and implement multiple projects using the Microcontroller board.

Prerequisite: EET430.

ET - Electronic Technology**ET 102 - Engineering Math & Software Applications (3)**

This course introduces students to the application of math and use of software packages in the engineering field. Students will learn engineering problem solving, analysis and modeling using relevant engineering software. Students will also acquire basic knowledge of computer applications to include word processing, spreadsheets, and presentation software. Upon successful course completion, students will be able to create and edit CAD drawings, simulation circuits, documents, spreadsheets and presentations.

Prerequisite: None.

ET 210 - Capstone Project (3)

A project based course requiring students to implement, test and demonstrate a solution to a narrowly-defined problem statement related to engineering technology systems. Students are expected to demonstrate achievement of program's learning objectives throughout the course. The course is coordinated and graded by faculty while incorporating employer's assessment, if possible, of student's performance. Industry sponsored projects can be used when applicable.

Prerequisite: Program Director Approval.

ET 210L - Capstone Project Lab (1)

A project based lab course requiring students to implement, test and demonstrate a solution to a narrowly-defined problem statement related to engineering technology systems. Students are expected to demonstrate achievement of program's learning objectives throughout the course. The course is coordinated and graded by faculty while incorporating employer's assessment, if possible, of student's performance. Industry sponsored projects can be used when applicable.

Prerequisite: Program Director Approval.

EMS - Emergency Medical Services**EMS 112 - Emergency Medical Technician I (3)**

This course is part one of a four course series leading to eligibility for certification as an Emergency Medical Technician. Part one introduces the foundations of emergency medical care. Upon completion the student will be able to apply fundamental knowledge of the EMS system, the safety and well-being of the EMT, medical-legal and ethical issues in the provision of emergency care; apply fundamental knowledge of the anatomy and function of all human systems to the practice of EMS; Use foundational anatomical and medical terms and abbreviations in written and oral communication with colleagues and other health care professionals; and apply knowledge of general anatomy and physiology to patient assessment and management in order to assure a patent airway, adequate mechanical ventilation, and respiration for patients of all ages.

Prerequisite: None.

Corequisite: None.

EMS 113 - Emergency Medical Technician II (2)

This course is part two in the four course series for Emergency Medical Technician. Topics include basic patient assessment and medicine. Upon completion the student will be able to apply fundamental knowledge of patient assessment to apply scene information and patient assessment findings to guide emergency care, apply sound communication and documentation principles and apply fundamental knowledge to provide basic emergency care and transportation based on assessment findings for a patient with a medical complaint.

Prerequisite: EMS112.

EMS 114 - Emergency Medical Technician III (2)

This course is part three in the four course series for Emergency Medical Technician. Topics include Trauma, Special Populations and EMS operations. Upon completion the student will be able to apply fundamental knowledge to provide basic emergency care and transportation based on assessment findings for an acutely injured patient; apply a fundamental knowledge of growth, development, aging and assessment findings to provide basic emergency care and transportation for a patient with special needs; and exhibit a basic understanding of operational roles and responsibilities to ensure patient, public, and personnel safety.

Prerequisite: EMS113.

EMS 115 - Emergency Medical Technician IV (1)

This course is part four in the four course series for Emergency Medical Technician. Topics include EMS operations and EMT Skill Development. Upon completion the student will be able to apply fundamental knowledge to provide basic emergency care and transportation based on assessment findings for an acutely ill or injured patients and exhibit a basic understanding of operational roles and responsibilities to ensure patient, public and personal safety.

Prerequisite: EMS112, EMS113, EMS114.

Corequisite: EMS120.

EMS 120 - Emergency Medical Technician Clinical (1)

This course is the last in the four course series for Emergency Medical Technician. This course is a two part clinical experience providing direct patient care in the clinical and field settings. Part one occurs in the Emergency Department with the focus on performing a basic patient assessment and basic life support skills under the direct supervision of a clinical preceptor. Part two involves providing direct patient care on out-of-hospital advanced life support units as a team member under the direct supervision of a Paramedic Field Preceptor.

Prerequisite: EMS112, EMS113, EMS114.

Corequisite: EMS115.

EMS 201 - Introduction to Paramedic (3)

This course introduces the foundations of paramedic practice. Topics include the Roles and Responsibilities of the Paramedic, EMS System, Workforce Safety and Wellness, EMS Research, the Role of EMS in Public Health, Medical Legal issues, Medical Ethics, Communication Principles and Documentation. Upon completion the student will be able to integrate comprehensive knowledge of EMS system, the safety and well-being of the paramedic, medical legal and ethical issues, the role of EMS in public health and apply sound communication and documentation principles which are intended to improve the health of EMS personnel, patients, and the community.

Prerequisite: EMS112, EMS113, EMS114, EMS120, BIO101.

Corequisite: BIO104.

EMS 203 - EMS Pharmacology (3)

This course provides the concepts necessary for sound judgment in the use of chemical agents and the theoretical base for skills required to administer medications, and incorporates the principles of administering medications safely and accurately. Included are concepts underlying the medical use of drugs, principles of pharmacology, pharmacokinetics, and pharmacodynamics, principles of math calculations, venous access and drug administration and techniques of medication administration. Pharmacological agents common to prehospital care are studied. Upon completion the student will be able to integrate a comprehensive knowledge of pharmacology to formulate a treatment plan intended to mitigate emergencies and improve the overall health of the pre-hospital patient.

Prerequisite: BIO101, BIO104, EMS201.

Corequisite: None.

EMS 205 - Airway Management and Ventilation (2)

This course presents advanced airway assessment, airway management and ventilation skills for the paramedic, building on the basic foundation from EMT. Topics include airway anatomy, physiology of ventilation, advanced airway management, ventilation techniques, pulse oximetry, capnography, and pharmaceutical agents used in airway management. Upon completion the paramedic student will be able to integrate complex knowledge of anatomy, physiology, and pathophysiology to develop and implement a treatment plan with the goal of assuring a patent airway, adequate ventilation, oxygen therapy and respiration for patients of all ages.

Prerequisite: EMS201, EMS203.

EMS 207 - Advanced Patient Assessment (4)

This course presents advanced patient assessment skills for the paramedic, building on the basic foundation from EMT. Topics include Life Span Development, Scene Survey, Comprehensive History and Physical Examination, Basic ECG recognition, cardiac monitoring and introduction to 12 lead ECG. Upon completion the student will be able to integrate scene and patient assessment findings with knowledge of epidemiology and pathophysiology to form a field impression. This includes developing a list of differential diagnoses through clinical reasoning to modify the assessment and formulate a treatment plan.

Prerequisite: EMS201, EMS203, EMS205.

Corequisite: EMS241.

EMS 209 - Medicine I (4)

Part one of a two part series on medicine, this course presents the anatomy, physiology, epidemiology, pathophysiology, psychosocial impact, presentations, prognosis, and management of diseases and disorders involving the pulmonary and cardiovascular systems. Upon completion the student will be able to integrate assessment findings with principles of epidemiology and pathophysiology to formulate a field impression and implement a comprehensive treatment plan for a patient with a pulmonary or cardiovascular complaint. This course includes American Heart Association Advanced Cardiac Life Support (ACLS) certification.

Prerequisite: EMS201, EMS203, EMS205, EMS207.

Corequisite: EMS242.

EMS 210 - Medicine II (4)

Part two in the series on medicine, this course presents the anatomy, physiology, epidemiology, pathophysiology, psychosocial impact, presentations, prognosis, and management of diseases and disorders involving the nervous system, endocrine system, immune system, hematology; gastroenterology; urology; nephrology, toxicology; substance abuse; psychiatry; gynecology, and communicable disease. Upon completion the student will be able to integrate assessment findings with principles of epidemiology and pathophysiology to formulate a field impression and implement a comprehensive treatment plan for a patient with a medical complaint.

Prerequisite: EMS209.

Corequisite: EMS243.

EMS 213 - Trauma (4)

This course presents the epidemiology, pathophysiology, psychosocial impact, presentations, and management of Trauma. Topics include trauma systems; mechanism of injury; hemorrhage, shock, soft tissue, burn, head, face, spine, thoracic, abdominal and orthopedic trauma; environmental emergencies and trauma skills. This course includes NAEMT Pre-Hospital Trauma Life Support (PHTLS) Certification. Upon completion the student will be able to integrate assessment findings with principles of epidemiology and pathophysiology to formulate a field impression to implement a comprehensive treatment plan and appropriate disposition for an acutely injured patient.

Prerequisite: EMS209, EMS210.

Corequisite: EMS244.

EMS 215 - Special Populations (3)

This course will present the epidemiology, pathophysiology, psychosocial impact, presentations, and management of diseases and disorders experienced by unique patient populations. Areas of study include obstetrics, neonatology, pediatrics, geriatrics and patients with special healthcare needs. This course includes American Heart Association Pediatric Advanced Life Support (PALS) Certification. Upon completion the student will be able to integrate assessment findings with principles of pathophysiology and knowledge of psychosocial needs to formulate a field impression and implement a comprehensive treatment plan for patients with special healthcare needs.

Prerequisite: EMS213.

Corequisite: EMS245.

EMS 217 - EMS Operations (3)

This course provides the concepts necessary for the paramedic to function safely and effectively in the prehospital setting. Topics presented are Ambulance Operations; Air Medical Operations; Incident Command System; Multiple Casualty Incident Management, National Incident Management System (NIMS) 100, 200, 700 and 800 Certifications; Rescue Awareness; Crime Scene Awareness; and Hazardous Materials Awareness. Upon completion the student will have a complex understanding of the operational roles and responsibilities of the Paramedic to ensure patient, public, and personnel safety.

Prerequisite: EMS215.

Corequisite: EMS246.

EMS 219 - Paramedic Skill Development (2)

The focus of this course is for the Paramedic student to synthesize their learning experiences by building a professional portfolio that supports achievement of the program outcomes. Successful completion prepares the student for the National Registry Paramedic certification examination.

Prerequisite: EMS217.

Corequisite: EMS250.

EMS 241 - Paramedic Clinical I (1)

The first in the series of clinical experiences providing patient care in the hospital Emergency Department with the focus on IV access and medication administration under the direct supervision of a clinical preceptor.

Prerequisite: EMS203.

Corequisite: EMS207.

EMS 242 - Paramedic Clinical II (1)

The second in the series this two part clinical experience provides direct patient care in the hospital. Part one occurs in the Emergency Department with the focus on performing a comprehensive patient assessment under the direct supervision of an emergency physician. Part two occurs in Surgery with the focus on advanced airway management and ventilation under the direct supervision of an anesthesiologist.

Prerequisite: EMS205, EMS207.

Corequisite: EMS209.

EMS 243 - Paramedic Clinical III (1)

The third in a series of clinical experiences providing patient assessment, direct patient care, and formulating treatment plans in the hospital Intensive Care and Cardiac Care units under the direct supervision of a clinical preceptor.

Prerequisite: EMS209.

Corequisite: EMS210.

EMS 244 - Paramedic Clinical IV (1)

The fourth in a series of clinical experiences providing patient assessment, direct patient care, and formulating treatment plans in the hospital Intensive Care Unit, Neuroscience Intensive Care Unit and Psychiatric units under the direct supervision of a clinical preceptor.

Prerequisite: EMS210.

Corequisite: EMS213.

EMS 245 - Paramedic Clinical V (1)

The fifth in a series of clinical experiences providing patient assessment, direct patient care, and formulating treatment plans in the hospital Emergency Department under the direct supervision of a clinical preceptor.

Prerequisite: EMS213.

Corequisite: EMS215.

EMS 246 - Paramedic Clinical VI (1)

The sixth in a series of clinical experiences providing patient assessment, direct patient care, and formulating treatment plans in the hospital Labor and Delivery unit and Pediatric units under the direct supervision of a clinical preceptor.

Prerequisite: EMS215.

Corequisite: EMS217.

EMS 250 - Paramedic Field Clinical I (1)

The first in a series of field internship experiences providing direct patient care on out-of-hospital advanced life support units as an ALS team member progressing to the ALS Team Leader under the direct supervision of a Paramedic Field Preceptor.

Prerequisite: EMS215, EMS245.

Corequisite: EMS217, EMS219.

EMS 252 - Paramedic Field Internship (2)

The second in a series of clinical experiences providing direct patient care on out-of-hospital advanced life support units as the ALS Team Leader under the direct supervision of a Paramedic Field Preceptor.

Prerequisite: EMS250.

Corequisite: None.

ENG - English**ENG 099 - Introduction to Writing (3)**

This course helps prepare students for success in college writing by emphasizing the structure and conventions of standard written English. Students will learn how to write well-structured sentences and develop coherent paragraphs. Upon successful course completion, students will be able to apply the writing process to produce short compositions that fulfill the basic requirements of academic writing. Pass/No Pass course

Prerequisite: None.

ENG 109 - College Composition (1.5)

This course is designed to improve student writing processes, develop critical thinking skills, and provide instruction in core skills required for academic and professional writing in different modes. Students will learn how to analyze the writing strategies of professional authors and apply these strategies to their own writing. Upon successful completion of the course, students will be able to compose polished essays using appropriate writing conventions through the application of writing as a process, from invention to planning, drafting, revising, and editing.

Prerequisite: ENG099 or passing score on placement exam.

ENG 110 - College Composition (3)

This course is designed to improve student writing processes, develop critical thinking skills, and provide instruction in core skills required for academic and professional writing in different modes. Students will learn how to analyze the writing strategies of professional authors and apply these strategies to their own writing. Upon successful completion of the course, students will be able to compose polished essays using appropriate writing conventions through the application of writing as a process, from invention to planning, drafting, revising, and editing.

Prerequisite: ENG099 or a passing score on the placement exam.

ENG 114 - College Composition (1.5)

This course is designed to improve student writing processes, develop critical thinking skills, and provide instruction in core skills required for academic and professional writing in different modes. Students will learn how to analyze the writing strategies of professional authors and apply these strategies to their own writing. Upon successful completion of the course, students will be able to compose polished essays using appropriate writing conventions through the application of writing as a process, from invention to planning, drafting, revising, and editing.

Prerequisite: ENG099 or passing score on placement exam.

Corequisite: None.

ENG 120 - Advanced Composition (3)

This course will prepare students to analyze, evaluate and compose arguments with an emphasis on the complexities of style and rhetorical strategies. Students will learn to craft messages appropriate for both traditional and new media. Upon successful course completion, students will be able to identify successful rhetorical strategies and incorporate them in formal and informal arguments.

Prerequisite: ENG110.

ESET - Electronics Systems Engineering**ESET 111 - Electric Circuits II (3)**

This course covers AC fundamentals. Students will learn about AC signals, capacitors, inductors, and transformers. AC analysis of pure resistive, inductive, and capacitive circuits will be covered. AC frequency response of RL, RC, and RLC circuits will also be covered. Upon successful course completion, students will be able to use test equipment for data collection and troubleshooting to ensure the fundamental understanding of AC concepts discussed.

Prerequisite: EET110, MTH220.

Corequisite: ESET111L.

ESET 111L - Electric Circuits LAB (1)

This course covers practical applications of DC and AC concepts. Students are engaged in laboratory applications using simulation software and test equipment for DC and AC circuit analysis and troubleshooting. Upon successful course completion, students will be able to acquire, analyze, and interpret experimental data.

Prerequisite: EET110, MTH220.

Corequisite: ESET111.

ESET 280 - Introduction to Communications Systems (3)

This course covers radio frequency fundamentals and the concepts of data and information communication systems. Students will learn analog modulation techniques, electromagnetic wave propagation, path loss, multiple access techniques and introductory topics in antenna theory, transmission lines and satellite systems. Upon successful course completion, students will be able to understand the basics of radio transmitters and receivers as well as different types of analog modulation techniques and the operation of amplitude, frequency, and phase modulation/demodulation circuits.

Prerequisite: EET121 and MTH320.

FOR - Freshman Orientation**FOR 109 - Essentials for Success (1.5)**

This course will assist students in their academic and professional performance by providing them with the tools for success. Students will learn skills related to communication, collaboration, critical thinking and problem solving, professionalism, information literacy, and technology. Upon successful course completion, students will be able to apply professional, academic, and personal skills to their future course work and careers.

Prerequisite: None.

FOR 110 - Essentials for Success (3)

This course will assist students in their academic and professional performance by providing them with the tools for success. Students will learn skills related to communication, collaboration, critical thinking and problem solving, professionalism, information literacy, and technology. Upon successful course completion, students will be able to apply professional, academic, and personal skills to their future course work and careers.

Prerequisite: None.

FSM - Food Service Management**FSM 101 - Introduction to Food Service (3)**

The course will explore topics in food service including the historical development of the food service industry, the classification of food service operations by type and by system, and the role of the food service industry in the economic life of the country. This is a survey style course designed to introduce the student to concepts that will be studied in depth in later courses. Topics will include foundation discussions of sanitation and food safety, menu development, purchasing and storing products, inventory control, production and service systems, equipment and facility needs, human resource, performance management, and marketing.

Prerequisite: None.

FSM 102 - Fundamentals of Cooking (1)

This course will introduce students to the fundamentals of food science and cooking with hands on small quantity food production. The student will explore large scale food production through workshops and site visits to local facilities. The student will examine the basic operational aspects of food service preparation including theory, demonstration, and production. At the end of the course, the student will have the opportunity to take a nationally recognized certification exam.

Prerequisite: None.

FSM 210 - Front of House Management (3)

In this course students will learn the principles of table and beverage service in a traditional restaurant environment. Students will be exposed to the front of the house operation as it pertains to upscale food service, tableside cookery, salesmanship, professionalism, and beverage service. Legal and ethical responsibilities of alcohol beverage service are explored. Beer, wine, the art of mixing drinks and effective service methods are discussed. Upon completion the student will be able to set, service, and break down a dining room; interact with the production staff to order and receive meals from the kitchen; meet and greet customers; handle complaints and problems efficiently.

Prerequisite: None.

FSM 310 - Leadership in Foodservice (3)

This course will discuss leadership philosophies, focusing on effective managerial techniques with regard to coaching, training, facilitating and motivating a diverse workforce in various hospitality foodservice environments. Students will learn effective ways to manage through organizational changes and evaluate internal operational continuous-improvement programs. Upon successful course completion, students will be able to use effective leadership communication skills to manage diversity in the workforce, coach and motivate staff members, resolve staff conflicts, and empower/delegate tasks to be an effective leader in foodservice operations.

Prerequisite: None.

FSM 315 - Staff Development and Communication for Managers (3)

This course will introduce you to adult learning theory which can be applied to systematic training programs and will prepare students for both the oral and written communication skills required by Food Service Managers in operational and corporate business settings. Concomitantly, understanding how adults learn and appropriate ways of analyzing the tasks required for job performance will assist managers to effectively develop training models for their employees. Upon successful course completion, students will be able to write with a particular emphasis on thought formation and presentation skills, and will be able to prepare successful training programs by providing positive coaching models, creating options for new behaviors, and establish employee commitment and accountability.

Prerequisite: None.

FSM 320 - Food Service Financial Management (3)

This course progresses from accounting to financial analysis and explains their application specifically to foodservice operations. Students will learn the fundamentals of hospitality accounting and how to develop and interpret financial balance sheets, income statements, profit and loss statements, and statements of cash flow. Upon successful course completion, students will be able to create and analyze budget reports, forecast revenues and costs, and interpret key operational cost ratios that financial managers use for effective long-term decision-making.

Prerequisite: None.

FSM 335 - Menu Engineering for Food Service (3)

This course explores the historical development and current theories of menu management. The various styles and forms of menus and their applications in several types of food service businesses are examined. The role of the menu in marketing, revenue management, and kitchen design is central to the study. Upon completion of the course the student will have the opportunity to take a nationally recognized certification exam.

Prerequisite: None.

FSM 340 - Hospitality Marketing and Social Media (3)

This course provides an introduction to marketing theories, principles, and concepts and to understanding the role of marketing within a foodservice operation. Students will learn the dynamics involved in achieving a competitive advantage in a highly competitive market. Upon successful course completion, students will be able to identify variable marketing strategies in an effort to satisfy customer expectations, and demonstrate the ability to effectively communicate through audiovisual and social media outlets.

Prerequisite: None.

FSM 355 - Wine and Beverage Management (3)

This course examines the management of bar and beverage operations within various hospitality environments, exploring the history of the beverage industry, the cultural relevance of wines, spirits and ales, and the incorporation of various non-alcoholic beverages in food service. Students will learn proper staffing levels as dictated by operations, efficient bar layout and design, industry trends in menu design, and techniques for pricing, selling, and serving beverages. Upon successful course completion, students will be able to purchase, receive, store, and inventory bar beverages, mixers, and garnishes in order to manage a successful beverage program.

Prerequisite: None.

FSM 355L - Wine and Beverage Lab (1)

This course examines the practical application of managing bar and beverage operations within various hospitality environments. The student will develop an understanding of beverage operations by observation and practice. Topics include the principles of beverage inventory control and the brewing and distillation processes. Upon successful course completion, students will be able to purchase, receive, store, and inventory bar beverages, mixers, and garnishes in order to manage a successful beverage program.

Corequisite: FSM355.

FSM 358L - Food Service Technology Lab (1)

This course will introduce students to culinary technological advancements through practical hands on learning. The student will develop the skills necessary to effectively select and program a variety of commercial food service equipment used in industry and point of sale system. Upon successful course completion, students will demonstrate the ability to program a point of sale system and the programmable food service cooking equipment needed to execute their created menu.

Prerequisite: None.

FSM 360 - Managing Outstanding Customer Service (3)

This course is designed to impart to students the art and science of providing outstanding customer service in today's competitive foodservice operations. Students will learn managerial concepts related to building customer loyalty, enhancing service quality, and exceeding customer expectations. Upon successful course completion, students will be able to define organizational service strategies, determine operational customer expectations levels, assess service positions within various foodservice markets and segments, and analyze how great service dynamics can influence an operation's image.

Prerequisite: None.

FSM 380 - Food Service Cost Controls (3)

This course teaches students techniques and methods of controlling the factors of production in a food service unit within a revenue management system. Students will learn food, beverage, and labor cost controls and the control of other semi-variable expenses including energy, repair and maintenance, music and entertainment, and direct operating costs associated with food and beverage operations. Upon successful course completion, student will be able to establish effective pricing, identify and correct costing problems, and understand the relationship between cost of goods and profit.

Prerequisite: None.

FSM 402 - Case Studies in Food Service Management (3)

This course is designed to provide students with an understanding of the food service manager's obligations under the laws, regulations, and governmental guidelines relative to food service. The course will focus on employee relations, food liability, liquor liability, patron civil rights and federal, state, and local regulations that are of concern to food service managers.

Prerequisite: None.

FSM 409 - Advanced Hospitality Customer Service (3)

This course will provide the student with an understanding of the principles of customer service in a food service environment. The roles of customer loyalty programs, marketing and advertising efforts, quality management techniques, and staff training on customer service will be explored. Upon completion of this course the student will be able to develop an integrated and effective customer service program with aspects directed at both internal and external customers. The student will be able to take a nationally recognized certification test.

Prerequisite: None.

FSM 410 - Operational Ethics and Legal Issues (3)

This course discusses the tools you need to protect your foodservice operation from legal exposure from a variety of customer and staff interactions. In addition, this course takes a comprehensive approach on how to recognize and analyze ethical dilemmas—giving front line management a strong foundation for making decisions based on sound ethical principles. Students will learn the critical legal aspects of foodservice operations, evaluate situational scenarios to help prepare managers to make the right decisions during challenging situations, and explore the questions of ethics in foodservice operations. Upon successful course completion students will be able to demonstrate practical knowledge of foodservice law and the operation of legal systems and will understand independent, corporate, and franchise business structures.

Prerequisite: None.

FSM 424 - Facility Management (3)

This course will introduce students to the concepts of managing the physical plant for food service. Students will learn the dynamics of good flow design through both front and back of the house areas of a foodservice operation, the efficient selection and use of energy and utility systems, and the implementation of regulations and codes for foodservice facilities. Upon successful course completion students will be able to develop a floor plan of a hypothetical operation using architectural software and will understand criteria financial managers use to purchase and evaluate kitchen equipment.

Prerequisite: None.

FSM 424L - Facilities Lab (1)

This course examines the general maintenance requirements of a commercial food service operation through supplemental practical hands on learning. Students will develop skills to effectively locate, maintain, and troubleshoot the critical systems found in a food service facility. Upon successful course completion students will create a preventive maintenance schedule for the variety of systems used within a commercial food service establishment.

Corequisite: FSM424.

FSM 430 - Case Studies in Food Service Management (3)

This course adopts a critical incident approach to foodservice management whereby students will evaluate actual operational and organizational experiences of customers and employee through case study analysis. Students will develop problem solving skills by emphasizing critical analysis as well as comprehension of the issues proposed - both positive and negative - then appraise the effectiveness of the organization's response to the prominent issue. Upon successful course completion, students will be able to view contemporary operational issues and situations holistically, equipping them with various problem solving methods in order to develop and implement strategic solutions.

Prerequisite: None.

FSM 440 - Project and Special Event Management (3)

This course provides a comprehensive approach to planning, marketing, and managing special events. Students will learn current trends and concepts that support the planning, scheduling, control, resource allocation, and performance measurement activities required for the successful completion of a project. Upon successful course completion, students will be able to apply learned project and special event management concepts to the preparation and eventual successful execution of their final FSM 490 Foodservice Entrepreneurship restaurant simulation course.

Prerequisite: None.

FSM 450 - Developing Your Career in Hospitality Leadership (1)

This course introduces students to industry leaders from major hospitality corporations, faculty, young emerging leaders and innovators, and successful student alumni, speaking in a manner that will contribute to the ultimate career success of the student in foodservice management. Students will learn the social, economic, family, and organizational changes that influence career choices. Upon successful course completion, students will be able to develop a strategic career plan based upon self-assessment of employable skill development.

Prerequisite: None.

FSM 452 - Developing Your Career in Hospitality Leadership (2)

This course introduces students to industry leaders from major hospitality corporations, faculty, young emerging leaders and innovators, and successful student alumni, speaking in a manner that will contribute to the ultimate career success of the student in foodservice management. Students will learn the social, economic, family, and organizational changes that influence career choices. Upon successful course completion, students will be able to develop a strategic career plan based upon self-assessment of employable skill development.

Prerequisite: None.

FSM 490 - Food Service Entrepreneurship (2)

This course is an advanced management and foodservice operational simulation, where students individually manage a simulated restaurant operation under a designated theme. Students will learn to create and develop menus and recipes under a specific theme, create purchase orders, support food preparation, develop a service plan, create marketing and promotional material, and complete pre-developed evaluation procedures that will measure their profitability results from the evening's expenses and revenues as dictated through the facility's POS system. Upon successful course completion, students will be able to successfully execute a live foodservice event under budgetary constraints.

Prerequisite: FSM440.

HCA - Healthcare Administration**HCA 200 - Healthcare Marketing (3)**

This course presents the scope and practice of marketing principles as they are applied within healthcare delivery systems. Students learn consumer behavior, market segmentation, SWOT (strengths, weaknesses, opportunities and threats) analyses, and identification of new market opportunities. Assigned readings will include the role of social marketing, data base research, as well as effective communication strategies involved in healthcare marketing.

Prerequisite: None.

HCA 300 - Healthcare Administration and Regulation (3)

This course presents the scope and practice of healthcare administration. Students learn various models of healthcare delivery systems and social, political, individual, and organizational forces that affect healthcare delivery. Assigned readings will include the marketing, operations, financial and human resources management as well as effective communication strategies involved in healthcare administration. The scope of the regulatory environment in healthcare administration includes The Joint Commission (formerly the Joint Commission on Accreditation of Healthcare Organizations (JCAHO), the American Disabilities Act of 1990 (ADA), Occupational Safety and Health Administration (OSHA), and Federal and State Regulations.

Prerequisite: None.

HCA 305 - Legal Aspects of Healthcare Administration (3)

This class is designed to present an overview of health law issues, and provides the student with a basic knowledge of health law. Government regulation, including but not limited to, legal constraints; liability; negligence; patient rights; confidentiality; and, corporate/administrative responsibility are presented. Emphasis is placed on applications of health law to current issues in healthcare administration. This course will assist students in understanding their own legal rights and duties as both healthcare professionals and consumers of healthcare, in recognizing legal issues as they arise.

Prerequisite: None.

HCA 310 - Healthcare Administration Ethics (3)

This course is designed to present an overview of ethical issues that face the healthcare administrator in today's ever changing world of healthcare. Areas of broad ethical concern will be highlighted, as well as means of relating to others in the healthcare field, community members, families, and patients. The student will be prepared to discriminate between personal ethical decisions and professional ethical decisions.

Prerequisite: None.

HCA 320 - Healthcare Administration Externship I (3)

The focus of this course is on participating in an externship experience within healthcare organizations. This course will provide linkage between the theoretical concepts gained in the classroom to practical application in the study of healthcare administration. This course will allow students to gain a sound understanding of the industry and the position of leadership within the industry as they experience the working environment.

Prerequisite: HCA300, HCA305, HCA310, HCA330.

HCA 330 - The Healthcare Continuum: Lifetime Services and Long-Term Care (3)

This course is designed to review the wide variety of healthcare facilities and services outside the hospital environment. The management of organizations that deliver healthcare services such as nursing homes, assisted living facilities, adult day care, home health, housing, and wellness will be presented.

Prerequisite: None.

HCA 400 - Health Information Systems (3)

This course is designed to explore the use of information systems in healthcare settings. Students will be introduced to the information systems and their applications in healthcare. Students will learn the history of health information systems, the uses of the electronic medical record, legal and ethical issues pertaining to electronic files, data management and use, information systems life cycle, and current and future healthcare technologies, applications, and security solutions.

Prerequisite: None.

HCA 410 - Human Resource Management in Healthcare (3)

The focus of this class is on human resources management in healthcare environments. Course topics include human resources within public health, integrated healthcare systems, managed care settings, hospitals, and the continuum of care. Topics within each section include recruitment, retention, job descriptions, physician practices, benefits, employee handbooks, performance evaluation, and regulatory trends.

Prerequisite: None.

HCA 420 - Healthcare Delivery Systems (3)

This course introduces students to the historical development, structure, operation, current and future directions of the major components of the American healthcare delivery system. It examines the ways in which the healthcare services are organized and delivered, the influences that impact healthcare public policy decisions and the factors that determine the allocation of healthcare resources. This course will also discuss the current payment and reimbursement systems, accrediting agencies applicable to healthcare, the functions of health care providers, organizational patterns of healthcare facilities, medical staff organization, and bylaws and to the health information management profession from its beginnings to the present.

Prerequisite: None.

HCA 422 - Healthcare Emergency Management (3)

This course will enable students to become familiar with and acquire the skill and knowledge base necessary for healthcare administrators in a crisis situation. This will include crisis situations that are epidemiological in origin as well as situations that are externally originated. The topics will include, but not be limited to, determination of priorities, availability, and management of resources and communication issues.

Prerequisite: None.

HCA 430 - Fundamentals of Healthcare Financial Management (3)

This course presents fundamentals of health services financial management. The course will emphasize healthcare payment systems and financial management of various types of healthcare environments. Students will be introduced to key concepts and terminology as they apply to healthcare finances and management as well as finance theories, principles, concepts and techniques that are most important to managers in the healthcare industry. Managed care and its multiple payor sources are covered.

Prerequisite: ACC160.

HCA 440 - Research and Evidence-Based Practice for Healthcare Administrators (3)

The focus of this course is for the healthcare administration student to obtain, read, critique research reports, and make evidence-based decisions for incorporating findings into practice. The steps of the research process, conducting literature searches, critiquing research reports and application of research findings to healthcare administration practice are covered.

Prerequisite: MTH140.

HCA 450 - Public Health (3)

This course presents concepts and perspectives of current public health practices and organizations to include aspects of public health policy and ethics with an emphasis on epidemiological procedures and processes.

Prerequisite: None.

HCA 470 - Global Healthcare (3)

The focus of this course is on world health and population health and disease. A variety of media is used to demonstrate health statistics, disease transmission, and preparedness before emergencies. Examination of health in statistical terms in comparison to other countries is reviewed as well as health inequalities. Nutrition and environmental health concepts are discussed.

Prerequisite: None.

HCA 480 - Healthcare Administration Externship II (3)

The focus of this course is on participating in an externship experience within healthcare organizations. This course will provide linkage between the theoretical concepts gained in the classroom to practical application in the study of healthcare administration. This course will allow students to gain a sound understanding of the industry and the position of leadership within the industry as they experience the working environment.

Prerequisite: All required HCA and LTC courses except HCA450 and HCA490.

HCA 490 - Capstone in Healthcare Administration (3)

The focus of this course is for the healthcare administration student to synthesize their learning experiences by building a professional portfolio that supports achievement of the program outcomes.

Prerequisite: All courses except HCA450 and LTC482.

HIM - Health Information Management**HIM 100 - Electronic Health Records (3)**

This course is designed to explore the use of electronic health records in healthcare settings. Basic principles regarding the use of electronic health records (EHR) as a health information media will be defined. Students will learn data coding and quality measurement, the legality of EHRs, privacy and security measures, authentication measures as well as revenue and financial impact analysis.

Prerequisite: None.

HIM 200 - Health Information Technology I (3)

This course is designed to explore all areas of health information technology. Students will learn health data and record structure, content, standards, principles of data quality and validation types, and the uses of health databases. Additional topics include the Maintaining integrity of patient numbering and filing systems and the timeliness of record. An overview of emerging technologies such as EHR will also be discussed.

Prerequisite: ENG110.

HIM 205 - Pathophysiology (3)

This course is designed to present an overview of the essential concepts of basic pathophysiology. The disease process, body systems, etiology and pathogenesis of various disorders will be studied. Diagnostic procedures, preventative measures and current therapeutic regimens will be explored.

Prerequisite: MED104, ENG110.

HIM 210 - Pharmacology (3)

This course will focus on basic pharmacological terminology and concepts. Drug classifications and uses, generic and trade names, routes of administration, and dosage forms as required for data coding and the collection of information will be explored.

Prerequisite: None.

HIM 215 - Ethical and Legal Aspects of Health Information Management (3)

This class will focus on legal and regulatory requirements as they pertain to functions of health information management. HIPAA, regulatory policies and procedures for access and disclosure of protected health information will be covered. The course will demonstrate and promote legal and ethical standards of practice, preparation for accreditation, licensing and/or certification surveys, implementation and education on documentation of health record to staff.

Prerequisite: None.

HIM 231 - Clinical Classification Systems I (3)

This course will introduce the student to the International Classification of Diseases 10th Revision-clinical Modification and Procedural Coding System (ICD-10-CM and ICD-10-PCS). Emphasis will be on the correct process of utilizing the alphabetic index and tabular list for code assignment. The focus will be on rules, conventions and instructions for ICD-10_CM/PCS as well as chapter specific guidelines. This includes criteria for correct assignment of principal and additional diagnoses and procedures in all applicable patient settings.

Prerequisite: BIO101, BIO104, MED104.

HIM 232 - Clinical Classification Systems I B (3)

This course provides continued training for the student related to the International Classification of Diseases, 10th Revision Clinical Modification and Procedural Coding System (ICD-10-CM and ICD-10-PCS). Emphasis will be on the correct process of utilizing the alphabetic index and tabular list for code assignment. The focus will be on rules, conventions and instructions for ICD-10-CM/PCS as well as chapter specific guidelines. This includes criteria for correct assignment of principal and additional diagnoses and procedures in all applicable patient settings.

Prerequisite: HIM231.

HIM 235 - Clinical Classification Systems II (3)

This course is designed to present the student with basic theory, concepts and applications in coding with a focus on Current Procedural Terminology (CPT) and Healthcare Common Procedure Coding System (HCPCS) coding including ambulatory, facility, and professional services. This course provides the student with an overview of coding conventions, principles, regulatory guidance. Coding software will be introduced and student will be able to get hands-on experience working with coding software.

Prerequisite: HIM232.

HIM 245 - Healthcare Delivery Systems (3)

This course introduces students to the historical development, structure, operation, current and future directions of the major components of the American healthcare delivery system. It examines the ways in which the healthcare services are organized and delivered, the influences that impact healthcare public policy decisions and the factors that determine the allocation of healthcare resources.

Prerequisite: HIM200.

HIM 250 - Reimbursement Methodologies (3)

This course will focus on the policies and procedures for the use of clinical data required in reimbursement and prospective payment systems. Students will become proficient in the use of the guidelines for reimbursement and reporting requirements. This course will also focus on the impact of coding as an integral part of the revenue cycle.

Prerequisite: HIM232.

Corequisite: HIM235.

HIM 260 - Healthcare Statistics (3)

This course will cover the basic principles and calculations as applied in the healthcare environment, procedures for collection and reporting vital statistics and quality control basics. Focus on skills to abstract and maintain data for clinical indices/databases and registries. Collect, organize and present data for administrative or financial purposes.

Prerequisite: MTH131.

HIM 271 - Clinical Classification Systems III (1)

This course is designed to present the student with advanced theory, concepts and applications in medical coding. The student will learn the skills necessary to address more complex issues relating to ICD and CPT/HCPCS coding. Case studies using actual medical records and coding software are included. Emphasis will be on the correct MS-DRG and APC assignment as appropriate for all patient settings. Quantitative and qualitative analysis of the health record for financial and statistical purposes will also be reviewed.

Prerequisite: HIM231, HIM232, HIM235.

HIM 280 - Quality Assessment and Improvement (3)

This course will focus on facility wide quality assessment programs, practical applications and methodologies. The course will address data collection and analysis, regulatory, accreditation and patient safety compliance; credentialing and utilization, risk, and case management.

Prerequisite: HIM200.

HIM 290 - Introduction to Management (3)

This course is designed to explore the use of information systems in healthcare settings. Students will be introduced to the information systems and their applications in healthcare. Students will learn the history of health information systems, the uses of the electronic medical record, legal and ethical issues pertaining to electronic files, data management and use, information systems life cycle and current and future healthcare technologies, applications, and security solutions.

Prerequisite: None.

HIM 296 - National Exam Preparation (3)

This course is designed to assist students in preparing to take the AHIMA Registered Health Information Technician (RHIT) certification exam. Each student will design a plan of study. Various study and test-taking strategies will be analyzed. Students will also have the opportunity to seek clarification of material and to practice exam skills. A mock exam covering all entry-level Health Information Technician competencies will be administered. The minimum score of 73% is required on the mock exam (3 attempts) in order to pass this course and to graduate).

Prerequisite: HIM Core courses.

HIM 297 - Health Information Management Externship (4)

The focus of this course is on participating in a HIM Externship within healthcare organizations. This course will provide a linkage between the theoretical concepts gained in the classroom to practical application in the study of Health Information Management. This course will allow students to gain a sound understanding of the industry and the position of leadership within the industry as they experience the working environment.

Prerequisite: All coursework.

HLT – Nutrition**HLT 101 - Nutrition (3)**

This course focuses on why and how nutrition is important. The course includes the nature and role of carbohydrates, lipids, proteins, water, vitamins, and minerals in the human body. The student will be introduced to dietary guidelines and nutritional needs associated with the life cycle and health. This course presents nutritional therapy for various conditions and disorders.

Prerequisite: None.

HUM – Humanities**HUM 115 - Reasoning & Analysis (3)**

This course will examine and develop writing skills that enable students to clearly present claims that support their conclusions and avoid reinforcing biases. Students are given the opportunity to analyze and discuss various types of media-including television, Internet, and print-to determine which sources provide the most reliable information. Emphasis is placed on evaluating information, problem-solving, approaching cross-cultural perspectives, and resolving controversies and dilemmas. This course includes practice in inductive and deductive reasoning, presentation of arguments in written form, and analysis of the use of language to influence thought. Upon completion, students should be able to demonstrate the use of critical thinking skills and analysis.

Prerequisite: ENG110.

HUM 205 - Culture and Diversity (3)

This course is an interdisciplinary assessment of cultural, philosophical, and aesthetic factors critical to the formulation of values and the development of the individual and society. Students will learn about important contributions made to the humanities and examine their cultural and social significance. Upon successful completion of the course, students will be able to recognize interdisciplinary connections and critically examine diverse human perspectives.

Prerequisite: ENG110.

LTC - Long Term Care**LTC 300 - Long Term Care Environment (3)**

This course will provide students with an overview of the delivery systems of long term care. It will also delve into the arenas of long term care policy as well as the industry itself. Students will obtain knowledge of the external and internal environments of long term care. This will include, but not be limited to, culture changes, the legal environment and regulations and enforcement.

Prerequisite: HCA330.

LTC 310 - Domains of Care (2)

This course presents the function of services that may be offered in long term care facilities. These services will include social service, food service, medical services, therapeutic recreation and activity, pharmaceutical programs and rehabilitation programs. These programs will be viewed as to their function to maximize resident quality of life and quality of care.

Prerequisite: LTC300.

LTC 320 - Long Term Care Administration Externship I (4)

The focus of this course is on participating in an externship experience within healthcare organizations. This course will provide linkage between the theoretical concepts gained in the classroom to practical application in the study of healthcare administration. This course will allow students to gain a sound understanding of the industry and the position of leadership within the industry as they experience the working environment.

Prerequisite: HCA300, HCA305, HCA310, and HCA330.

LTC 330 - Domains of Care II (2)

This course will delve into the governance of long term care facilities. It will also cover human resource issues as well as marketing and public relations in this very specific area of long term care. Students will become familiar with budgeting and financial controls and the principles of reimbursement. This course will present the means of monitoring and assessing resident and responsible parties' satisfaction with the quality of care.

Prerequisite: LTC300.

LTC 480 - Long Term Care Externship II (4)

The focus of this course is on participating in an externship experience within healthcare organizations. This course will provide linkage between the theoretical concepts gained in the classroom to practical application in the study of healthcare administration. This course will allow students to gain a sound understanding of the industry and the position of leadership within the industry as they experience the working environment.

Prerequisite: All required HCA and LTC courses except HCA450 and HCA490.

LTC 482 - Review for National Exam (1)

This course is designed with a NAB review component. Students will review the domains of care as well as the core of knowledge for long term care. Students will have the opportunity to seek clarification of material and to practice exam skills.

Prerequisite: All required courses except HCA450, HCA490, and LTC480.

MED – Medical**MED 100 - Medical Terminology (1.5)**

This course presents and builds upon the basic concepts of building a medical word from its components parts. Through word analysis and exercises the student learns the anatomic and clinical terms pertaining to each body system. Study of the basic structure of medical words, including prefixes and suffixes, word roots, combining forms, singulars and plurals. Students will be able to recognize, spell, pronounce, and define medical words by combining prefixes, suffixes, and roots.

Prerequisite: None.

MED 104 - Medical Terminology (3)

This course presents and builds upon the basic concepts of building a medical word from its components parts. Through word analysis and exercises the student learns the anatomic and clinical terms pertaining to each body system. Study of the basic structure of medical words, including prefixes and suffixes, word roots, combining forms, singulars and plurals. Students will be able to recognize, spell, pronounce, and define medical words by combining prefixes, suffixes, and roots. 45 clock hours. 45 contact hours.

Prerequisite: None.

MED 112 - Medical Coding & Billing I (2)

This course introduces students to the major nationwide medical insurance programs and provides a basic knowledge and understanding of the national diagnostic and procedural coding systems. Students receive extensive practice in processing claims forms and insurance coding and apply their knowledge through several program databases utilized in medical office settings. Students will show how to maintain patient confidentiality and demonstrate an understanding of the concepts of managed care, Blue Cross Blue Shield, CHAMPVA, Medicare, Medicaid and worker's compensation. 45 clock hours.

Prerequisite: MED104.

MED 143 - Principles of Pharmacology (3)

This course is designed to provide an introduction to drug dosage calculation and administration, injections, classifications, schedules, common adverse reactions, conversions and abbreviations necessary for dosage calculations and the top 50 prescribed drugs. The legal and ethical boundaries involving drugs will be addressed. Learn how and why medications work on different ages and sexes. Proper handling and storage of medications will be presented. 45 clock hours.

Prerequisite: None.

MED 149 - Medical Ethics (3)

This course is designed to provide an overview of the laws and ethics relevant to medical careers, and can help guide you through the legal and ethical questions you may reasonably expect to face as allied health professionals. An introduction to medical ethics which examines several approaches to ethics within the interrelated contexts of medicine, healthcare and law. Topics investigated may include but not limited to: malpractice suits and how to avoid them, legal system, confidentiality and truth telling, abortion, critically ill neonates, death and dying, mental illness, human experimentation, justice, surrogate motherhood, stem cells and human cloning. 45 clock hours.

Prerequisite: None.

MED 152 - Human Anatomy & Physiology I (3)

This course provides the student with an introduction to anatomy and physiology of skeletal, muscular, cardiovascular, lymphatic and immune, respiratory, and digestive body systems. Diseases and disorders, along with diagnostic procedures and treatment of these systems are also taught. 45 clock hours.

Prerequisite: None.

MED 158 - Phlebotomy & Laboratory Procedures (2)

This course is designed to present students with a detailed knowledge of how to collect blood and other body fluid specimens used in throat cultures, urinalysis and stool guaiac, and prepare samples for testing in a lab. This course presents an overview of the anatomy and physiology of the various systems that require specimen collection, processing and handling of specimens, and laboratory operations. Students will learn through the use of practical skills, demonstrations and hands on learning. Course and clinical completion will enable student to sit for a national certification exam. 45 clock hours.

Prerequisite: MED104.

MED 159 - Patient Intake & Infection Control (2)

This course introduces the student to clinical skills and procedures. It is centered on patient intake procedures including infection control utilizing practical skills, demonstrations, hands-on learning, and proper medical documentation. Laboratory assessment skills, which consist of invasive and non-invasive procedures, are performed in a professional manner on classmates. Students will learn basic vital signs and measure and record body measurements. Setting up and assisting with examinations, injections and visual and auditory screenings will also be discussed. Students will learn through the use of practical skills, demonstrations and hands on learning. Upon successful completion of this course, the student will demonstrate patient intake skills and clinical procedures.

Prerequisite: None.

MED 160 - Medical Office Procedures I (2)

This course focuses on the administrative duties in a medical office. Fundamental office procedures are reviewed. "Hands-on" simulations and role-playing promote development of competencies required in a medical setting using virtual medical office software such as scheduling, monitoring and coordinating appointments, telephone techniques and office procedures. Students will learn office procedures including: safety in the medical office, records management, mail processing, ergonomics in the office, maintenance of office equipment and policies and procedures of the medical office. Upon successful completion of this course, the student will demonstrate the administrative duties required in the medical office.

Prerequisite: None.

MED 202 - Human Anatomy & Physiology II (3)

This course provides the student with an introduction to anatomy and physiology of the urinary tract, nervous, special senses, integumentary, endocrine, digestive, and reproductive systems. Diseases and disorders, along with the diagnostic procedures and treatment of these systems are also taught. Pharmacology will also be incorporated. The course will include the study of concepts necessary for good judgment in the use of chemical agents, will provide the theoretical base for skills required to administer medications and incorporate the principles of administering medications safely. Included in the discussions are concepts underlying the medical use of drugs including pharmacokinetics, pharmacodynamics and pharmacotherapeutics. 45 clock hours.

Prerequisite: None.

MED 203 - Pathophysiology (3)

This course is structured to prepare the student to treat clients with various medical conditions/pathologies. The student will learn anatomical and histological changes associated with disease and injury. Upon successful completion of this course the health science student will understand their role when dealing with diseased mechanisms and disorders of selected body systems.

Prerequisite: MED104.

MED 229 - Advanced Procedures, Life Support & Specialties (2)

This course will focus on advanced diagnostic tests and disorders, diseases and treatments of specialty practices. Included in this focus will be discussion/recognition of components of common diagnostic tests performed within the medical office and the significance of elevated/decreased values. Topics will also include setting up and maintaining sterile fields and intravenous therapy. Specialty areas include but not limited to: gastroenterology, endocrinology, neurology, pediatrics, gynecology, surgical, x-ray and geriatrics. Students will learn through the use of practical skills, demonstrations and hands on learning. Upon successful completion of this course, the student will be able to competently assist physicians in specialty practices.

Prerequisite: MED158, MED159.

MED 232 - Advanced Diagnostics & Testing (2)

This course is centered on clinical scenarios and urgent care procedures through the use of practical skills, demonstrations and hands-on learning. Laboratory assessment skills, which consist of invasive and non-invasive procedures, will be performed in a professional manner on classmates. Previously learned clinical skills will also be incorporated and assessed. Topics include but not limited to: microbiology, nutrition, medical emergencies, injections, pulmonary, and catheterizations. Upon successful completion of this course, the student will complete clinical competencies related to advanced diagnostics and testing.

Prerequisite: MED229.

MED 239 - EKG Technician and Cardiology (2)

This course is designed to introduce students to electrocardiographs (EKG's) and cardiac anatomy and physiology. Topics to be covered include basic cardiac anatomy and physiology, patient preparation, patient confidentiality, identification of irregularities of the heart and distinguish more complex arrhythmia, cardiac modalities and pharmacology, with a slight emphasis on complex heart rhythms, electrical disturbances, disorders and pacemakers. Course completion will enable student to sit for NHA national certification exam

Prerequisite: None.

MED 244 - National Certification Exam Prep (1)

This course provides Medical Administration degree students with a systematic and structured study environment in preparation for the national certification examination. This course is designed as an academic review. Students will learn the steps necessary to become nationally certified.

Prerequisite: None.

MED 254 - Medical Office Procedures II (3)

This course is designed to develop an awareness of the responsibilities of the office professional. Emphasis is on current operating functions, ethics and professional liability, basic bookkeeping and accounting aspects of a medical practice management, supervisory duties, and professionalism. Student will develop an awareness of topics such as how to: process payments and collect overdue payments, process payroll, develop and control revenues and expenses, conflict resolution, leadership and legal concepts and ethical responsibilities. "Hands-on" simulations and role-playing to promote development of competencies required in a medical setting are emphasized with the use of virtual medical office software. Upon successful completion of this course, the student will have an awareness of responsibilities of the office professional.

Prerequisite: None.

MED 286 - National Certification Exam Prep (1)

This course will provide Medical Assisting degree students with a systematic and structured study environment in preparation for the national certification examination. This course is designed as an academic review. Students will learn the steps necessary to become nationally certified.

Prerequisite: None.

MED 295 - Medical Assisting Externship (4)

This externship is a culmination of all the learning and practice acquired with in-house courses. The student goes into a "real-life" medical environment and applies their skills and knowledge while interacting with patients and co-workers. The extern performs clinical and administrative duties required of an entry level Medical Assistant during the supervised, graded, MA practice. Employer agreements, detailed job descriptions, employer evaluations, and duties directly related to the student's program of study are required. This course is approved, coordinated, and graded by faculty.

Prerequisite: All other coursework except COR090/COR191, MED286.

MET - Mechanical Engineering Technology**MET 114 - Introduction to Geometric Dimensioning and Tolerancing (GD&T) (3)**

This course introduces students to the Geometric Dimensioning and Tolerancing (GD&T) system. Students will learn about terminology, symbols, terms, rules and concepts of GD&T. Datums, position tolerance along with various controls are among other topics covered. Upon successful course completion, students will be able to interpret, evaluate and use basic geometric dimensioning techniques as they apply to blueprint drawings of mechanical devices

Prerequisite: EET192L.

MET 211 - Statics (3)

This course covers fundamentals and applications of statics, including the analysis of coplanar and non-coplanar force systems using analytical and graphical methods. Students will learn about systems of forces and couples; equilibrium of particles and rigid bodies; distributed force systems; normal, shear and bending moment diagrams; centroids and moments of inertia; and the analysis of structures. Upon successful course completion, students will be able to demonstrate their understanding of statics by applying the concepts to solve for forces induced in engineering structures by external loads in equilibrium.

Prerequisite: PHY120.

MET 213 - Advanced 3-D Modeling (3)

This course introduces students to more advanced features, commands, and functions of 3-D parametric modeling. Students will learn about working environment customization, helical and variable section sweeps, advanced rounds and tweaks, advanced patterns and family tables, user-defined features, layer, advanced drawing functions, and basics of Finite Element Analysis. Upon successful course completion, students will be able to create, assemble more complex parts, and produce related drawings.

Prerequisite: EET192L.

MET 221 - Manufacturing Processes (3)

This course surveys and introduces common processes and design for manufacturing considerations. Student will learn about methods and equipment used to transform materials; the inter-dependency between geometry (form), materials properties, and processes; their effects on the functionality of the manufactured artifact; and the processing of polymers, metals, and ceramics. Upon successful course completion, students will be able to select materials and related manufacturing processes for engineering applications.

Prerequisite: EET191 MTH200.

MET 230 - Hydraulics & Pneumatics Systems (3)

This course introduces students to the theory and operation of hydraulic and pneumatic devices and systems. Students will learn various applications for power transmission and control systems. Upon successful course completion, students will be able to apply learned skills for the analysis, operation, and maintenance of fluid power systems.

Prerequisite: MET211.

MET 230L - Hydraulics & Pneumatics Systems LAB (1)

This course consists of experimentation involving the use of the various hydraulic and pneumatic devices studied in the Hydraulics & Pneumatics Systems course. Students will learn hydraulics and pneumatics principles through laboratory experimentations. Upon successful course completion, students will be able to build and operate hydraulics/pneumatics systems.

Prerequisite: MET230.

MET 311 - Mechanisms (3)

This course covers plane motion and devices used to generate plane motion. Students will learn how to compute and analyze displacement, velocity, and acceleration in mechanical systems. Upon successful course completion, students will be able to analyze or design practical mechanical mechanisms encountered in engineering applications.

Prerequisite: MTH200 PHY120 EET192L.

MET 313 - Applied Strength of Materials (3)

This course describes stress-strain relationships. Students will learn how stress-strain relationships can result from direct loads, torsional loads, and bending loads; the results obtained from applying more than one of these loads simultaneously; and the effects of beam deflection and column loading. Upon successful course completion, students will be able to calculate stresses induced in engineering parts and structures due to various external loads.

Prerequisite: MET211 MTH220.

MET 313L - Materials LAB (1)

This course consists of experiments illustrating stress-strain relationships in engineering materials and the use of brittle coating, photo-elasticity and electrical-resistance strain gages. Students will learn stress-strain relationships through laboratory experimentations. Upon successful course completion, students will be able to conduct experiments and measure stresses generated in materials by external loads.

Prerequisite: MET313.

MET 320 - Machine Tools (3)

This course introduces students to machine shop techniques and design for machining through a combination of lectures and projects. Students will learn about design for machining guidelines, the specifications of machining operations, and the practical techniques of handling machines tools. Upon successful course completion, students will be able to identify and schedule machine tool operations required to safely manufacture engineering parts.

Prerequisite: EET192L MET221.

MET 320L - Machine Tools LAB (1)

This course introduces students to machine shop techniques and designing, machining guidelines, specification of machining operations, and shop measurement instruments and techniques. Students will learn machines tools through laboratory experimentations. Upon successful course completion, students will be able to safely operate various machine tool to manufacture engineering parts.

Corequisite: MET320.

MET 322 - CNC Machines (3)

This course provides students with knowledge and skills required to safely program, set-up, and operate CNC machines. Students will learn about CNC systems, controls, operation, set-up, hand-compiled programs such as G-code, and CAM programs. Upon successful course completion, students will be able to define the list of required processes, their logical/optimum sequence, and create a complete CNC program to manufacture finished parts from stock material.

Prerequisite: MET320.

MET 324 - Introduction to Quality Management (3)

This course introduces quality management, control and improvement in manufacturing processes. Students will learn lean enterprise, six sigma, statistical process control, management and planning tools. Upon successful course completion, students will be able to apply techniques required to successfully control and improve quality in manufacturing processes.

Prerequisite: MTH200.

MET 330 - Applied Fluid Mechanics (3)

This course describes the fundamental principles of fluid mechanics through the study of manometry, buoyancy, and forces on submerged bodies; boundary layers; flow over surfaces; Bernoulli's equation with applications; orifices; pipe losses; and hydrodynamics. Students will learn how to apply fluid mechanics principles by analyzing exemplary systems. Upon successful course completion, students will be able to solve for parameters of static or dynamic fluids in engineering systems.

Prerequisite: MET230, MTH220.

MET 330L - Applied Fluid Mechanics LAB (1)

This course consists of experimentation involving the fundamental principles of fluid mechanics, as applied to static equilibrium, internal and external flow, pumps and hydrostatic transmissions. Students will learn the principles of fluid mechanics through laboratory experiments. Upon successful course completion, students will be able to safely conduct experiments to measure the characteristics and parameters of fluids dedicated laboratory equipment.

Corequisite: MET330.

MET 400 - Senior Project (3)

This course requires students to implement, test and demonstrate a solution to a problem statement related to engineering technology systems. Students will learn to demonstrate achievement of the program's learning objectives throughout the course. Upon successful course completion, students will be able to demonstrate the program's outcomes of mechanical engineering technology through an engineering project.

Prerequisite: Approval of Academic Advisor.

MET 400L - Senior Project LAB (1)

This course requires students to produce individual or group projects based upon a Mechanical Engineering Technology centric experience. Students will learn how to apply the hypothesis and design concepts of a senior project. Upon successful course completion, students will be able to demonstrate attainment of the program's learning outcomes for mechanical engineering technology.

Prerequisite: Approval of Academic Advisor.

Corequisite: MET400.

MET 405 - Externship-MET Sr. III (3)

This course provides the student with applied practical training through collaboration with industry partners. Students will learn how to apply acquired competencies and skills in a technical setting facility. Upon successful course completion, students will be able to demonstrate a working knowledge of a mechanical engineering technologist's duties and responsibilities.

Prerequisite: Approval of Academic Advisor.

MET 406 - Externship-MET Sr. II (2)

This course provides the student with applied practical training through collaboration with industry partners. Students will learn how to apply acquired competencies and skills in a technical setting facility. Upon successful course completion, students will be able to demonstrate a working knowledge of a mechanical engineering technologist's duties and responsibilities.

Prerequisite: Approval of Academic Advisor.

MET 407 - Externship-MET Sr. I-a (1)

This course provides the student with applied practical training through collaboration with industry partners. Students will learn how to apply acquired competencies and skills in a technical setting facility. Upon successful course completion, students will be able to demonstrate a working knowledge of a mechanical engineering technologist's duties and responsibilities.

Prerequisite: Approval of Academic Advisor.

MET 408 - Externship-MET Sr. I-b (1)

This course provides the student with applied practical training through collaboration with industry partners. Students will learn how to apply acquired competencies and skills in a technical setting facility. Upon successful course completion, students will be able to demonstrate a working knowledge of a mechanical engineering technologist's duties and responsibilities.

Prerequisite: Approval of Academic Advisor.

MET 409 - Externship-MET Sr. I-c (1)

This course provides the student with applied practical training through collaboration with industry partners. Students will learn how to apply acquired competencies and skills in a technical setting facility. Upon successful course completion, students will be able to demonstrate a working knowledge of a mechanical engineering technologist's duties and responsibilities.

Prerequisite: Approval of Academic Advisor.

MET 410 - Dynamics (3)

This course describes the dynamic behavior of particles; translation, rotation and plane motion of a rigid body; and the principles of conservation of energy and momentum. Students will learn how to analyze the dynamics of exemplary mechanical systems. Upon successful course completion, students will be able to solve kinematics and kinetics problems related to mechanical systems.

Prerequisite: MET211.

MET 412 - Machine Design (3)

This course introduces students to mechanical components and system design and provides analysis/design of clutches, brakes, belts and roller chain. Students will learn about indeterminate normal loading, superposition of stresses and deflections, compound stresses, columns and fatigue, theories of failure, shaft design and deflections of shafts with non-uniform moments of inertia involving computer verification, antifriction bearings, engineering materials, and helical compression springs. Upon successful course completion, students will be able to design and assemble mechanical components into engineering systems.

Prerequisite: MET313 MET410 MTH320.

MET 414 - Applied Finite Element Analysis (3)

This course introduces the basic concepts of finite element analysis (FEA) method. Students will learn about linear algebra, truss and beam, and heat transfer elements subjects to steady state conduction and convection. Upon successful course completion, students will be able to perform forces, stress, displacement and heat analysis of various mechanical and structural engineering systems using use a FEA software.

Prerequisite: MET412 MET434.

MET 420 - Instrumentation & Industrial Controls (3)

This course describes instrumentation for measurement and control of physical variables, with emphasis on basic circuit analysis, electrical instruments, sensors and measurement principles, and automatic controls from a systems point of view. Students will learn the basics of electronic instrumentation, theory and application of Laplace transforms in control systems. Upon successful course completion, students will be able to design or simulate electronic instruments to measure and control physical variables encountered in mechanical systems.

Prerequisite: EET223.

MET 420L - Instrumentation & Industrial Controls LAB (1)

This course consists of experimentation involving the use of the various instrumentation devices studied in the Instrumentation & Industrial Control course. Students will learn instrumentation and industrial control through laboratory experimentations. Upon successful course completion, students will be able to operate electrical instruments, build electronic circuits to measure and control physical variables that govern mechanical systems.

Prerequisite: MET420.

MET 432 - Applied Thermodynamics (3)

This course describes the fundamentals of thermodynamics including work and heat; the classical approach to first and second laws of thermodynamics; ideal gas, entropy, reversibility, irreversibility; and study of various processes and cycles. Students will learn the laws of thermodynamics and their applications in mechanical systems. Upon successful course completion, students will be able to calculate parameters of fluids throughout various thermodynamics processes and cycles.

Prerequisite: MET330 MTH220.

MET 434 - Applied Heat Transfer (3)

This course describes the basic principles of heat transfer, including theory and applications of conduction, free and forced convection and radiation heat transfer, heat exchangers, and heat transfer measurement. Students will learn the theory and applications of heat transfer as applied to internal combustion engines, steam engines, engine dynamometers, refrigeration and heat pumps, solar energy systems, and heat exchangers. Upon successful course completion, students will be able to safely design or analyze devices involved in exchange of heat.

Prerequisite: MET432 MTH320.

MET 434L - Heat Transfer and Thermodynamics LAB (1)

This course consists of experimentation involving the fundamental principles of thermodynamics and heat transfer, as applied to internal combustion engines, steam engines, engine dynamometers, refrigeration and heat pumps, solar energy systems, and heat exchangers. Students will learn the basics of thermodynamics and heat transfer through laboratory experimentations. Upon successful course completion, students will be able to perform experiments related to various modes of heat exchange, analyze, and interpret the results.

Prerequisite: MET434.

MTH – Mathematics**MTH 090 - Introduction to Mathematics (3)**

This course provides a review of the fundamental arithmetic topics that are necessary for success in college mathematics. Students will learn problem-solving skills involving whole numbers, decimals, fractions, proportional reasoning, and conversions. Upon successful course completion, students will have the mathematical proficiency to be successful in future courses. Pass/No Pass Course

Prerequisite: None

MTH 099 - Introduction to Mathematics (3)

This course will provide students with mathematically sound and comprehensive coverage of the topics essential in an introductory algebra course and the fundamental skills needed by students for collegiate level mathematics courses. Students will learn and review integers, whole numbers and fractions, ratio and proportion, and problem solving. Upon successful course completion, students will be able to perform calculations on real numbers, factor real number expressions, and solve one-variable equations. Pass/No Pass course

Prerequisite: None.

MTH 120 - College Mathematics (3)

This course covers fundamental arithmetic topics. Students will learn problem solving skills involving whole numbers, decimals, fractions, and proportional reasoning. Upon successful course completion, students will be able to set up basic algebraic equations to solve problems.

Prerequisite: MTH099 or passing entrance score.

MTH 131 - College Algebra (3)

This course examines algebraic applications and problem-solving skills to include the ability to formulate, use, and interpret mathematical models. Students will learn graphing of systems of linear equations, operations with and factoring polynomials, the algebra of rational expressions, manipulation and simplification of radicals, and properties of exponents and logarithmic functions and terms. Upon successful course completion, students will be able to solve mathematical problems using appropriate words, symbols, tables, and/or graphs as well as apply mathematical principles to real world situations.

Prerequisite: Qualifying Score on Entrance Exam or satisfactory completion of MTH099 Introduction to Mathematics.

MTH 140 - Statistics (3)

This course introduces students to gathering and using data to make inferences about a population using mathematical principles. Topics covered in this course include classifying different types of data, interpreting and generating graphical representations of data. Students will learn how to summarize statistics and use probability distributions to calculate the likelihood of events in experiments. Upon successful course completion, students will be able to form and test hypotheses and use those conclusions to draw inferences about populations as well as calculate linear regressions for bivariate data.

Prerequisite: MTH131.

MTH 200 - Pre-calculus (3)

This class is designed to extend and build upon the skills and techniques developed in College Algebra. Students will learn to solve polynomial and rational equations, graph a variety of functions and apply the properties of the six trigonometric functions and their inverses. Upon successful course completion, students will be able to solve mathematical problems using appropriate words, symbols, tables, and/or graphs as well as apply mathematical principles to real-world situations, including scientific models and theories.

Prerequisite: MTH131.

MTH 220 - Applied Calculus I (3)

This course introduces students to the basic principles of calculus and its applications. Students will learn the concepts and problem-solving techniques of differentiation and integration. Upon successful completion of this course, students will be able to apply operational calculus in electrical, electronic, and mechanical engineering systems.

Prerequisite: MTH200.

MTH 320 - Applied Calculus II (3)

This course introduces students to advanced calculus and its applications. Students will learn the concepts and problem-solving techniques of integration, Taylor Series, Fourier Series, and Laplace transforms. Students will also use software package(s) for numerical computations. Upon successful completion of this course, students will be able to apply advanced calculus in electrical, electronic and mechanical engineering systems.

Prerequisite: MTH220.

MTP - Massage Therapy Program**MTP 113 - Swedish Massage (1.5)**

The focus of this course is to provide students with principles, concepts, and the skills to perform Swedish massage. This course will form a foundation for all other bodywork and techniques covered in the program. Practice in a lab setting is an integral part of this course. Students will learn, through demonstrations and hands on practice, the skills to deliver a full body massage.

Prerequisite: MTP117.

MTP 117 - Introduction to Massage Therapy (1.5)

This course provides the students with a solid foundation in practice of massage therapy. Students learn about the history of massage, why massage is effective and benefits of massage. Students gain insight into health, hygiene and body mechanics needed as a massage therapist. The benefits of various massage strokes including Swedish massage are introduced. Students will learn, through demonstrations and hands on practice, the skills to deliver a chair massage.

Prerequisite: None.

MTP 118 - Medical Massage (1.5)

This course introduces modalities, Myofascial Release and Trigger Point Therapy (Neuromuscular Therapy) and other specific techniques with the purpose to address common conditions often seen by massage therapists. Students will learn, through demonstration and hands on practice, the skills to deliver massages tailored for specific medical conditions. Students learn and practice how to communicate with physicians and the importance of educating patients/clients in the benefits of medical massage therapy. Students learn how to record patient progress through medical charting.

Prerequisite: MTP113.

MTP 119 - Special Populations (1)

This course provides the students with principles, concepts, and the skills to screen, access, and perform massages on unique clientele. Students will learn, through demonstration and hands on practice, the skills to deliver a pre- or post-natal massage, a pre- or post-event sports massage, hydrotherapy and cryotherapy treatments, and massage to clients with specific health concerns.

Prerequisite: MTP113.

MTP 120 - Fundamentals of Kinesiology (1)

This course examines basic Kinesiology concepts, biomechanical fundamentals and the connection between these concepts and assessment. Students will gain insight into the study of movement by understanding the structure, function and biomechanics of the body and the application of this understanding as a massage therapist.

Prerequisite: None.

MTP 121 - Musculoskeletal Anatomy I (1.5)

This course provides students with a detailed knowledge of the anatomy of the muscular and skeletal systems. Students learn origin, insertion, action, innervation and palpation of major muscles of the shoulder girdle, upper extremities, head face and neck. Students also learn bony processes and joints of the upper extremities, head, face and neck relevant to massage therapy.

Prerequisite: None.

MTP 122 - Musculoskeletal Anatomy II (1.5)

This course provides students with a detailed knowledge of the anatomy of the muscular and skeletal systems. Students learn origin, insertion, action, innervation and palpation of major muscles of the torso, the pelvis and the lower extremities. Students also learn bony processes and joints of the torso and lower body that are relevant to massage therapy. Students gain knowledge of the twelve pairs of cranial nerves.

Prerequisite: None.

MTP 209 - Pathophysiology (1.5)

This course helps prepare the students to provide safe and appropriate massage to clients with various medical conditions or pathologies. Students will gain an understanding of the mechanisms, the anatomical and histological changes associated with specific diseases, disorders, and injuries. The course places an emphasis on determining the appropriateness of massage therapy.

Prerequisite: None.

MTP 210 - Massage Therapy Clinical (1)

This course provides students with an expanded opportunity to enhance their skills, while providing supervised massage therapy to the general population. Students have the opportunity to run an operating massage clinic while applying the fundamental principles learned throughout the program.

Prerequisite: MTP118, MTP119, MTP209.

MTP 211 - Professional Ethics & Business Practice (1)

This course examines ethics to provide students with a clear understanding of ethical behavior, professional boundaries and communication skills essential to be a professional massage therapist and to build a successful ethical practice. Students will gain insight regarding small business practices, laws and regulations. Students will learn what is needed and how to become a professional massage therapist in their state of residence.

Prerequisite: None.

MTP 212 - Massage Therapy Externship (1)

The focus of this externship is to provide the link between the theoretical concepts gained in the classroom to the practical application in a real world massage environment. Students will have the opportunity to apply their skills and knowledge interacting with patients/clients and co-workers. The student performs clinical and administrative duties as well as supervised massage therapy required of an entry-level Massage Therapists.

Prerequisite: All courses in program except MTP214 and COR090.

MTP 214 - Exam Prep (0)

This course provides students with a systematic and structured study environment in preparation for the Massage & Bodywork Licensing Examination (MBLEx). Students will test their knowledge and preparation with mock examinations. Students will be provided the opportunity to complete the application process to sit for the MBLEx.

Prerequisite: None.

NUR – Nursing**NUR 100 - Dosage Calculations (1)**

This course prepares the student with a practical approach for preparing dosages and solutions, including calculating intravenous flow rates and pediatric dosages. Students will learn dimensional analysis, metric, household and apothecary systems of measurement, equivalents, abbreviations, conversions, oral medications, parenteral medications, intravenous rates, and pediatric dosage calculations. This is a calculations class, not a remedial or basic math course. Upon successful course completion, students will be able to calculate dosages and solutions for safe medication administration.

Prerequisite: COR105.

Corequisite: NUR165, PSY108.

NUR 111 - Dosage Calculations (1)

This course prepares the student with a practical approach for preparing dosages and solutions, including calculating intravenous flow rates and pediatric dosages. Students will learn dimensional analysis, metric, household and apothecary systems of measurement, equivalents, abbreviations, conversions, oral medications, parenteral medications, intravenous rates, and pediatric dosage calculations. This is a calculations class, not a remedial or basic math course. Upon successful course completion, students will be able to calculate dosages and solutions for safe medication administration.

Prerequisite: COR107.

NUR 119 - Dosage Calculations for Professional Nurse (1)

This course prepares the student with a practical approach for preparing dosages and solutions, including calculating intravenous flow rates and pediatric dosages. Topics include: dimensional analysis, metric, household and apothecary systems of measurement, equivalents, abbreviations, conversions, oral meds, parenteral meds, intravenous rates, and pediatric dosage calculations. This is a calculations class, not a remedial or basic math course.

Prerequisite: MTH131, NUR166.

NUR 134 - Pharmacology (1.5)

This course introduces and builds upon concepts necessary for sound judgment in the use of chemical agents. Students will learn principles of safe and accurate medication administration. The nursing process guidelines are incorporated to assist in the attainment of knowledge and skills related to medication therapy. Included in discussions are concepts underlying the medical uses of medications including pharmacodynamics, pharmacokinetics and pharmacotherapeutics. Upon successful completion of this course, students will understand principles of safe medication administration and use of chemical agents.

Prerequisite: NUR111 and NUR174.

Corequisite: NUR177.

NUR 138 - Pharmacology (3)

This course introduces and builds upon concepts necessary for sound judgement in the use of chemical agents. Students will learn principles of safe and accurate medication administration. The nursing process guidelines are incorporated to assist in the attainment of knowledge and skills related to medication therapy. Included in discussions are concepts underlying the medical uses of medications including pharmacodynamics, pharmacokinetics and pharmacotherapeutics. Upon successful completion of this course, students will understand principles of safe medication administration and use of chemical agents.

Prerequisite: NUR166.

NUR 139 - Pharmacology (1.5)

This course introduces and builds upon concepts necessary for sound judgment in the use of chemical agents. Students will learn principles of safe and accurate medication administration. The nursing process guidelines are incorporated to assist in the attainment of knowledge and skills related to medication therapy. Included in discussions are concepts underlying the medical uses of medications including pharmacodynamics, pharmacokinetics and pharmacotherapeutics. Upon successful completion of this course, students will understand principles of safe medication administration and use of chemical agents.

Prerequisite: NUR100 and NUR165.

Corequisite: NUR167.

NUR 164 - Concepts of Nursing I (2)

This course introduces students to principles, theories, and concepts that provide the foundation for nursing practice. Theory, research and evidence based practice are introduced and legal and ethical issues are discussed. Basic nursing skills necessary to deliver patient centered care in a multicultural society are developed. Learning opportunities are presented in the classroom and laboratory.

Prerequisite: COR195, BIO116, and BIO116L.

NUR 165 - Concepts of Nursing I (2.5)

This course introduces students to principles, theories and concepts that provide the foundation for nursing practice. Evidence based practice; legal and ethical issues in nursing are discussed. Basic nursing skills including principles of health promotion and maintenance are developed. Relevance of diversity and holistic nursing care are introduced. Learning opportunities are presented in the classroom and laboratory setting.

Prerequisite: COR105, BIO117, BIO117L.

NUR 166 - Concepts of Nursing II (3)

This course further expands upon the principles, theories and fundamental nursing concepts introduced in previous nursing classes with a key emphasis on the nursing process. Students will have opportunities to explore clinical reasoning, evidence based practice and care planning. Students will have opportunities to develop more advanced nursing skills needed to address the biopsychosocial needs of individuals in a multicultural society. Learning opportunities are presented in the classroom, laboratory and in supervised clinical experiences.

Prerequisite: NUR164.

NUR 167 - Concepts of Nursing II (3)

This course further expands upon the principles, theories and fundamental nursing concepts introduced in previous nursing classes with a key emphasis on the nursing process. Students will have opportunities to explore clinical reasoning, evidence based practice and care planning. Students will have opportunities to develop more advanced nursing skills needed to address the biopsychosocial needs of individuals in a multicultural society. Learning opportunities are presented in the classroom, laboratory and in supervised clinical experiences.

Prerequisite: NUR165.

Corequisite: NUR139.

NUR 168 - Concepts of Nursing III (3)

This course further expands upon the principles, theories and fundamental nursing concepts introduced in previous nursing classes with a key emphasis on health assessment and health promotion. It provides students with additional opportunities to develop more advanced nursing skills needed to address the biopsychosocial needs of individuals in a multicultural society. Students will have opportunities to explore various roles of the nurse and further explore clinical reasoning, evidence based practice and the nursing process. Learning opportunities are presented in the classroom, laboratory, and in supervised clinical experiences.

Prerequisite: NUR119, NUR138.

NUR 169 - Concepts of Nursing III (3)

This course further expands upon the principles, theories and fundamental nursing concepts introduced in previous nursing classes with a key emphasis on health data collection and health promotion. It provides students with additional opportunities to develop more advanced nursing skills needed to address the biopsychosocial needs of individuals in a multicultural society. Students will have opportunities to explore various roles of the nurse and further explore clinical reasoning, evidence based practice and the nursing process. Learning opportunities are presented in the classroom, laboratory and in supervised clinical experiences.

Prerequisite: NUR139 and NUR167.

NUR 174 - Concepts of Nursing I (2.5)

This course introduces students to principles, theories and concepts that provide the foundation for nursing practice. Evidence based practice; legal and ethical issues in nursing are discussed. Basic nursing skills including principles of health promotion and maintenance are developed. Relevance of diversity and holistic nursing care are introduced. Learning opportunities are presented in the classroom and laboratory setting.

Prerequisite: COR107, BIO118, BIO118L.

NUR 177 - Concepts of Nursing II (3)

This course further expands upon the principles, theories and fundamental nursing concepts introduced in previous nursing classes with a key emphasis on the nursing process. Students will have opportunities to explore clinical reasoning, evidence based practice and care planning. Students will have opportunities to develop more advanced nursing skills needed to address the biopsychosocial needs of individuals in a multicultural society. Learning opportunities are presented in the classroom, laboratory and in supervised clinical experiences.

Prerequisite: NUR174.

Corequisite: NUR134.

NUR 179 - Concepts of Nursing III (3)

This course further expands upon the principles, theories and fundamental nursing concepts introduced in previous nursing classes with a key emphasis on health data collection and health promotion. It provides students with additional opportunities to develop more advanced nursing skills needed to address the biopsychosocial needs of individuals in a multicultural society. Students will have opportunities to explore various roles of the nurse and further explore clinical reasoning, evidence based practice and the nursing process as it relates to the geriatric client. Learning opportunities are presented in the classroom, laboratory and in supervised clinical experiences.

Prerequisite: NUR134 and NUR177.

NUR 190 - Medical Surgical Nursing I (3)

This course allows students to apply foundational concepts and skills in caring for clients mental health alterations in care settings across the lifespan. Students are introduced to the quality improvement process. Students will identify the functions of the interdisciplinary team and communicate and document healthcare information. Students will assist with the planning, provision and evaluation of care. Upon successful course completion, students will be able to apply knowledge and skills to safely care for a variety of clients with mental health.

Prerequisite: NUR169.

NUR 203 - Medical/Surgical Nursing II (4)

This course focuses on identifying best practices in caring for clients with digestive disorders, urinary alterations and cancer. Students will practice using nursing informatics in organizing client information and care. Nutritional needs for these clients are addressed. Upon successful course completion, students will be able to apply knowledge and skills to safely care for a variety of clients with acute and chronic healthcare alterations.

Prerequisite: NUR169.

NUR 204 - Acute Care Nursing I (4)

This course focuses on the provision of client-centered care to clients with acute, chronic and complex healthcare needs across the life span. The elements of evidence-based practice will be utilized to enhance the plan of care. Students are given the opportunity to gain cognitive, affective and psychomotor skills in the delivery of care to clients with cardiovascular, hematopoietic and lymphatic disorders. Students will learn the skills of intravenous phlebotomy and electrocardiogram tracing. Sources of informatics will be utilized in the care setting to organize and manage client care. Upon successful course completion, students will be able to apply knowledge and skills to safely care for a variety of clients with acute, chronic and complex healthcare alterations

Prerequisite: NUR203.

NUR 205 - Medical Surgical Nursing I (3)

This course introduces the student to health promotion, health maintenance, and health restoration as it relates to client-centered care. Students continue to build on previously acquired knowledge and skills. Application of the nursing process continues as well as theory and practice in documentation. Students are beginning to explore the quality improvement process in the classroom and clinical setting. Concepts of mental health across the lifespan are introduced. Opportunities for experience in caring for selected clients with mental health deviations are provided to coordinate with classroom instruction.

Prerequisite: NUR179.

NUR 206 - Medical Surgical Nursing II (4)

The focus of the course includes health promotion, health maintenance, and health restoration. Students continue to build on previously acquired knowledge and skills. Opportunities for experience in caring for clients with perioperative needs, digestive and urinary alterations, and cancer are provided to coordinate with classroom instruction. The student will be given practice in identifying best practices from provided sources of current nursing evidence. In addition, the student will continue to identify how the interdisciplinary team functions for individual clients with serious healthcare deviations and how the practical nurse communicates information that may be utilized by the interdisciplinary team. Students will utilize nursing informatics to organize client care. Application of the nursing process continues as well as theory and practice in documentation. Nutritional needs for these clients are addressed.

Prerequisite: NUR205.

NUR 207 - Medical Surgical Nursing III (3)

This course introduces the student to the care of individuals from conception through the childbearing years. Care of the well child and common disorders related to the care of sick children are also included. Students continue to build on previously acquired knowledge and skills. Various nutritional needs of these clients are addressed. In the clinical setting, students will use informatics to manage and communicate client data. Students will also begin to identify specific hazards that may impact patient care and communicate them to the RN, who is a member of the interdisciplinary team.

Prerequisite: NUR206.

NUR 208 - Medical/Surgical Nursing III (3)

This course introduces the students to the needs of the perioperative client and the care of individuals and families from conception through the childbearing years. Care of the well child and common disorders related to the care of sick children are also included. Nutritional needs for these clients are addressed. Students will also begin to identify specific hazards that may impact client care and communicate them to the interdisciplinary team. Upon successful course completion, students will be able to apply knowledge and skills to safely care for the perioperative client and individuals and families from conception through the childbearing years.

Prerequisite: NUR203.

NUR 209 - Acute Care Nursing II (4)

This course focuses on the provision of client-centered care to clients with hypertensive, reproductive, endocrine, and immune disorders. Sources of informatics will be utilized in the care setting to organize and manage client care. Upon successful course completion, students will be able to apply knowledge and skills to safely care for a variety of clients with acute, chronic, and complex healthcare alterations

Prerequisite: NUR203.

NUR 213 - Acute Care Nursing III (4)

This course focuses on the provision of client-centered care to clients with neurological, sensory, and respiratory disorders. Available sources of informatics will be utilized in the care setting to organize and manage client care. Upon successful course completion, students will be able to apply knowledge and skills to safely care for a variety of clients with acute, chronic, and complex healthcare alterations

Prerequisite: NUR204, NUR208, and NUR209.

NUR 219 - Dosage Calculations (1)

This course prepares the student with a practical approach for preparing dosages and solutions, including calculating intravenous flow rates and pediatric dosages. Topics include: dimensional analysis, metric, household and apothecary systems of measurement, equivalents, abbreviations, conversions, oral meds, parenteral meds, intravenous rates, and pediatric dosage calculations. This is a calculations class, not a remedial or basic math course.

Prerequisite: MTH131.

NUR 221 - Pathophysiology (3)

This course provides a foundation in pathophysiology of nursing students. Students will learn about major signs and symptoms of a variety of diseases across body systems. Upon successful course completion, students will be able to use clinical reasoning skills to correlate signs and symptoms with disease processes.

Prerequisite: BIO116, BIO116L.

NUR 233 - Role Transition (4)

This course focuses on continued development of the role of the practical nurse in the client-centered care setting. Emphasis is placed on decision making skills. Students will understand ethical-legal aspects of practical nursing, employment opportunities and responsibilities, as well as preparation for the NCLEX-PN. Coordinating care for groups of clients continues and builds upon experience and knowledge gained in previous courses, allowing the student to more fully integrate the role of the Licensed Practical Nurse. Upon successful completion, students will be able to apply practical nursing responsibilities as legally defined to his/her clinical practice.

Prerequisite: Completion of all courses within the Practical Nursing program.

NUR 234 - Mental Health Nursing (4)

This course introduces students to principles, theories and concepts used for providing and directing holistic care of individuals with mental health alterations. Students will learn the use of therapeutic communication to establish and maintain therapeutic relationships and with participating in the interdisciplinary team. Learning opportunities for this course include classroom and supervised clinical experiences. Upon successful course completion, students will be able to apply the nursing process with an emphasis on clinical reasoning to promote patient mental health.

Prerequisite: NUR168.

NUR 235 - Acute Care Nursing I (4)

The focus of this course is to provide client-centered care to clients with acute, chronic, and complex healthcare needs across the lifespan. The elements of evidence-based practice will be utilized to enhance the RN plan of care. Students are given the opportunity to gain cognitive, affective, and psychomotor skills in the delivery of client care. Client selection will provide experience caring for individuals with cardiovascular, hematopoietic, and lymphatic disorders. Nutritional needs for these clients will be identified and addressed. Available sources of informatics will be utilized in the care setting to organize and manage client care. Students will be introduced to intravenous therapy, phlebotomy, and electrocardiogram tracing in this course.

Prerequisite: NUR206.

NUR 236 - Acute Care Nursing II (4)

The focus of this course is to provide client-centered care to clients with acute, chronic, and complex healthcare needs across the lifespan. The elements of evidence-based practice will be utilized to enhance the plan of care. Students are given the opportunity to gain cognitive, affective, and psychomotor skills in the delivery of client care to patients with hypertensive, reproductive, endocrine, and immune disorders. Many of the clients may be more critically ill than those previously encountered. Students will continue to be introduced to the skills of intravenous phlebotomy and electrocardiogram tracing. Nutritional needs for these clients will be identified and addressed. Available sources of informatics will be utilized in the care setting to organize and manage client care.

Prerequisite: NUR206.

NUR 237 - Acute Care Nursing III (4)

The focus of this course is to provide client-centered care to clients with acute, chronic, and complex healthcare needs across the life span. The elements of evidence-based practice will be utilized to enhance the plan of care. Students are given the opportunity to gain cognitive, affective, and psychomotor skills in the delivery of client care to clients with neurological, sensory, and respiratory disorders. Many of the clients may be more critically ill than those previously encountered. Students will continue to be introduced to the skills of intravenous therapy, phlebotomy, and electrocardiogram tracing. Nurse-in-charge assignments will begin in this course and continue through the end of the program in NUR238. Available sources of informatics will be utilized in the care setting to organize and manage client care.

Prerequisite: NUR207, NUR235, and NUR236.

NUR 238 - Role Transition (4)

This course further develops decision making skills acquired in previous courses. Emphasis is placed upon continued professional development. The student will participate in a mock interview and be required to develop a resume. Legal aspects of practical nursing, employment opportunities and responsibilities, as well as preparation for the NCLEX-PN are included. In clinical, instructors and students explore the role of the practical nurse in the context of a nursing care delivery care system. Coordinating care for groups of clients continues and builds upon experience and knowledge gained in previous courses.

Prerequisite: Completion of all courses within the Practical Nursing program.

NUR 240 - LPN to RN Transition Orientation (0)

The focus of this orientation is to provide licensed practical nurses content necessary to promote success in the Associate Degree in Nursing (ADN) program. Students will learn about role development, advanced dosage calculations and skills specific to the ADN prepared nurse. Topics related to successful role transition will be addressed. Upon successful course completion, students will be able to apply knowledge and demonstrate skills that promote success in the ADN program.

Prerequisite: Active LPN License.

NUR 242 - Maternal/Newborn Nursing (4)

This course introduces students to the principles, theories and concepts of caring for the childbearing individual with family in a multicultural society. Students use clinical decision making to explore best practices that can enhance the patient's plan of care. Available sources of informatics will be utilized in the care setting to organize and manage patient care. Students learn to apply teaching and learning concepts to the identified needs of the childbearing family with inclusion of cultural considerations

Prerequisite: NUR256.

NUR 243 - Parent/Child Nursing (4)

This course introduces the student to principles, theories and concepts of caring for children and their families in a multicultural society. Students will study the effects of acute and chronic illness on growth and development and family dynamics. A key focus on this course is on health promotion, maintenance, and restoration. Integrated throughout this course is an overview of the common standards of parent/child health goals. Elements of evidence based practice and available sources of informatics will be utilized in planning and implementing the interdisciplinary plan of care. Teaching and learning principles are discussed as they relate to patient-centered/family-centered care. Learning opportunities for this course include classroom and supervised clinical experiences.

Prerequisite: NUR256.

NUR 256 - Medical Surgical Nursing I (5)

This course introduces the student to setting priorities, communicating, planning and providing care for medical-surgical patients with multiple physiological and psychosocial needs in diverse health care settings. Students will learn health promotion, maintenance, and restoration. Opportunities to identify best practices from selected sources of current nursing evidence are provided. Students communicate with the interdisciplinary team to initiate plan of care and participate in quality improvement processes. Learning opportunities for this course include classroom and supervised clinical experiences. Upon successful course completion, students will be able to utilize clinical decision making and the nursing process to provide care for adults, from early adulthood through geriatrics.

Prerequisite: NUR234.

NUR 257 - Medical Surgical Nursing II (5)

This course further expands upon the use of the nursing process in caring for adults, from early adulthood through geriatrics, with multiple physiological and psychosocial needs. Students will utilize clinical decision making and nursing evidence to prioritize, communication, plan and manage care for clinical decision making and nursing evidence to prioritize, communicate, plan and manage care for medical-surgical patients in diverse health care settings. Core principles of health promotion, maintenance, and restoration will be incorporated to reflect an individualized plan of care. Students will coordinate with members of the interdisciplinary team and identify quality improvement processes that enhance patient outcomes. Learning opportunities for this course include classroom and supervised clinical experiences.

Prerequisite: NUR242, NUR243.

NUR 258 - Acute Care Nursing (5)

This course expands upon prior knowledge, nursing principles and health concepts to provide culturally sensitive patient-centered care for adults with multiple acute biopsychosocial needs. Clinical experiences increase in the level of complexity and acuity from previous nursing courses. Students explore human responses to emergencies, crisis and life changing events. Clinical decision making and the nursing process are implemented to manage and modify care for high-acuity patients and their families. Learning opportunities for this course include classroom and supervised clinical experiences.

Prerequisite: NUR257.

NUR 273 - Dimensions of Professional Nursing (4)

This course expands upon prior knowledge gained from previous coursework to prepare students for NCLEX RN success and entry level nursing practice. Students have classroom, simulation and focused clinical experiences to increase their ability to prioritize, delegate and manage groups of individuals to enhance patient outcomes. Emphasis is placed on management of care, legal and ethical implications, leadership and delegation, and time management. Current trends related to career and professional development are provided to assist the student in obtaining employment and establishing a successful career path.

Prerequisite: NUR258.

NUR 274 - Dimensions of Professional Nursing I (4)

This course expands upon prior knowledge gained from previous coursework to prepare students for NCLEX RN success and entry level nursing practice. Students have classroom and focused clinical experiences to increase their ability to prioritize, delegate and manage groups of individuals to enhance client outcomes. Emphasis is placed on scope of practice, professional practice, leadership and delegation, safety, and quality improvement. Current trends related to career and professional development are provided to assist the student in obtaining employment and establishing a successful career path. Preparation for the NCLEX-RN is included in this course.

Prerequisite: NUR258.

NUR 280 - Nursing Capstone (3)

This course prepares students for the NCLEX-RN through analysis of information taught during previous didactic, laboratory and clinical coursework through the use of lecture, simulation and computer laboratory exercises. This course will provide students with a systematic plan and structured study environment in preparation for the NCLEX-RN examination. Requirements for examination candidacy, application for licensure, testing procedures, study and review techniques, and examination taking techniques will be addressed.

Prerequisite: NUR273.

NUR 281 - Dimensions of Professional Nursing II (3)

This course expands upon prior knowledge gained from previous coursework to prepare students for NCLEX RN success and entry-level nursing practice. Students have classroom and focused clinical experiences to increase their ability to prioritize, delegate and manage groups of individuals to enhance client outcomes. Emphasis is placed on management of care, legal and ethical practices, the healthcare environment, and economic and political aspects of healthcare. Preparation for the NCLEX-RN is included in this course.

Prerequisite: NUR274.

NUR 300 - RN-BSN Orientation (1)

This one credit orientation course will provide the information and skills to new RN-BSN students in the areas of library, programmatic, writing, and APA skills needed to be successful in the program. Upon successful completion of this course, the RN-BSN student will be prepared for success in the BSN program.

Prerequisite: RN license, Acceptance into BSN Program.

NUR 302 - Foundations of Professional Nursing Practice (3)

This three credit course will provide information on a variety of concepts related to professional development. Upon successful completion of this course, the RN-BSN student will be prepared to apply knowledge related to the following topics: policy and politics, transcultural nursing, legal and ethical concepts and the value of life-long learning.

Prerequisite: NUR300.

NUR 303 - Essentials of Nursing Practice (3)

This course introduces students to principles, theories and concepts that provide the foundation for nursing practice. Students will be introduced to nursing theory, research and evidence based practice. Legal aspects of practice and ethical issues are discussed along with health teaching and counseling skills. Health promotion and individual responses to health and illness a multicultural society are developed. The nursing process is introduced as it applies to promoting wellness and health maintenance. Upon successful course completing, students will understand fundamental principles, theories and concepts that guide nursing practice.

Prerequisite: BIO116 and BIO116L.

NUR 305 - Concepts of Nursing I (2)

This course introduces students to principles, theories and concepts that provide the foundation for nursing practice. Basic nursing skills necessary to deliver patient centered care in a multicultural society are developed. Skills related to infection control and activities of daily living will be addressed, Learning opportunities are presented in the classroom and laboratory.

Prerequisite: NUR303.

NUR 307 - Concepts of Nursing II (3)

This course further expands upon the principles, theories and fundamental nursing concepts introduced in previous nursing classes. Students will have opportunities to develop more advanced nursing skills needed to address the biopsychosocial needs of individuals in a multicultural society. Learning opportunities are presented in the classroom, laboratory, simulation, and in supervised clinical experiences.

Prerequisite: NUR305.

NUR 309 - Concepts of Nursing III (3)

This course further expands upon the principles, theories and fundamental nursing concepts introduced in previous nursing classes. Students are provided additional opportunities to develop advanced nursing skills needed to address the biopsychosocial needs of individuals in a multicultural society. Skills related to elimination, oxygenation, fluid and electrolytes, and laboratory diagnostics will be addressed. Learning opportunities are presented in the classroom, laboratory, simulation, and in supervised clinical experiences.

Prerequisite: NUR219, NUR307, NUR310, NUR325.

NUR 310 - Pharmacology (3)

This course introduces and builds upon concepts necessary for sound judgment in the use of chemical agents. Students will learn principles of safe and accurate medication administration. The nursing process guidelines are incorporated to assist in the attainment of knowledge and skills related to medication therapy. Included in discussions are concepts underlying the medical uses of medications including pharmacodynamics, pharmacokinetics and pharmacotherapeutics. Upon successful completion of this course, students will understand principles of safe medication administration and use of chemical agents.

Prerequisite: NUR307.

NUR 321 - Pathophysiology (3)

This course provides a foundation in pathophysiology for Registered Nurses. Students will learn how the major signs and symptoms of a variety of diseases cross body systems. Upon successful course completion, students will be able to use clinical reasoning skills to correlate signs and symptoms with disease processes.

Prerequisite: NUR302.

NUR 325 - Health Assessment Across the Life Span (4)

This course provides a foundation in physical assessment. Students will learn how to assess major signs and symptoms of a variety of diseases across body systems. Upon successful course completion, students will be able to use clinical reasoning skills to correlate physical exam findings with common disease processes. Learning opportunities are presented in the classroom and laboratory.

Prerequisite: NUR307.

NUR 340 - Health Assessment (4)

This course provides a foundation in physical assessment skills for Registered Nurses. Students will learn how to assess major signs and symptoms of a variety of diseases across body systems. Upon successful course completion, students will be able to use clinical reasoning skills to correlate physical exam findings with common disease processes.

Prerequisite: NUR321.

NUR 347 - Mental Health Nursing (4)

This course introduces students to principles, theories and concepts used for providing and directing holistic care of individuals with mental health alterations. Legal aspects in mental health nursing practice will be discussed along with ways to minimize risks. Students will practice the use of therapeutic communication to establish and maintain therapeutic relationships. Students will also practice interdisciplinary team functions including health teaching and develop counseling skills. Learning opportunities for this course include classroom and supervised clinical experiences. Upon successful course completion, students will be able to apply the nursing process with an emphasis on clinical reasoning to promote patient mental health.

Prerequisite: NUR309.

NUR 350 - Nursing Research & Evidence-Based Practice (3)

This course is a foundation in selecting, reading, and critiquing nursing research. Students will apply the role the BSN graduate plays in nursing research and understand the ethical principles of research. Upon successful course completion, students will be able to locate, read, and critique nursing research reports.

Prerequisite: NUR340.

NUR 356 - Medical-Surgical Nursing I (5)

This course introduces the student to setting priorities, communicating, planning and providing care for medical-surgical patients with multiple physiological and psychosocial needs in diverse health care settings. The course will also provide an overview of the legal aspects of practice and discuss legal and ethical issues that medical surgical nurses may encounter. Students will learn health promotion, maintenance, and restoration. Students will engage in health teaching and counseling when caring for medical surgical clients. Opportunities to identify best practices from selected sources of current nursing evidence are provided. Students communicate with the interdisciplinary team to initiate plan of care and participate in quality improvement processes. Learning opportunities for this course include classroom and supervised clinical experiences. Upon successful course completion, students will be able to utilize clinical decision making and the nursing process to provide care for adults, from early adulthood through geriatrics.

Prerequisite: NUR347.

NUR 357 - Medical-Surgical Nursing II (5)

This course further expands upon the use of the nursing process in caring for adults, from early adulthood through geriatrics, with multiple physiological and psychosocial needs. Students will utilize clinical decision making and nursing evidence to prioritize, communication, plan and manage care for clinical decision making and nursing evidence to prioritize, communicate, plan and manage care for medical-surgical patients in diverse health care settings. Core principles of health promotion, maintenance, and restoration will be incorporated to reflect an individualized plan of care. Students will coordinate with members of the interdisciplinary team and identify quality improvement processes that enhance patient outcomes. The course will continue to expand on the legal aspects of practice along with health teaching and counseling skills that are needed when caring for medical surgical patients. Learning opportunities for this course include classroom and supervised clinical experiences.

Prerequisite: NUR356.

NUR 359 - Community Health Nursing (5)

This course provides the theoretical foundation for the study of community health nursing. The client is viewed as the individual, the family and the community within a social framework, with the goal of optimizing his or her functioning. Historical, socioeconomic, environmental, political, and cultural indicators of the health of a community are explored. Students will discuss legal aspects of practice that govern the care of vulnerable populations. Students will engage in health teaching and counseling skills that are needed in various community health settings. The application of the nursing process is applied to diverse client scenarios with the emphasis on growth and development, health promotion and the provision of holistic care to the client and their family.

Prerequisite: NUR357.

NUR 400 - Nursing Research (3)

This course covers the essential principles of nursing research theory and methodology. Analysis of research methods to appraise research literature for application to practice is discussed. Emphasis is on developing critical skills in locating and critiquing nursing research focusing on evidence-based practice outcomes.

Prerequisite: MTH140.

NUR 424 - Maternal/Newborn Nursing (4)

This course introduces students to the principles, theories and concepts of caring for the childbearing individual with family in a multicultural society. Students use clinical decision making to explore best practices that can enhance the patient's plan of care. Available sources of informatics will be utilized in the care setting to organize and manage patient care. Students learn to apply health teaching and counseling concepts to the identified needs of the childbearing family with inclusion of cultural considerations. Students will engage in discussions related to legal aspects of practice governing maternal/newborn nursing practice.

Prerequisite: NUR357.

NUR 426 - Parent/Child Nursing (4)

This course introduces the student to principles, theories and concepts of caring for children and their families in a multicultural society. Students will study the effects of acute and chronic illness on growth and development and family dynamics. A key focus on this course is on health promotion, maintenance, and restoration. Integrated throughout this course is an overview of the common standards of parent/child health goals. Elements of evidence based practice and available sources of informatics will be utilized in planning and implementing the interdisciplinary plan of care. Learning opportunities for this course include classroom and supervised clinical experiences. Students will participate in discussions related to laws governing pediatric nursing practice as well as discuss the legal aspects of practice. The students will engage in health teaching and counseling in various pediatric settings.

Prerequisite: NUR357.

NUR 430 - Leading and Managing for Innovation (3)

The focus of this course is for the BSN student to apply contemporary leadership and management theories to develop into effective leaders and managers who are responsive to changing healthcare environments. Upon successful course completion, students will be prepared for an entry-level management position in nursing.

Prerequisite: NUR350.

NUR 443 - Community Health Nursing (4)

This four credit course will provide information on essential community health concepts and practices. Upon successful completion of this course, the RN-BSN student will be prepared to apply knowledge related to the following topics: health promotion and disease prevention, collaborative practice, crisis management and interventions that promote physically safe and healthy environments.

Prerequisite: Completion of NUR430.

Corequisite: NUR443L.

NUR 443L - Community Health Practicum (1)

This course provides students with practical experiences related to community health. Upon successful course completion, students will provide documentation that verifies completion of 28 hours of volunteer service, functioning as an RN in the community; attend a support group in the community; earn continuing education credits; and develop and conduct a teaching presentation in the community.

Prerequisite: Completion of NUR430.

Corequisite: NUR443.

NUR 456 - Senior Practicum (3)

This course provides RN-BSN students a 45-hour practicum experience implementing a self-designed learning contract in a clinical setting. Students design, implement and evaluate a clinical project that improves nursing practice under the supervision of an Advanced Practice Nurse (APN). Upon successful course completion, students will demonstrate program outcomes in the clinical setting.

Prerequisite: All courses completed except NUR490.

NUR 457 - Nursing Care of the Older Adult (4)

This course provides the theoretical foundation for the study of the issues related to nursing care of older adults, focusing on the health care of well older adults and those with chronic health problems. Health promotion and preventive care are examined, as well as the implications of chronic illness, palliative and end-of-life care. Students will participate in discussions related to laws governing gerontological nursing practice as well as discuss the legal aspects of practice. The students will engage in health teaching and counseling in various geriatric settings.

Prerequisite: NUR426.

NUR 458 - Acute Care Nursing (5)

This course expands upon prior knowledge, nursing principles and health concepts to provide culturally sensitive patient-centered care for adults with multiple acute biopsychosocial needs. Clinical experiences increase in the level of complexity and acuity from previous nursing courses. Students explore human responses to emergencies, crisis and life changing events. Clinical decision making and the nursing process are implemented to manage and modify care for high-acuity patients and their families. The course will reinforce the legal aspects of practice along with health teaching and counseling skills that are needed when caring for patients in the acute care setting. Learning opportunities for this course include classroom and supervised clinical experiences.

Prerequisite: NUR426.

NUR 470 - Professional Leadership (3)

This course links leadership and management theories to functions within nursing practice in a health care environment. The role of the nurse leader is examined within the framework of historical, economic, social, political and cultural factors. An understanding of the legal aspects of practice, delegation and supervision, political and organizational structures, financial management, healthcare environments and healthcare workforce management are emphasized.

Prerequisite: NUR458.

NUR 475 - Transition to Practice I (3)

This course is part one of a two-part course that expands upon prior knowledge gained from previous coursework to prepare students for entry level nursing practice. Students have classroom and focused precepted clinical experiences to increase their ability to prioritize, delegate and manage groups of individuals to enhance client outcomes. Emphasis is placed on scope of practice, the culture of professional practice, communication, leadership and delegation, safety, legal aspects of practice, health teaching, counseling skills, and development of strong sense of self efficacy.

Prerequisite: NUR470.

NUR 476 - Transition to Practice II (4)

This course is part two of a two-part course that synthesizes prior knowledge gained from previous coursework to prepare students for entry level nursing practice. Students have classroom and focused precepted clinical experiences to increase their ability to prioritize, delegate and manage groups of individuals to enhance client outcomes. Emphasis is placed on the legal aspects of practice, health teaching, counseling skills, quality improvement, evidence based practice, and identification and implementation of staff development opportunity. Current trends related to career and professional development are provided to assist the student in obtaining employment and establishing a successful career path.

Prerequisite: NUR475.

NUR 480 - Senior Seminar (3)

This course prepares students for the NCLEX-RN through analysis of information taught during previous didactic, laboratory and clinical coursework through the use of lecture, simulation and computer laboratory exercises. Selected topics are reviewed, including those associated with nursing fundamentals, pharmacology, medical-surgical nursing, mental health nursing, pediatrics, obstetrics, and leadership. This course will provide students with a systematic plan and structured study environment in preparation for the NCLEX-RN examination. Requirements for examination candidacy, application for licensure, testing procedures, study and review techniques, and examination taking techniques will be addressed.

Prerequisite: NUR476.

NUR 490 - Nursing Capstone (2)

The focus of this course is for the BSN student to synthesize their learning experiences by building a professional portfolio that supports achievement of the program outcomes.

Prerequisite: All nursing courses and general education classes completed.

NUT – Nutrition**NUT 110 - Introduction to Dietary Management (3)**

This course will introduce students to the major concepts, organization structure, and applications of nutrition therapy prominently featured in specialized food service operations. Students will learn to identify methods of effective dietary management by combining principles of medical nutrition therapy through culinary application for the purpose of treating disease and improving wellness. Upon completion, students will be able to apply a variety of diet orders unique to nutrition-focused services while gaining a greater understanding of the functions of food for health.

Prerequisite: CAA260.

NUT 210 - Menu Development in Culinary Nutrition (3)

This course applies principles of menu development for students entering the field of culinary nutrition. Students will learn to navigate an array of nutrition focused foodservice systems with attention to regulatory agencies & standards. Upon successful course completion, students will be able to demonstrate principles of menu development specific to a variety of disease states requiring portion control & nutrient restrictions.

Prerequisite: NUT110.

NUT 220 - Applied Concepts in Culinary Nutrition (2)

This course will outline techniques for large production cookery within the HACCP guidelines. Students will learn to apply a range of production styles from Cook-Chill to Batch-Cookery and document according to the regulatory requirements. Upon successful course completion, students will be able to identify and apply techniques to meet the production needs for a variety of nutrition-focused food service operations.

Prerequisite: NUT210.

NUT 230 - Customer Service Management in Culinary Nutrition (3)

This course provides a foundation for interaction with a variety of audiences and facilities in order to develop front of house etiquette and familiarity with efforts to improve quality and satisfaction. Students will learn the importance of data collection and techniques for managing employees in addition to customers. Upon successful completion, students will be able to understand service challenges and apply a range of customer service techniques to specialized clients.

Prerequisite: NUT110.

NUT 240 - Dietary Management Capstone (2)

This course will review techniques for dietary management and culinary nutrition while outlining current industry trends and applications. Students will review and elaborate on a combination of core program competencies related to customer service management, menu development, and dietary management. Upon successful course completion students will be prepared to identify and apply techniques specific to a variety of specialized food service operations.

Prerequisite: NUT230 or Director's Approval.

PHY – Physics**PHY 120 - Physics (3)**

This course surveys the major concepts and principles of physics and emphasizes their role in explaining natural phenomena. Students will learn about mechanics, waves and sound, electricity and magnetism, optics and optical phenomena, and the structure and properties of matter. Upon successful course completion, students will be able to explain scientific models and apply logic and mathematics to solve fundamental physics problems.

Prerequisite: MTH131.

PHY 120L - Physics LAB (1)

This course includes the demonstration of physical principles as well as laboratory experimentation with an emphasis on interpretation of experimental data. Students will learn the proficient handling of equipment and numbers in the scientific laboratory. Upon successful course completion, students will be able to apply mathematics and physics principles to real-world situations and use scientific models and theories to demonstrate their knowledge of the experimental basis of scientific inquiry

Corequisite: Co-requisite to PHY120 Physics.

PSY – Psychology**PSY 105 - Introduction to Psychology (3)**

This course provides an overview of the current body of knowledge and methods of the science of psychology. Students will learn how cognitive, emotional, physical, social, and psychological processes influence their lives and careers. Upon successful course completion, students will be able to use fundamental psychological theories to build better self-awareness and understanding of human behavior.

Prerequisite: None.

PSY 106 - Normal Life Span (1)

This course is designed to present the basic principles of human growth and development across the life span. Students will learn the eight stages of psychosocial development and how the different theories of development help promote an individual's health. Additionally, students describe the physical changes that commonly occur from infancy to adulthood. Upon successful course completion, students will be able to apply knowledge of growth and development principles.

Prerequisite: None.

PSY 108 - Normal Life Span (1)

This course is designed to present the basic principles of human growth and development across the life span. Students will learn the eight stages of psychosocial development and how the different theories of development help promote an individual's health. Additionally, students describe the physical changes that commonly occur from infancy to adulthood. Upon successful course completion, students will be able to apply knowledge of growth and development principles

Prerequisite: None.

PSY 109 - Introduction to Psychology (1.5)

This course provides an overview of the current body of knowledge and methods of the science of psychology. Students will learn how cognitive, emotional, physical, social, and psychological processes influences their lives and careers. Upon successful course completion, students will be able to use fundamental psychological theories to build better self-awareness and understanding of human behavior.

Prerequisite: None.

PSY 111 - Introduction to Psychology (1.5)

This course provides an overview of the current body of knowledge and methods of the science of psychology. Students will learn how cognitive, emotional, physical, social, and psychological processes influences their lives and careers. Upon successful course completion, students will be able to use fundamental psychological theories to build better self-awareness and understanding of human behavior.

Prerequisite: ENG114.

Corequisite: None.

PSY 220 - Positive Psychology (3)

This course provides students the opportunity to explore and experience positive applications with regard to human behavior and mental processes. In the past, traditional research in psychology has focused on disorders and dysfunctional behavior. In today's society, individuals must understand how to focus on positive endeavors in order to have the opportunity to live a balanced, meaningful, fulfilling, and successful life. This course focuses on such positive experiences as how to increase emotional intelligence, resiliency, optimism, pro-social behavior, positive emotions, meaning in life/work, self-efficacy and overall well-being while optimizing performance and decreasing stressors, burnout and susceptibility to physical or mental illness.

Prerequisite: PSY105.

PSY 300 - Human Growth & Development (3)

The focus of this course is for the student to understand and respond to the needs and concerns of persons from various cultures and throughout the lifespan while establishing an appreciation for theories and research that advance human development science.

Prerequisite: General psychology course at the 100 level.

PTA - Physical Therapist Assistant**PTA 101 - Professional Issues for the Physical Therapist Assistant (2)**

This course presents the global aspect of the physical therapist assistant profession. It explores the historical and current scope of the Physical Therapy Profession, legal and ethical issues, intercultural communication, and psychosocial aspects. It discusses the role of the physical therapist assistant as a member of the healthcare team in the delivery of rehabilitation services. The course addresses the educational and licensing requirements for a physical therapist assistant prior to entering the healthcare work force.

Prerequisite: BIO116 Anatomy & Physiology II w/Medical Terminology.

PTA 105 - Musculoskeletal (3)

This course is designed to present students with a detailed knowledge of the anatomy of the muscular and skeletal systems. Students are exposed to muscle proximal/distal attachments, actions and nerve innervations of the major muscle groups of the neck, trunk, upper and lower extremities. Students will be provided an opportunity to practice the palpation skills that are relevant to the practice of physical therapy.

Prerequisite: BIO116.

PTA 108 - Pathology for the Physical Therapist Assistant (2)

This course provides a systems-based approach to anatomy and physiology including normal structure and function as well as dysfunction of the neuromuscular, cardiopulmonary, integumentary, endocrine, immunological and other systems. Students will learn how to associate and apply normal structure and function to frequently treated disease processes, pathologies and dysfunctions seen in physical therapy. Upon successful course completion, students will be able to describe the anatomy and physiology of body systems, define common pathologies seen in physical therapy and apply this knowledge to clinical practice.

Prerequisite: BIO116 and BIO116L.

PTA 111 - Introduction to Physical Therapy (2)

This course introduces the physical therapist assistant student to the various aspects of physical therapy and develops basic patient care skills, functional skills, assessment skills, and measurement techniques. It examines the assistive devices available to the physical therapy professional. The course introduces the process of documentation following the SOAP note format.

Prerequisite: PTA101 and PTA105.

PTA 120 - Kinesiology for the Physical Therapist Assistant (3)

The course focuses on the correlation of the neurological, muscular, and skeletal aspects in human motion. It provides a straightforward perspective of human anatomy and its relation to both functional and dysfunctional movements. This course presents an overview of the value of physical therapy in the rehabilitation process of a person with a neuro-musculoskeletal dysfunction.

Prerequisite: PTA105.

PTA 135 - Rehabilitation I Assessment (2)

This course introduces the principles and methodologies of assessment techniques utilized by the physical therapist assistant in the physical therapy profession. These principles and methodologies are a fundamental requisite to the study of evaluation of joint range of motion and muscle strength.

Prerequisite: PTA120.

PTA 136 - Rehabilitation II Therapeutic Modalities (3)

This course presents the basic principles and use of physical modalities in the rehabilitation process. The course involves the application of the composite theoretical knowledge in modifying, progressing, or discontinuing the use of physical modalities in the physical therapy plan of care.

Prerequisite: PTA105.

PTA 139 - Rehabilitation III Therapeutic Exercise (3)

This course presents the basic principles and techniques of therapeutic exercise in the rehabilitation process. The course involves the application of the composite theoretical knowledge in modifying, progressing, or discontinuing the use of therapeutic exercise in the physical therapy plan of care.

Prerequisite: PTA120.

PTA 145 - Medical & Surgical Conditions I (2)

This course addresses the common medical and surgical conditions encountered in physical therapy practice. It explores the basic concepts of disease processes including pathophysiology, inflammation, healing, and infection. This course focuses on the physical therapy intervention and specifically the role of a PTA in the rehabilitation process of musculoskeletal conditions. It explores the basic concepts of pharmacology and effects of immobility, stress and pain. This course also includes the classic or common physical therapy plan of care/protocols and establishes the justification for progression, modification or discontinuation of physical therapy intervention.

Prerequisite: PTA120.

PTA 146 - Medical & Surgical Conditions II (2)

This course addresses the common medical and surgical conditions encountered in physical therapy practice. It explores the basic concepts of disease processes including pathophysiology, inflammation, healing, and infection. This course focuses on the physical therapy intervention and specifically the role of a PTA in the rehabilitation process of cardiopulmonary conditions. This course also includes the classic or common physical therapy plan of care-protocols and establishes the justification for progression, modification or discontinuation of physical therapy intervention.

Prerequisite: PTA120.

PTA 206 - Neurological Rehabilitation (3)

This course provides an integrated approach to basic neuroscience and applied neuro-rehabilitation. It presents practical applications for the functional implications of neurological damage. The course addresses the value and distinctness of physical therapy for the developing, mature, and aging neurological patient.

Prerequisite: PTA251.

PTA 208 - Rehabilitation IV Devices (2)

This course will present the basic adaptive, assistive, protective, supportive, orthotic and prosthetic devices used in the physical therapy profession. The course involves the application of the composite theoretical knowledge in modifying, progressing, or discontinuing the use of such treatment or devices in the physical therapy plan of care.

Prerequisite: PTA251.

PTA 212 - Medical & Surgical Conditions III (2)

This course addresses the common medical and surgical conditions encountered in physical therapy practice. It explores the basic pathophysiology, physical therapy intervention and specifically the role of a PTA in the rehabilitation process of complex medical conditions including oncology, transplants, burns, autoimmune disorders, endocrine, and genetic conditions. This course also includes the classic or common physical therapy plan of care/protocols and establishes the justification for progression, modification or discontinuation of physical therapy intervention as well as emphasis on the education of the patient and family members involved in the patient's care.

Prerequisite: PTA251.

PTA 210 - Motor Development & Aging (2)

This course presents the biopsychosocial aspects of the human lifespan from conception through death. It studies the biological changes that occur from birth to dying. It addresses the psychosocial influences, changes, and adaptations of the human being during his/her lifespan.

Prerequisite: PTA251.

PTA 250 - Clinical Internship I (4)

This internship introduces the student to a physical therapy clinical setting for the first time. The student works under the direct supervision of a licensed physical therapist or physical therapist assistant in an approved facility. The facility provides learning experiences consistent with the student's level of knowledge. This internship allows opportunities to implement the knowledge and skills acquired in the classroom/laboratory in a clinical setting.

Prerequisite: All coursework through the eighth term of the PTA curriculum.

PTA 251 - Clinical Internship II (4)

This internship provides the student with a clinical working environment under the direct supervision of a licensed physical therapist, or physical therapist assistant in an approved facility. The facility provides learning experiences consistent with the student's level of knowledge. This internship allows opportunities to continue refining the knowledge and skills acquired in the classroom and laboratory settings and utilize them in a clinical setting. The students will continue to develop their critical thinking skills in providing care to their patients. Students will require less supervision for previously learned skills.

Prerequisite: PTA250.

PTA 252 - Clinical Internship III (4)

The focus of this senior-level internship is validation of the level of independence gained in patient care, documentation, and professionalism as a physical therapist assistant student. The student will work towards independence in all aspects of the scope of physical therapy practice. This internship allows the student to establish a comfort level and confidence with the facility, supervising therapist and patients. At the completion of this course, the student will be able to follow the progression from initial evaluation through discharge with a multitude of different rehabilitation opportunities.

Prerequisite: All coursework through the 12th term of the PTA curriculum.

PTA 253 - Clinical Internship IV (4)

The focus of this senior-level internship is validation of the level of independence gained in patient care, documentation, communication and professionalism as a physical therapist assistant student. The student will work towards independence in all aspects of the scope of physical therapy practice and will achieve entry-level clinical competency upon completion in preparation for the National Physical Therapist Assistant board examination. This internship allows the student to refine professional interactions and have a basic understanding of departmental administrative mechanisms and expectations. At the completion of this course, the student will be prepared to work under the direction and supervision of a physical therapist in the delivery of rehabilitative care.

Prerequisite: PTA252.

PTA 255 - Clinical Education Experience I (4)

The focus of this full-time clinical education experience is to introduce the student to a physical therapy clinical setting for the first time. Prior to the first day of clinical attendance, the student will complete a series of lab activities and foundational skill checkoffs to ensure safety and competency. During the clinical experience, the student works under the direct supervision of a licensed physical therapist or physical therapist assistant in an approved facility. The facility provides learning experiences consistent with the student's level of knowledge. The clinical education experience allows opportunities to implement the knowledge and skills acquired in the classroom/laboratory setting.

PTA 256 - Clinical Education Experience II (4)

The focus of this full-time clinical education experience is to provide the student with a clinical working environment under the direct supervision of a licensed physical therapist or physical therapist assistant in an approved facility. The facility provides learning experiences consistent with the student's level of knowledge. This clinical education experience allows opportunities to continue refining the knowledge and skills acquired in the classroom and laboratory settings and utilize them in a clinical setting. The students will continue to develop their critical thinking skills in providing care to their patients. Students will require less supervision for previously learned skills. Upon completion of the experience, students will participate in intermediate critical thinking skills competencies within the lab environment.

PTA 257 - Clinical Education Experience III (4)

The focus of this full-time clinical experience is to validate the level of independence gained in areas of patient care, documentation, and professionalism as a physical therapist assistant student. Prior to attending this clinical experience, the student will complete a series of lab activities working with the more medically complex patient, layering in more advanced critical thinking, and compound psychosocial issues. The student will work towards independence in all aspects of the scope of physical therapy clinical practice. This clinical experience allows the student to establish a comfort level and confidence with the facility, supervising therapist, and patients. Upon completion of this course, the student will be able to follow the progression from initial evaluation through discharge with a multitude of different rehabilitation opportunities.

PTA 258 - Clinical Education Experience IV (4)

The focus of this full-time terminal clinical experience is to validate the level of independence gained in areas of patient care, documentation, communication, and professionalism as a physical therapist assistant student. The student will work towards independence in all aspects of the scope of physical therapy practice and will achieve entry-level clinical competency upon completion in preparation for the National Physical Therapist Assistant board examination. This clinical education experience allows the student to refine professional interactions and have a basic understanding of departmental administrative mechanisms and expectations. Upon completion of the clinical education experience within the clinical setting, the student will return to laboratory activities to demonstrate competent safe care of patients throughout the continuum of care. Upon completion of the course, the student will be prepared to work under the direction and supervision of a physical therapist in the delivery of rehabilitative care.

PTA 275 - Physical Therapist Assistant Preparatory (3)

This course prepares students for the National Physical Therapy Exam for the Physical Therapist Assistant through analysis of information taught during their didactic, laboratory and clinical coursework as well as facilitating proper study, review and examination taking techniques. Valuable career and professional development strategies are also discussed.

Prerequisite: PTA253.

RAD – Radiography**RAD 100 - Fundamentals of Radiologic Sciences and Healthcare (1)**

This course will provide an overview of the foundations in Radiography and the practitioner's role in the health care delivery system. Students will have a more comprehensive understanding of medical terminology, abbreviations, and symbols and learn principles, practices, and policies of the healthcare organization and the professional responsibilities of the Radiographer. Upon successful course completion students will be able to provide a brief synopsis of the foundations of Radiography and differentiate between various types of health care organizations.

Prerequisite: Program Admission.

Corequisite: MED104.

RAD 105 - Patient Care and Ethics in Radiologic Sciences (2)

This course will present basic patient care and medical terminology related to the Radiography profession. Students will learn: ethics and moral behavior; legal and professional responsibilities; patient consent; patient education, safety, and comfort; prevention and control of infection; patient monitoring; communication and assessment; proper body mechanics for patient transfer; universal precautions and isolation procedures; medical emergency and monitoring equipment; contrast media administration; contraindications, complications, imaging orders, requests, and reports; and Radiographer's response. Upon successful course completion, students will be able to apply basic patient care techniques and medical ethics in a clinical setting as an entry level student.

Prerequisite: RAD100.

Corequisite: RAD110.

RAD 110 - Introduction to Radiographic Positioning & Technique (1)

This course will introduce basic terminology related to radiographic positioning and technique. Students will learn placement of a patient's body parts to obtain a radiographic image. Basic concepts of x-ray technique formation, x-ray equipment handling and an introduction to DR/CR systems will be practiced. Basic positioning for a routine chest procedure will be introduced. Upon successful course completion students will be able to apply basic practices required to perform radiographic procedures.

Prerequisite: RAD100.

Corequisite: RAD105.

RAD 115 - Radiographic Procedures 1 (2)

This course will cover positioning for x-ray examinations in specific imaging procedures. Students will learn patient preparation, equipment capabilities, patient terminology, patient instruction, technique and positioning variations, for adaptations of patient's condition and body habitus. Upon completion of the course, the student will be able to perform these imaging procedures (including the positioning, technical factors, anatomy, physiology, and basic pathology): chest and abdomen, hand and wrist, forearm and elbow, humerus, shoulder and scapula, clavicle and A.C. joints, toes and feet, os calcis and ankle, tibia and fibula, knee and patella, femur, and pelvis.

Prerequisite: RAD110.

Corequisite: RAD120.

RAD 120 - Introduction to Radiography Clinical Practice (1)

This is the introductory course preceding the twelve clinical education courses where students will be scheduled at clinical sites. Students will learn basic hospital and radiology department protocols, including privacy and confidentiality, and regulatory standards. Basic radiation protection standards will be introduced for preparation of the principles to be applied in clinical education courses. Upon completion of this course, students will be able to enter the clinical environment and be knowledgeable of the rules and regulations to provide optimum patient care.

Prerequisite: Program Admission.

RAD 125 - Radiographic Procedures 2 (2)

This course will cover positioning for x-ray examinations in specific imaging procedures. Students will learn patient preparation, equipment capabilities, patient terminology, patient instruction, technique and positioning variations, for adaptations of patient's condition and body habitus. Upon successful course completion, students will learn these specific imaging procedures: C-Spine, T-Spine, L-Spine, Sacrum & Coccyx, Bony Thorax, Cranium, Facial Bones, Paranasal Sinus and be able to: (1) Position another student in all of the radiographic procedures instructed this term, (2) Identify radiographic anatomy on a finished image, (3) Identify sectional anatomy on an image.

Prerequisite: RAD110.

Corequisite: RAD132.

RAD 132 - Radiography Clinical Education 1 (1.5)

This course is designed for sequential development, application, critical analysis, integration, synthesis and evaluation of concepts and theories in the performance of radiographic procedures. This course requires students to begin performing the mandatory and elective clinical competency exams required by the American Registry of Radiologic Technologist (ARRT). Students will learn how to employ radiographic procedures and patient care skills in the clinical setting. Students will comply with the overall clinical objectives applicable this term. Upon successful completion students will demonstrate competency in a required number of radiographic exams.

Prerequisite: RAD120.

Corequisite: RAD125.

RAD 135 - Radiographic Procedures 3 (2)

This course will cover positioning for x-ray examinations in specific imaging procedures. Students will learn patient preparation, equipment capabilities, patient terminology, patient instruction, technique and positioning variations, for adaptations of patient's condition and body habitus. Upon successful course completion, students will learn these specific imaging procedures: Bony Thorax, Sternum & Ribs, Biliary Tract, Gastrointestinal System, Lower Gastrointestinal System, Urinary System, Trauma Radiography, Mobile & Surgical Radiography, Special Procedures and be able to: (1) Position another student in all of the radiographic procedures instructed this term, (2) Identify radiographic anatomy on a finished radiograph, (3) Identify sectional anatomy on an image.

Prerequisite: RAD125.

Corequisite: RAD142.

RAD 142 - Radiography Clinical Education 2 (1.5)

This course is designed for sequential development, application, critical analysis, integration, synthesis and evaluation of concepts and theories in the performance of radiographic procedures. This course requires students to begin performing the mandatory and elective clinical competency exams required by the American Registry of Radiologic Technologist (ARRT). Students will learn how to employ radiographic procedures and patient care skills in the clinical setting. Students will comply with the overall clinical objectives applicable this term. Upon successful completion students will demonstrate competency in a required number of radiographic exams.

Prerequisite: RAD132.

Corequisite: RAD135.

RAD 147 - Radiographic Imaging I (2)

This course will cover the primary and secondary technical exposure factors that govern the acquisition and production of a radiographic image. An emphasis is placed on image quality factors, and the components of digital imaging systems. Students will learn the principles of technique selection and usage of imaging accessories that are used to produce quality diagnostic images. The basis of image evaluation and steps needed for improvement of suboptimal images are included in the course. Upon successful course completion students will be able to produce quality diagnostic images using the concepts of scatter control, image receptor systems, beam limitation devices, AEC, minimum imaging standards and discussion of problem-solving techniques for image evaluation. Topics will also include receptor exposure, contrast, resolution, and distortion.

Prerequisite: RAD110.

Corequisite: RAD152.

RAD 152 - Radiography Clinical Education 3 (1.5)

This course is designed for sequential development, application, critical analysis, integration, synthesis and evaluation of concepts and theories in the performance of radiographic procedures. This course requires students to begin performing the mandatory and elective clinical competency exams required by the American Registry of Radiologic Technologist (ARRT). Students will learn how to employ radiographic procedures and patient care skills in the clinical setting. Students will comply with the overall clinical objectives applicable this term. Upon successful completion students will demonstrate competency in a required number of radiographic exams.

Prerequisite: RAD142.

Corequisite: RAD147.

RAD 156 - Radiation Production, Characteristics & Imaging Equipment (3)

This course will cover the basics of radiography related physics and imaging equipment. Students will learn physics concepts, principles of radiation production, equipment operation, and atomic interactions. Topics also include electromagnetic radiation, electricity, magnetism, electromagnetism, radiation generators/circuitry, the basis of the x-ray imaging system and x-ray production. Upon successful course completion students will be able to explain the conditions necessary for the production of x-rays, x-ray circuitry, the x-ray tube, and x-ray and matter interactions.

Prerequisite: RAD147.

Corequisite: RAD162.

RAD 162 - Radiography Clinical Education 4 (1.5)

This course is designed for sequential development, application, critical analysis, integration, synthesis and evaluation of concepts and theories in the performance of radiographic procedures. This course requires students to begin performing the mandatory and elective clinical competency exams required by the American Registry of Radiologic Technologist (ARRT). Students will learn how to employ radiographic procedures and patient care skills in the clinical setting. Students will comply with the overall clinical objectives applicable this term. Upon successful completion students will demonstrate competency in a required number of radiographic exams.

Prerequisite: RAD152.

Corequisite: RAD156.

RAD 165 - Radiological Pharmacology & Drug Administration (1)

This course will provide basic concepts of pharmacology, venipuncture, and administration of diagnostic contrast agents and intravenous medications. Students will learn basic concepts of pharmacology, contrast media, and review of venipuncture techniques. Upon successful course completion, students will be able to apply appropriate delivery of patient care related to pharmacology during procedures.

Prerequisite: RAD105.

Corequisite: RAD172.

RAD 172 - Radiography Clinical Education 5 (1.5)

This course is designed for sequential development, application, critical analysis, integration, synthesis and evaluation of concepts and theories in the performance of radiographic procedures. This course requires students to begin performing the mandatory and elective clinical competency exams required by the American Registry of Radiologic Technologist (ARRT). Students will learn how to employ radiographic procedures and patient care skills in the clinical setting. Students will comply with the overall clinical objectives applicable this term. Upon successful completion students will demonstrate competency in a required number of radiographic exams.

Prerequisite: RAD162.

Corequisite: RAD165.

RAD 177 - Radiographic Imaging 2 (1)

This course will provide a basis for analyzing radiographic images for optimal standards, with an emphasis on factors that affect radiographic image quality. Included are the importance of optimal imaging standards, discussion of problem-solving techniques for image evaluation, pre-processing, and factors that can affect image quality. Students will evaluate and analyze images in DR/CR. Fluoroscopic equipment and image acquisition are covered. Quality Assurance (QA) and Quality Control (QC) are presented. Upon successful course completion students will be able to properly evaluate images, comprehend fluoroscopy, and define QA and QC, demonstrate the principles of technique selection, use imaging accessories to produce quality images, and be able to discuss the methods of evaluating radiographic systems to assure consistency in the production of quality images.

Prerequisite: RAD147.

Corequisite: RAD182.

RAD 182 - Radiography Clinical Education 6 (1.5)

This course is designed for sequential development, application, critical analysis, integration, synthesis and evaluation of concepts and theories in the performance of radiographic procedures. This course requires students to begin performing the mandatory and elective clinical competency exams required by the American Registry of Radiologic Technologist (ARRT). Students will learn how to employ radiographic procedures and patient care skills in the clinical setting. Students will comply with the overall clinical objectives applicable this term. Upon successful completion students will demonstrate competency in a required number of radiographic exams.

Prerequisite: RAD172.

Corequisite: RAD177.

RAD 202 - Radiography Clinical Education 7 (2.5)

This course is designed for sequential development, application, critical analysis, integration, synthesis and evaluation of concepts and theories in the performance of radiographic procedures. This course requires students to begin performing the mandatory and elective clinical competency exams required by the American Registry of Radiologic Technologist (ARRT). Students will learn how to employ radiographic procedures and patient care skills in the clinical setting. Students will comply with the overall clinical objectives applicable this term. Upon successful completion students will demonstrate competency in a required number of radiographic exams.

Prerequisite: RAD182.

Corequisite: RAD205.

RAD 205 - Radiographer Research & Review (1)

This course will prepare students to research a radiography related topic and assess their knowledge of American Registry of Radiologic Technologists® (ARRT) related content. Students will learn proper research techniques and effective written communication. Students will self-evaluate their overall radiology knowledge. Upon successful course completion students will be able to write a research paper related to radiography. Students will have the skill sets to improve exam preparation.

Prerequisite: RAD177.

Corequisite: RAD202.

RAD 212 - Radiography Clinical Education 8 (2.5)

This course is designed for sequential development, application, critical analysis, integration, synthesis and evaluation of concepts and theories in the performance of radiographic procedures. This course requires students to begin performing the mandatory and elective clinical competency exams required by the American Registry of Radiologic Technologist (ARRT). Students will learn how to employ radiographic procedures and patient care skills in the clinical setting. Students will comply with the overall clinical objectives applicable this term. Upon successful completion students will demonstrate competency in a required number of radiographic exams.

Prerequisite: RAD202.

Corequisite: RAD217.

RAD 217 - Radiographic Imaging 3 (1)

This course will further explore radiographic computer applications and equipment, continuing a comprehensive understanding of the components, principles, and operation of digital imaging systems found in diagnostic radiology. Students will learn networking, basic computer principals, factors that impact image acquisition, display, archiving and retrieval to include a study of the design and function of Digital Radiography (DR), digital imaging workstations, post-processing, and Picture Archiving and Communications Systems (PACS). The elements of a quality improvement program, and various aspects of preventative and corrective maintenance related to quality assurance of the components of the radiographic imaging system will also be covered. Upon successful course completion students will have a better understanding of digital imaging in order to provide both optimal imaging and patient care.

Prerequisite: RAD177.

Corequisite: RAD212.

RAD 222 - Radiography Clinical Education 9 (2.5)

This course is designed for sequential development, application, critical analysis, integration, synthesis and evaluation of concepts and theories in the performance of radiographic procedures. This course requires students to begin performing the mandatory and elective clinical competency exams required by the American Registry of Radiologic Technologist (ARRT). Students will learn how to employ radiographic procedures and patient care skills in the clinical setting. Students will comply with the overall clinical objectives applicable this term. Upon successful completion students will demonstrate competency in a required number of radiographic exams.

Prerequisite: RAD212.

Corequisite: RAD225.

RAD 225 - Radiographic Pathology (2)

This course emphasizes the major radiographic manifestations of medical and surgical diseases. Students will learn to identify signs and symptoms in a patient and pathologies on radiographs. Upon successful course completion students will be able to identify patient conditions that require imaging adjustments, including these basic pathology principles: classification and causes of diseases; injury, inflammation and repair; and pathologies of the various body systems.

Prerequisite: RAD135.

Corequisite: RAD222.

RAD 232 - Radiography Clinical Education 10 (2.5)

This course is designed for sequential development, application, critical analysis, integration, synthesis and evaluation of concepts and theories in the performance of radiographic procedures. This course requires students to begin performing the mandatory and elective clinical competency exams required by the American Registry of Radiologic Technologist (ARRT). Students will learn how to employ radiographic procedures and patient care skills in the clinical setting. Students will comply with the overall clinical objectives applicable this term. Upon successful completion students will demonstrate competency in a required number of radiographic exams.

Prerequisite: RAD222.

Corequisite: RAD235.

RAD 235 - Radiation Biology & Protection (2)

This course will introduce patient and personnel protection, as well as radiation exposure and monitoring. Students will learn the biologic effects of radiation, minimizing exposure, regulatory agencies, and general guidelines. Units of measurement, dosages, and dosimeters will be discussed. Upon successful course completion students will be able to understand the effects of ionizing radiation on human cells in terms of radio-sensitivity and radio-resistance.

Prerequisite: RAD225.

Corequisite: RAD232.

RAD 242 - Radiography Clinical Education 11 (2.5)

This course is designed for sequential development, application, critical analysis, integration, synthesis and evaluation of concepts and theories in the performance of radiographic procedures. This course requires students to begin performing the mandatory and elective clinical competency exams required by the American Registry of Radiologic Technologist (ARRT). Students will learn how to employ radiographic procedures and patient care skills in the clinical setting. Students will comply with the overall clinical objectives applicable this term. Upon successful completion students will demonstrate competency in a required number of radiographic exams.

Prerequisite: RAD232.

Corequisite: RAD245.

RAD 245 - Radiologic Advanced Imaging Modalities (2)

This course offers a brief overview of other advanced imaging modalities. Students will learn equipment, dose differences, types of radiation, patient preparations, indications and contraindications. Upon successful course completion student will be able to differentiate between the various advanced imaging modalities.

Prerequisite: RAD217.

Corequisite: RAD242.

RAD 252 - Radiography Clinical Education 12 (2.5)

This course is designed for sequential development, application, critical analysis, integration, synthesis and evaluation of concepts and theories in the performance of radiographic procedures. This course requires students to begin performing the mandatory and elective clinical competency exams required by the American Registry of Radiologic Technologist (ARRT). Students will learn how to employ radiographic procedures and patient care skills in the clinical setting. Students will comply with the overall clinical objectives applicable this term. Upon successful completion students will demonstrate competency in a required number of radiographic exams.

Prerequisite: RAD242.

Corequisite: RAD255.

RAD 255 - Radiography A.R.R.T. Exam Preparation (2)

This course prepares students for the national certification examination in Radiography, which is given by the American Registry of Radiologic Technologists® (ARRT), to graduates of a Joint Review Committee on Education in Radiologic Technology and/or regionally accredited programs in Radiography. Students will master content for the four categories specific to the national certification exam and will learn their overall knowledge in radiology. Upon successful course completion, students will be prepared to take the ARRT Radiography certification exam.

Prerequisite: RAD245.

Corequisite: RAD252.

RAD 300 - Radiology /Healthcare Administration (3)

This course offers a view of the complex relationships between healthcare payers, institutions, and customers within the state, nation, and foreign countries from economic and financial perspectives. Students will learn the principles of healthcare administration, to include the radiology department, within the continuum of care. Upon successful course completion, students will be able to apply skills and knowledge from the coursework to present a complex business proposal for a healthcare unit incorporating all aspects of a financial plan and its applicability to the community.

Prerequisite: Program Admission.

RAD 310 - Radiology Administration Law and Ethics (3)

This course offers an overview of ethical issues that face the radiology administrator in today's ever-changing world of healthcare. Students will learn areas of broad ethical concern, as well as means of relating to others in the healthcare field, community members, families, and patients. Upon successful course completion, students will be able to discriminate between personal and professional ethical decisions.

Prerequisite: RAD300.

RAD 330 - Sectional Anatomy (4)

This course offers a way for radiographers to recognize and identify anatomical structures in cross sectional images such as those seen in CT and MRI. Students will learn anatomical structures in relationship to other regions of interest. Upon successful course completion, students will be able to differentiate between various anatomical structures in axial, sagittal, and coronal planes, as well as be able to describe the structures' anatomical function in relationship to neighboring regions of interest.

Prerequisite: Program Admission.

RAD 360 - Specialized Imaging Modalities (3)

This course offers in-depth presentations of one selected specialized imaging radiology-related modality from the American Society of Radiologic Technology's (ASRT) learning modules. Students will learn concepts, anatomy, equipment, clinical applications, and the role of the technologist with other team members. Upon successful course completion, students will fulfill the educational requirement in an advanced modality to sit for the American Registry of Radiologic Technology's (ARRT) credentialing exam.

Prerequisite: RAD330.

RAD 370 - Advanced Patient Assessments (3)

This course provides a foundation in physical assessment skills for the experienced radiologic technologist. Students will learn concepts of patient education, assessment, communication, pre-procedural and post-procedural care, and proper charting and documentation. Technologists' responsibilities and intervention in cases of critical patient care will also be covered. A unit on pharmacology will focus on drugs and their applications in medical imaging. Upon successful course completion, students will be able to apply techniques in the care of patients undergoing radiology procedures.

Prerequisite: RAD360.

RAD 380 - Pathophysiology (4)

This course focuses on the characteristics and manifestations of diseases caused by alterations or injury to the structure and function of the body. Students will learn common disease conditions and image correlation with the underlying pathology. Upon successful course completion, students will use clinical reasoning skills to communicate pathophysiological findings with the healthcare team.

Prerequisite: RAD370.

RAD 400 - The Effective Radiology Supervisor (3)

This course will focus on what an effective radiology supervisor/manager needs to be successful in the radiology department. Students will learn leadership and team building, quality management, patient information management and other topics vital to the supervisory role. Upon successful course completion, students will be able to confidently assume a supervisory role in radiology as it relates to the setting, employees, tasks, and themselves.

Prerequisite: RAD380.

RAD 420 - Healthcare Delivery Systems (3)

This course will focus on the structure, operations, and outcomes associated with the United States' healthcare system and radiology's role within that system. Students will learn how to assess a healthcare entity's payer mix and expenditures in relation to the cost of services; identify key benchmarks in the development of the healthcare system; locate and read sources of research and monitoring of the healthcare system; and, evaluate the impact of existing legislation on the healthcare system. Upon successful course completion, students will be able to analyze the U.S. health care system, understand policy formation and implementation, and access sources of research and monitoring in healthcare delivery.

Prerequisite: RAD400.

RAD 480 - Professional Capstone (3)

This course allows students to work collaboratively with faculty to develop a portfolio of evidence and reflect on the knowledge they have acquired in the BSRS program. The student will learn research techniques which will be used to write an exploratory paper on a radiology-related topic. They will also learn how to assemble and organize assignments compiled over the course of the program to create a comprehensive portfolio along with a career plan and statements of how the program objectives were met. Upon successful course completion, students will demonstrate mastery of the BSRS program outcomes via the submitted portfolio on the last day of class.

Prerequisite: RAD400.

SOC – Sociology**SOC 100 - Introduction to Sociology (3)**

This course introduces the general theories and methods used by sociologists in their work and considers the role of social structure in shaping human behavior. This course also examines the impact of social forces on individuals and groups, and delves into issues of race, class, and gender. Upon successful completion of this course, students will be able to demonstrate and recognize the awareness of the complex relationship that gender, ethnicity, and class bring to a discussion of human behavior, culture, or society as well as the importance of cultural history in personal development and relationships with others.

Prerequisite: ENG110.

SUR - Surgical Technology**SUR 101 - Surgical Theory I (3)**

This course provides general introductory information for the surgical technology student. The student will learn the history and development of surgery, healthcare facilities organization and accreditation, physical environment and safety, biomedical science, surgical technologist and other team members job descriptions, medical/legal aspects of surgery including informed consent, risk management, patient's Bill of Rights, the surgical patient and treatment of "special populations" of patients, professional management, communication skills and teamwork, microbiology related to the perioperative environment. Upon successful course completion, students will learn the field of surgical technology and how it relates to the perioperative setting.

Prerequisite: None.

SUR 102 - Surgical Theory II (3)

This course introduces the student to the basic principles of aseptic and sterile technique. The students will learn methods of disinfection and sterilization, hand hygiene and surgical scrub, gowning and gloving, technological sciences, pre and post-operative patient care, urinary catheterization, hemostasis, pharmacology and anesthesia, disaster preparedness and response. Upon successful course completion, students will be able to discuss the principles of asepsis, the surgical environment, and the various roles during an all-hazard event. The student will learn the basic principles and reasons for aseptic technique.

Prerequisite: SUR101.

SUR 120 - Surgical Procedures I (4)

This course introduces the student to skills including creation and maintenance of the sterile field, sterile and non-sterile equipment and supplies, and surgical counts. The students should be able to name and identify instruments, equipment and supplies used in the operative setting. The student will learn concepts related to wound healing and the devices and methods of wound closure, pre/intra/post-operative routines, patient skin prep, positioning and draping and urethral catheterization. Upon successful course completion, students will be able to explain different instrumentation, equipment, supplies and wound healing devices used in the operating room.

Prerequisite: SUR102.

SUR 121 - Surgical Procedures II (4)

This course is the logical continuation of Surgical Procedures I and will focus on the general, obstetric and gynecologic, genitourinary, ophthalmic, and laparoscopic procedures. The student will learn to identify the names and uses of instruments, supplies and drugs of each specialty; describe the pathology and related terminology of each system or organ that prompts surgical intervention, discuss preoperative diagnostic procedures related surgical procedures. Upon successful course completion, students will be able to apply their perioperative knowledge in a lab setting for General, Ob/GYN, GU and Ophthalmic procedures.

Prerequisite: SUR120.

SUR 122 - Surgical Procedures III (4)

This course is the logical continuation of Surgical Procedures II and will focus on the otorhinolaryngologic surgery, oral and maxillofacial surgery, plastic and reconstructive surgery, and neurosurgery procedures. The student will learn the names and uses of instruments, supplies and drugs of each specialty; describe the pathology and related terminology of each system or organ that prompts surgical intervention, discuss preoperative diagnostic procedures related surgical procedures. Upon successful course completion, students will be able to apply their perioperative knowledge in a lab setting for ENT, oral and maxillofacial surgery, plastic and reconstructive surgery, and neurosurgery procedures.

Prerequisite: SUR121.

SUR 123 - Surgical Procedures IV (4)

This course is the logical continuation of Surgical Procedures II and will focus on the orthopedic surgery, cardiothoracic surgery, and peripheral vascular surgery. The student will learn to identify the names and uses of instruments, supplies and drugs of each specialty; describe the pathology and related terminology of each system or organ that prompts surgical intervention, discuss preoperative diagnostic procedures related surgical procedures. Upon successful course completion, students will be able to apply their perioperative knowledge in a lab setting orthopedic surgery, cardiothoracic surgery, and peripheral vascular surgery.

Prerequisite: SUR122.

SUR 270 - Surgical Technology Practicum I (3)

This course introduces the student to the hospital operating room and support services, including basic scrub responsibilities and techniques and sterile procedures. The student will learn in the field under the supervision of a qualified medical professional. Upon successful course completion, students will be able to apply the knowledge and skills of beginning level cases in the surgical arena.

Prerequisite: None.

SUR 270S - Practicum Seminar (1)

This course is taken in conjunction with SUR270. Students will learn and collaborate to share perioperative care experiences while in a clinical setting. Upon successful course completion students will be able to apply to their practice in Surgical Technology.

Prerequisite: SUR123.

SUR 271 - Surgical Technology Practicum II (3)

This course introduces the student to the hospital operating room and support services, including basic scrub responsibilities and techniques and sterile procedures. The student will learn under the supervision of a qualified medical professional. Upon successful course completion, students will be able to apply the knowledge and skills of intermediate level cases in the surgical arena.

Prerequisite: SUR270.

SUR 271S - Practicum Seminar (1)

This course is taken in conjunction with SUR271. Students will learn and collaborate to share perioperative care experiences while in a clinical setting. Upon successful course completion, students will be able to apply to their practice in Surgical Technology.

Prerequisite: SUR270.

SUR 272 - Surgical Technology Practicum III (4)

This course introduces the student to the hospital operating room and support services, including basic scrub responsibilities and techniques and sterile procedures. The student will learn in the field under the supervision of a qualified medical professional. Upon successful course completion, students will be able to apply the knowledge and skills of advanced level cases in the surgical arena.

Prerequisite: SUR271.

SUR 272S - Practicum Seminar (1)

This course is taken in conjunction with SUR272. Students will learn and collaborate to share perioperative care and experiences while in a clinical setting. Upon completion of this course, students will be able to apply to their practice in Surgical Technology.

Prerequisite: SUR 271.

SUR 285 - National Certifying Examination Prep (4)

This course provides the student with an overview of the entire Surgical Technology curriculum and prepares the student for the National Certifying Examination. The course will include learn test taking strategies. Students will work in the lab to review and enforce technical skills that will be used in the field. Upon completion of the course, students should be able to pass the National Certifying Exam.

Prerequisite: Completion of all surgical technology classes with the exception of externship.

QUARTER CREDIT Programs**QUARTER CREDIT (Florida) Course Descriptions****Explanation of Course Numbering System**

The course numbering system is a classification system based on course content and level of degree program. A course is identified by a prefix and level code.

- Prefix – An abbreviation is used to identify the program or content area. For example: NUR represents undergraduate nursing.
- Level – A number follows the prefix.

300 AND 400 Level Courses

The Bachelor of Science in Nursing program uses 300 and 400 level numbers. Lower-division courses in the bachelor degree programs are given a 300 level number. Courses in the upper division of the bachelor degree programs that may have a prerequisite requirement are given a 400 level number.

MTH – Mathematics**MTH 552 - Healthcare Statistics (4.5 Quarter Credit Hours)**

This course provides the basic knowledge required for the analysis, presentation and application of data relevant to nursing and healthcare issues. Fundamental to these skills, students will study descriptive and inferential statistics, sample and data preparation, probability and hypothesis testing, levels of data, measure of central tendencies, t-tests, correlations, and ANOVA, chi square, and regression analysis. Upon successful completion of this course, students will be able to apply statistical knowledge in evidence-based nursing practice.

Prerequisite: Undergraduate statistics.

NUR – Nursing**NUR 311 - Pathophysiology (4 Quarter Credit Hours)**

This course provides a basic understanding of pathophysiology as it pertains to human illness within a wellness-illness continuum. Critical thinking processes are emphasized as a basis of analysis of a client's presenting symptoms in reference to his/her state of health and/or illness.

Prerequisite: Program prerequisites.

NUR 312 - Pharmacology (4 Quarter Credit Hours)

The basic principles and categories of pharmaco-therapeutic agents are introduced, organized by major pharmacological classifications. Clients are viewed holistically, with an emphasis on the education of both the client and the family in their use of pharmaco-therapeutic agents. Pharmacological principles, therapeutic effects, interactions, and side effects are examined, with a focus on assessment and evaluation of client outcomes.

Prerequisite: Program prerequisites.

NUR 313 - Essentials of Nursing Practice (5 Quarter Credit Hours)

This course provides the theoretical foundation for the beginning practice of nursing, emphasizing the theory and practice of essential psychomotor nursing skills and utilizing the nursing process as a basis of decision-making. The course introduces the student to the nursing profession, including its evolution, philosophy and contribution to the health care team within a legal-ethical framework. Topical areas include critical thinking, application of the nursing process, documentation, delivery of culturally sensitive care, asepsis, safety, diagnostic testing, mobility, skin integrity, sensory alterations, elimination, oxygenation and fluid, electrolyte and acid-base balance.

Prerequisite: Program prerequisites.

NUR 315 - Health Assessment Across the Lifespan (5 Quarter Credit Hours)

Through a systems approach, the beginning level nursing student is introduced to theoretical and practical foundations to providing a holistic physical assessment for the child, adult and geriatric client. Information is presented within the continuum ranging from normal and expected findings to those that are abnormal and pathological. Students will have the opportunity to practice their assessment skills within a laboratory setting, applying therapeutic communication techniques.

Prerequisite: Program prerequisites.

NUR 316 - Essentials of Nursing Practice Clinical (3 Quarter Credit Hours)

This clinical course provides the student with practice and clinical application of nursing skill fundamentals. The emphasis is on skill attainment through mastery of beginning competency. Students must satisfactorily perform all assigned skills to successfully complete the course.

Prerequisite: Program prerequisites.

NUR 322 - Nursing Care of the Adult Clinical (4 Quarter Credit Hours)

The clinical course provides the student with diverse clinical experiences in the care of the medical-surgical client experiencing complex alterations in health status within a multi-cultural environment. Emphasis is placed on utilizing critical inquiry to assist in clinical decision-making.

Prerequisite: NUR311, NUR312, NUR313, NUR315, NUR316.

NUR 326 - Nursing Care of the Adult (6 Quarter Credit Hours)

This course provides the theoretical foundation of medical-surgical nursing care to the adult population. The application of the nursing process is applied to diverse client scenarios experiencing complex alterations in health status within the context of current research findings and in the provision of holistic care to the client and their family.

Prerequisite: NUR311, NUR312, NUR313, NUR315, NUR316.

NUR 328 - Public Health Nursing (3 Quarter Credit Hours)

This course provides the theoretical foundation for the study of public health nursing. The client is viewed as the individual, the family and the community within a social framework, with the goal of optimizing his or her functioning. Historical, socioeconomic, environmental, political, and cultural indicators of the health of a community are explored. The application of the nursing process is applied to diverse client scenarios with the emphasis on growth and development, health promotion and the provision of holistic care to the client and their family.

Prerequisite: NUR311, NUR312, NUR313, NUR315, NUR316.

NUR 329 - Public Health Nursing Clinical (1 Quarter Credit Hour)

This clinical course provides the student with diverse clinical experiences in the care of the public health client experiencing complex alterations in health status within a multi-cultural environment. Community assessment is a focus, with the goal being the improvement of health for its members. Emphasis is placed on utilizing critical inquiry to assist in clinical decision-making.

Prerequisite: NUR311, NUR312, NUR313, NUR315, NUR316.

NUR 332 - Topics in Professional Nursing (3 Quarter Credit Hours)

This course covers topics significant to the profession of nursing. Application of nutritional concepts, genetics, genomics, informatics and health promotion are discussed. Health policy and the financial aspects of health care delivery systems are reviewed, with outcomes of care examined in relation to quality and safety.

Prerequisite: NUR311, NUR312, NUR313, NUR315, NUR316.

NUR 333 - Pharmacologic Applications (2 Quarter Credit Hours)

This course focuses on the clinical application of pharmacology and builds upon the previous learning in the curriculum. The emphasis is on drugs commonly used for the treatment of chronic and acute illnesses and the application of the principles of pharmacodynamics and pharmacokinetics. Case studies will be analyzed to explore therapeutic dosage patterns, adverse effects, drug interactions, precautions, contraindications, drug effect monitoring, therapeutic evaluation, patient teaching, and the use of drugs in special populations such as children and the elderly.

Prerequisite: NUR311, NUR312, NUR313, NUR315, NUR316.

NUR 433 - Nursing Care of Women and Children Clinical (3 Quarter Credit Hours)

The clinical course provides the student with diverse clinical experiences in the care of the childbearing and pediatric client and their families experiencing complex alterations in health status within a multi-cultural environment. Emphasis is placed on utilizing critical inquiry to assist in clinical decision-making.

Prerequisite: NUR311, NUR312, NUR313, NUR315, NUR316, NUR322, NUR326, NUR328, NUR329, NUR332, NUR333.

NUR 436 - Mental Health Nursing Clinical (2 Quarter Credit Hours)

This clinical course provides the student with diverse clinical experiences in the care of the mental health client experiencing complex alterations in health status, with the goal being the improvement of health for its members. Emphasis is placed on utilizing critical inquiry to assist in clinical decision-making.

Prerequisite: NUR311, NUR312, NUR313, NUR315, NUR316, NUR322, NUR326, NUR328, NUR329, NUR332, NUR333.

NUR 437 - Nursing Research (3 Quarter Credit Hours)

This course covers the essential principles of nursing research theory and methodology. Emphasis is on developing critical skills in critiquing nursing research and its application to practice, focusing on evidence-based outcomes.

Prerequisite: NUR311, NUR312, NUR313, NUR315, NUR316, NUR322, NUR326, NUR328, NUR329, NUR332, NUR333.

NUR 438 - Nursing Care of Women and Children (5 Quarter Credit Hours)

This course provides the theoretical foundation for the nursing care of women, infants and children. The application of the nursing process is applied to diverse client scenarios with the emphasis on growth and development, health promotion and the provision of holistic care to the client and their family.

Prerequisite: NUR311, NUR312, NUR313, NUR315, NUR316, NUR322, NUR326, NUR328, NUR329, NUR332, NUR333.

NUR 439 - Mental Health Nursing (4 Quarter Credit Hours)

This course provides the theoretical foundation for the study of mental health nursing. The client is viewed as the individual, the family and the community within a social framework, with the goal of optimizing his or her functioning. Historical, socioeconomic, environmental, political, and cultural indicators of the health of a community are explored. The application of the nursing process is applied to diverse client scenarios with the emphasis on the provision of holistic care to the client and their family.

Prerequisite: NUR311, NUR312, NUR313, NUR315, NUR316, NUR322, NUR326, NUR328, NUR329, NUR332, NUR333.

NUR 445 - Professional Leadership (4 Quarter Credit Hours)

This course links leadership and management theories to functions within nursing practice in a health care environment. The role of the nurse leader is examined within the framework of historical, economic, social, political and cultural factors. An understanding of political and organizational structures, financial management, healthcare environments, and healthcare workforce management are emphasized.

Prerequisite: NUR311, NUR312, NUR313, NUR315, NUR316, NUR322, NUR326, NUR328, NUR329, NUR332, NUR333, NUR433, NUR436, NUR437, NUR438, NUR439.

NUR 446 - Nursing Care of the Older Adult (4 Quarter Credit Hours)

This course provides the theoretical foundation for the study of the issues related to nursing care of older adults, focusing on the health care of well older adults and those with chronic health problems. Health promotion and preventive care are examined, as well as the implications of chronic illness, palliative and end-of-life care.

Prerequisite: NUR311, NUR312, NUR313, NUR315, NUR316, NUR322, NUR326, NUR328, NUR329, NUR332, NUR333, NUR433, NUR436, NUR437, NUR438, NUR439.

NUR 447 - Nursing Care of the Older Adult Clinical (1 Quarter Credit Hour)

This clinical course provides the student with diverse clinical experiences in the care of the older adult client experiencing complex alterations in health status within a multi-cultural environment. Emphasis is placed on utilizing critical inquiry to assist in clinical decision-making.

Prerequisite: NUR311, NUR312, NUR313, NUR315, NUR316, NUR322, NUR326, NUR328, NUR329, NUR332, NUR333, NUR433, NUR436, NUR437, NUR438, NUR439.

NUR 448 - Transition to Practice (4 Quarter Credit Hours)

This clinical capstone course uses a preceptor model of learning professional nursing practice, with the opportunity to integrate and synthesize previous learning experiences, applying therapeutic nursing interventions and beginning leadership skills into practice. Emphasis is placed on the transition of the student to the professional nursing role as an interdisciplinary team member and potential employee in a selected clinical setting.

Prerequisite: NUR311, NUR312, NUR313, NUR315, NUR316, NUR322, NUR326, NUR328, NUR329, NUR332, NUR333, NUR433, NUR436, NUR437, NUR438, NUR439.

NUR 449 - Senior Seminar (4 Quarter Credit Hours)

Selected topics are reviewed including NCLEX preparation skills, role transition and current trends and issues within the health care environment. As one of the Senior Seminar course requirements, students must pass a comprehensive computerized examination provided by ATI, containing questions similar to those found on the National Council Licensure Examination for Registered Nurses (“NCLEX-RN”). Students who fail to achieve a passing score of 70 or greater on the exam, as graded by the testing service, will not pass the Senior Seminar course, and will not be eligible for graduation until they pass the Senior Seminar course. During the Senior Seminar course, students are given three (3) opportunities to achieve a passing score on the comprehensive computerized examination. Students who do not achieve a passing score on the ATI comprehensive computerized examination during the Senior Seminar course, will receive a failing grade for the course.

Prerequisite: NUR311, NUR312, NUR313, NUR315, NUR316, NUR322, NUR326, NUR328, NUR329, NUR332, NUR333, NUR433, NUR436, NUR437, NUR438, and NUR439.

NUR 460 - Clinical Applications Lab (1 Quarter Credit Hour)

This course emphasizes complex nursing skills and judgement relevant to the graduate nurse generalist. A focus is placed on organizational skills, leadership, priority-setting, and timely pertinent assessments when presented with a clinical situation in relation to: skills applicable to interdisciplinary care delivery, intravenous fluid and medication delivery, including calculations based on weight, and nursing management of urgent and emergent situations. This course utilizes simulation technology to place students in a clinical situation where they will utilize the above concepts and skills to assess, treat, and evaluate the client outcomes related to their interventions. Students will then arrive at conclusions that demonstrate synthesis of their knowledge of the above concepts and skills ultimately preparing them for the role of graduate nurse generalist.

Prerequisite: NUR311, NUR312, NUR313, NUR315, NUR316, NUR322, NUR326, NUR328, NUR329, NUR332, NUR333, NUR433, NUR436, NUR437, NUR438, NUR439.

NUR 507 - Advanced Health Assessments for Providers (4.5 Quarter Credit Hours)

This course provides the background for graduate nursing students to perform advanced health assessment skills utilizing a diagnostic process based on clinical reasoning, differential diagnosis, evidence-based practice, and symptom analysis for advanced practice providers. Students will engage in clinical evaluation of common problems presented by case study method. Upon successful completion of this course, students will complete a health history and perform a physical assessment.

Prerequisite: Completion of undergraduate health assessment course.

NUR 512 - Theoretical Foundations: A Multidisciplinary Approach (4.5 Quarter Credit Hours)

This course provides the knowledge and skills to perform a critical analysis of theories and acquire knowledge and skills necessary to utilize multidisciplinary models in advanced nursing practice. Student will explore systems theories, adult learning theories, theories associated with culture and diversity, bioethics, and the ecological model of social determinants of health. Upon successful completion of this course, students can apply theoretical models to nursing education or health systems leadership practice.

Prerequisite: None.

NUR 532 - Topics in Population Health (4.5 Quarter Credit Hours)

This course provides an understanding and application of basic epidemiological principles and methods to issues related to the health of populations. Topics include surveillance, environmental science, and population health analysis and program planning as well as global health issues, health disparities, illness prevention and health promotion and health behavior modification. Students will apply knowledge related to the concepts of public health practice and perform critical appraisal of relevant literature.

Prerequisite: None.

NUR 542 - Policy, Politics, and Advocacy in Healthcare (4.5 Quarter Credit Hours)

This course focuses on the exploration of social change theories and the role of technology as well as frameworks for community and political engagement, advocacy, and empowerment. Emphasis will be placed on the roles of key stakeholders who influence healthcare policy to include government, consumers, providers and payers. Students will examine general micro and macro issues, regulatory processes and quality control and policy making at various levels of government. Upon successful completion of this course, students will be able to participation policy, politics, and advocacy in healthcare settings.

Prerequisite: None.

NUR 562 - Nursing Research and Evidence-based Practice (4.5 Quarter Credit Hours)

This course provides the background for students to refine their skills and build their knowledge related to reading research, critiquing research, the research process and essential concepts related to nursing science development. Through the course, students will evaluate the quality and applicability of relevant research and discuss topics pertinent to nursing scholarship, ethics, and clinical outcomes. Upon successful completion of the course, students will be able to apply research concepts to proposals, critiques, and evidence-based practice guidelines in nursing.

Prerequisite: MTH552.

NUR 582 - Healthcare Technologies and Patient Safety (4.5 Quarter Credit Hours)

This course provides a focus on the use of technology in the healthcare environment and nursing education programs. Topics discussed in this course include computer science, computer and information science, an introduction to regulatory standards for electronic data and monitoring systems, legal and ethical applications for nursing informatics, administrative information systems, tele-health, consumer information and education, simulation, emerging technologies and the future of nursing informatics. Upon successful completion of this course, students will be able to apply technology to solve nursing practice problems.

Prerequisite: None.

NUR 603 - Advanced Pharmacology (4.5 Quarter Credit Hours)

This course will focus on advanced concepts in pharmacology in direct care roles in nursing education. Students will review basic principles of pharmacology with emphasis on safe administration, the major drug classes, patient education, and student/staff education. Upon completion of this course, students will be able to clinical reasoning in relation to pharmacology.

Prerequisite: completion of NUR605 or approval of Academic Advisor.

NUR 604 - Advanced Pathophysiology (4.5 Quarter Credit Hours)

This course provides the background for graduate students to discuss the complex nature of disease and abnormal physiological processes. Students will gain advanced understanding in diseases processes and analyze the underlying cause of various disorders. Topics in this course will include signs and symptomatology, underlying causes, risk factors, progression of disease and approaches to care. Upon successful completion of this course, students will be able to apply pathophysiology concepts to nursing practice and nursing education.

Prerequisite: None.

NUR 605 - Advanced Physical Assessment (4.5 Quarter Credit Hours)

This course provides the background for graduate students to perform advanced health assessment skills utilizing a diagnostic process based on clinical reasoning, differential diagnosis, evidenced-based practice, and symptom analysis for non-nurse practitioners. Students will engage in clinical evaluation of common problems presented by case study method. Upon successful completion of this course, students will complete a health history and perform a physical assessment.

Prerequisite: completion of NUR604, undergraduate Health Assessment course.

NUR 607 - Advanced Pharmacology for Prescribers (4.5 Quarter Credit Hours)

This course will focus on advanced concepts in pharmacology in direct care roles in nursing education. Students will review basic principles of pharmacology with emphasis on safe administration, the major drug classes, patient education, and student/staff education. Upon completion of this course, students will be able to clinical reasoning in relation to pharmacology.

Prerequisite: Completion of NUR507 or approval of Program Director.

NUR 617 - Advanced Procedures and Diagnostic Reasoning (1.5 Quarter Credit Hours)

This course will focus on advanced procedures and diagnostic reasoning commonly performed by nurse practitioners. Students will practice differential diagnosis as well as perform selected patient procedures. Upon successful course completion, students will expand diagnostic reasoning, formulate comprehensive differential diagnoses based on presenting symptoms and physical evaluation, and determine the need for advanced procedures in patient care.

Prerequisite: NUR607.

NUR 618 - Primary Care of Adults and Older Adults (4.5 Quarter Credit Hours)

This course will focus on introducing students to the primary care of adults and older adults within the context of their families. Student will examine human development, health promotion, and acute and chronic disease management. Upon successful course completion, students will demonstrate assessment and management of health states, application of diagnostic techniques, and creation of evidence-based treatment plans for health restoration in adults and older adults.

Prerequisite: NUR617.

NUR 618L - Primary Care: Adults and Older Adults Practicum I (1.5 Quarter Credit Hours)

This course will focus on the first practicum experience of family nurse practitioner students in the primary care setting with adults and older adults. Students will complete 60 hours of practicum experience with an approved preceptor. Upon successful course completion, students will demonstrate evidence-based nursing practice in the assessment and management of health states, application of diagnostic techniques and creation of treatment plans for health restoration in adults and older adults.

Prerequisite: NUR617.

NUR 619L - Primary Care Adults and Older Adults Practicum II (1.5 Quarter Credit Hours)

This course will focus on the second practicum experience of family nurse practitioner students in the primary care setting with adults and older adults. Students will complete 60 hours of practicum experience with an approved preceptor. Upon successful course completion, students will demonstrate evidence-based nursing practice in the assessment of health states, application of diagnostic reasoning, and creation of treatment plans for health restoration in adults and older adults.

Prerequisite: NUR618, NUR618L.

NUR 621L - Primary Care: Care of the Family Practicum (1.5 Quarter Credit Hours)

This practicum course will focus on the care of families and continued development and mastery of evidence-based advanced practice skills in a primary care setting across the lifespan. Students will complete 60 hours of practicum experience with an approved preceptor. Upon successful course completion, students will demonstrate evidence-based nursing practice in the assessment of health states, application of diagnostic reasoning, and creation of evidence-based treatment plans for health restoration in families.

Prerequisite: NUR618.

Corequisite: NUR627.

NUR 627 - Primary Care: Children and Adolescents (4.5 Quarter Credit Hours)

This course will focus on primary care diagnosis and management of patients from birth through adolescence. Students will examine growth and development, health maintenance, management of acute and chronic illnesses and the influence of family, culture, and social dynamics on health care. Upon successful course completion, students will demonstrate evidence-based nursing practice to improve, enhance, and optimize the health of pediatric and adolescent patients within the context of their families.

Prerequisite: NUR618.

Corequisite: NUR621L.

NUR 627L - Primary Care: Children and Adolescents Practicum I (1.5 Quarter Credit Hours)

This course will focus on the first practicum experience of family nurse practitioner students in primary care diagnosis and management of patients from birth through adolescence. Students will complete 60 hours of practicum experience with an approved preceptor. Upon successful course completion, students will demonstrate evidence-based nursing practice to improve, enhance, and optimize the health of pediatric and adolescent patients within the context of families.

Prerequisite: NUR627.

NUR 628L - Primary Care: Children and Adolescents Practicum II (1.5 Quarter Credit Hours)

This course will focus on the second practicum experience for family nurse practitioner students in primary care diagnosis and management of patients from birth through adolescence. Students will complete 60 hours of practicum experience with an approved preceptor. Upon successful course completion, students will demonstrate evidence-based nursing practice to improve, enhance, and optimize the health of pediatric and adolescent patients within the context of their families.

Prerequisite: NUR627L.

NUR 637 - Primary Care: Women and Families (4.5 Quarter Credit Hours)

This course will focus on primary care of the woman and her family in the contexts of fertility control, childbearing, and parenting. Students will examine the physical, psychological, and social variations in health behaviors, illness prevention, and personal safety. Upon successful course completion, students will demonstrate evidence-based practice in the primary care of the woman and her family including diagnosing abnormalities and developing comprehensive family-focused treatment plans.

Prerequisite: NUR627.

Corequisite: NUR637L.

NUR 637L - Primary Care: Women and Families Practicum I (1.5 Quarter Credit Hours)

This course will focus on the first practicum experience of family nurse practitioner students in primary care of the woman and her family in the contexts of fertility control, childbearing, and parenting. Students will complete 60 hours of practicum experience with an approved preceptor. Upon successful course completion, students will demonstrate evidence-based practice in assessment, patient management, diagnosis, and the development of comprehensive family-focused treatment plans.

Prerequisite: NUR627.

Corequisite: NUR637.

NUR638L - Primary Care: Women and Families Practicum II (1.5 Quarter Credit Hours)

This course will focus on the second practicum experience of family nurse practitioner students in primary care of the woman and her family in the contexts of fertility control, childbearing, and parenting. Students will complete 60 hours of practicum experience with an approved preceptor. Upon successful course completion, students will demonstrate evidence based practice in the assessment, management, diagnosis, and the development of comprehensive family-focused treatment plans.

Prerequisite: NUR637L.

NUR 651 - Curriculum Planning and Development (3 Quarter Credit Hours)

This course provides the graduate student background on curriculum and program design. Students will learn how to plan a nursing program and appreciate the art of curriculum development. Topics will include theories and concepts related to curriculum design and process, creation of functional objectives, problem identification, and resource allocation. Upon successful completion of this course, students will have experience planning a nursing curriculum.

Prerequisite: NUR603.

Corequisite: NUR651L.

NUR 651L - Nursing Education Practicum I (1.5 Quarter Credit Hours)

This practicum will provide application of knowledge. Students will work with a masters prepared preceptor that is a faculty member in a registered nursing program or a master prepared clinical educator to experience the role of the nurse educator related to curriculum planning and development. Student's experiences will be documented in a reflective journal. Practicum hours will be tracked and documented each term. At the end of this course, students will be able to perform in the role of a nurse educator.

Prerequisite: NUR603.

Corequisite: NUR651.

NUR 657 - Role Development and Clinical Leadership (3 Quarter Credit Hours)

This course will focus on the study of the many roles of the advanced practice registered nurse (APRN). Students will examine the advanced practice nurse as a leader and collaborator, analyze business practices, and quality initiatives. Upon successful course completion, students will be able to identify and explain multiple roles that advanced practice nurses can espouse as clinical leaders, and develop personal philosophies in advanced practice.

Prerequisite: NUR637.

NUR 661 - Teaching and Learning Strategies (4.5 Quarter Credit Hours)

This course will provide an in-depth study of teaching and learning strategies and effective instructional methods. In this course, students examine the instructional process from a theoretical and practical perspective. Topics will focus on effective use of learning theories and technologies, the learning environment, and instructional strategies. Distance education modalities are included. Upon successful completion of this course, students will perform in the role of nurse educator.

Prerequisite: NUR651.

Corequisite: NUR661L.

NUR 661L - Nursing Education Practicum II (1.5 Quarter Credit Hours)

This practicum course will provide application of knowledge. Students will work with a masters prepared preceptor that is a faculty member in a registered nursing program or a master prepared clinical educator to experience the role of the nurse educator related to teaching and learning strategies. Student' experiences will be documented in a reflective journal. Practicum hours will be tracked and documented each term. Upon successful completion of this course, students will have continued implementation of the graduate project.

Prerequisite: None.

Corequisite: NUR661.

NUR 671 - Assessing and Evaluating Nursing Education (3.0 Quarter Credit Hours)

This course will provide an in-depth study on assessment strategies and evaluation processes that are relevant to nursing programs and the practice setting. Strategies to assess learning and evaluate program outcomes will be explored. Upon successful completion of this course, students will be able to plan for assessment, construct and analyze classroom tests, and assess clinical performance in various learning environments.

Prerequisite: NUR661 and NUR661L.

Corequisite: NUR671L.

NUR 671L - Nursing Education Practicum III (1.5 Quarter Credit Hours)

This practicum course will provide application of knowledge. Students will work with a masters prepared preceptor that is a faculty member in a registered nursing program or a master prepared clinical educator to experience the role of the nurse educator related to assessment and evaluation. Student' experiences will be documented in a reflective journal. Practicum hours will be tracked and documented each term. Upon successful completion of this course, students will have completed and evaluated the graduate project.

Prerequisite: None.

Corequisite: NUR671.

NUR 677L - Primary Care: Synthesis Practicum (1.5 Quarter Credit Hours)

This practicum course will focus on competent performance in the family nurse practitioner role by synthesizing coursework and advanced practice skills to develop as an independent practitioner. Students will complete 60 hours of practicum experience with an approved preceptor. Students will begin to care for a more complex patient population with the support of their preceptor. Upon successful course completion, students will begin to function safely as a new graduate family nurse practitioner.

Prerequisite: NUR638L and NUR657.

NUR 696 - Nursing Synthesis (3 Quarter Credit Hours)

This course will provide students the opportunity to synthesize concepts learned across the curriculum and present the graduate project and the graduate portfolio. Upon successful completion of this course, students will have completed the graduate project and portfolio demonstrating the program outcomes.

Prerequisite: All NUR courses and graduate project fully completed.

NUR 697L - Nursing Synthesis-NP (3 Quarter Credit Hours)

This course will focus on synthesizing the knowledge and skills acquired in the nurse practitioner concentration by demonstrating mastery of the program outcomes and clinical competencies. Students will complete 60 hours of practicum, a graduate project with a standardized patient experience, and submit the graduate portfolio. Students will perform in the role of the nurse practitioner with a full patient schedule and the support of their preceptor. Upon successful course completion, students will be able to function safely as a new graduate nurse practitioner.

Prerequisite: All nurse practitioner courses except NUR697L.

GRADUATE Course Descriptions**Graduate ACC – Accounting****ACC 550 - Accounting for Managers (3)**

This course applies accounting tools and concepts to allow managers to make sound business decisions. Students learn to evaluate organizational performance based on accounting information and control. Reading and interpreting financial statements and reports is emphasized. Additional topics include cost allocation and budgeting, cash flow analysis, profit analysis and taxation. The importance of business ethics figures prominently throughout the course. Upon successful completion of this course, students will have the financial intelligence to interpret financial reports and to effectively assess the organization's financial performance.

Prerequisite: None.

Graduate BUS – Business**BUS 620 - Marketing and Analytics (3)**

This course prepares the students to manage contemporary promotional vehicles, including search engine optimization (SEO), search engine marketing (SEM) and social media marketing to convey to potential customers the communications supporting the organization's objectives of an integrated marketing plan. Marketing performance measuring tools and analytics are emphasized. Building differentiated value perceptions in a global customer base in relation to competitor's products and services is applied. Upon successful completion of this course, students will understand the role of marketing in creating competitive advantage, how to measure marketing performance and how to manage customer information and build customer relationships.

Prerequisite: None.

BUS 622 - Managerial Economics (3)

This course examines the application of microeconomic and macroeconomic theory as applied to management's responsibilities, accountability and authority within the organization. Quantitative and qualitative application of economic principles to business analysis will be the central focus of this course. Upon successful completion of this course, students will be able to explain the role of microeconomics, macroeconomics and governmental and international policies and apply economic analysis to contemporary business problems.

Prerequisite: None.

BUS 624 - Managerial Finance (3)

This course studies corporate managerial financial analysis and planning and focuses on capital budgets, capital structure, and the time valuation of money. Special topics covered include: mergers, acquisitions, takeovers, business failure and liquidations. Applied problem-solving based on actual real case studies are used to translate theories and techniques to practical application of analysis and solutions. This course focuses on the interpretation and use of financial information for problem solving, not on the production of financial statements and reports. Upon successful completion of this course, students will understand how financial management and planning maximizes long term value and viability. Students will also be able to make basic financial decisions involving forecasting, budgeting and capital structure.

Prerequisite: None.

BUS 626 - Operations and Supply Chain Management (3)

This course focuses on the common managerial problems associated in manufacturing and service based industries management and the tools utilized to manage the processes. Students will begin initial program capstone project planning, with an emphasis on project management. Areas covered include: critical path methodology, time-cost models, quality control, capacity management, operations layout and design, planning and scheduling, supply chain management and design. Analytical tools will be used including: queuing theory, statistical quality control, linear programming, and learning curves. Upon successful completion of this course, students will be able to relate concepts and strategies in continuous improvement in operations and to focus on streamlining processes to build a highly efficient organization.

Prerequisite: None.

BUS 628 - Business Capstone (3)

This capstone course integrates the theories, skills and knowledge gained from previous courses and provides students with the opportunity to make strategic business decisions. A simulation learning environment helps students develop analytical, organizational and managerial skills to analyze complex business situations and recommend comprehensive and cost effective solutions. The course culminates with the capstone project presentation. Upon successful completion of this course, students will be able to discuss and demonstrate knowledge and skills relating to the different facets of business, to include economics, accounting and finance, marketing, operations, management and responsible leadership.

Prerequisite: Completion of all other required courses in the MBA.

Graduate EXT – Externships

EXT 550 - Externship I (0)

This course is intended for students with limited or no in-field work experience. This course provides MSIS and MSCS students with a virtual on-the-job, project-based externship experience in a work area appropriate for graduate students. Actual industry-based projects will be assigned to students by the faculty course manager. Students will apply skills they have learned in their field to provide solutions. Upon completing a minimum of 300 hours of the virtual on-the-job work experience, students will provide paperwork related to the externship, a portfolio, and work performance reports to the faculty course manager.

Prerequisite: Approval of Academic Advisor.

Corequisite: COR090.

EXT 600 - Externship II (0)

This course provides MSIS and MSCS students with real-world experience in a work area appropriate for graduate students. Students will apply skills they have learned in their field as directed by the faculty course manager, completing a minimum of 300 hours of on-the-job work assignments. Upon successful course completion, students will provide paperwork related to the externship and work performance reports to the faculty course manager.

Prerequisite: Approval of Academic Advisor, EXT550 and COR090.

EXT 650 - Externship III (0)

This course provides MSIS and MSCS students with real-world experience in a work area appropriate for graduate students. Students will apply skills they have learned in their field as directed by the faculty course manager, completing a minimum of 300 hours of on-the-job work assignments. Upon successful course completion, students will provide paperwork related to the externship and work performance reports to the faculty course manager.

Prerequisite: Approval of Academic Advisor and EXT600.

Graduate HLS - Homeland Security

HLS 580 - Constitutional Issues in Homeland Security (3)

This course enables the student to understand the importance of implementing counter-terrorism strategies on American soil while developing an appreciation for not only the individual rights guaranteed by the Constitution, but also the limits on governmental power. The student will review and analyze federal court decisions with an emphasis on the relationship between homeland security and American civil liberties. Upon completion, the student will be able to identify Constitutional issues relating to Homeland Security while considering important social, ethical and political implications.

Prerequisite: None.

HLS 584 - Local Management of Homeland Security Incidents (3)

This course examines the operation and preparedness of local emergency management systems and their ability to respond to events that affect homeland security. Special emphasis is placed on the use of the Incident Command System and its application to local emergency response organizations. Upon successful completion of this course, students will be able to develop strategies that support the interplay between local, state and federal emergency response.

Prerequisite: None.

HLS 588 - Managing Technical Resources (3)

This course will provide students with an overview of the types of technology utilized to provide actionable/tactical information during terror, emergency and critical incidents. Students will learn the role drone technology, GIS, GPS and other forms of technology play in providing “real-time” information to first responders and managers through scenario based exercises. Upon successful course completion, students will be able to assess challenges with information dissemination, training, and budget. This course will provide students with an overview of the types of technology utilized to provide actionable/tactical information during terror, emergency and critical incidents. Students will learn the role drone technology, GIS, GPS and other forms of technology play in providing “real-time” information to first responders and managers through scenario based exercises. Upon successful course completion, students will be able to assess challenges with information dissemination, training, and budget.

Prerequisite: HLS584.

Graduate IS - Information Systems**IS 510 - Object-Oriented Programming (3)**

The course covers the concepts of object-oriented program design and development. Students will learn the relationship between classes and objects, how to properly design for reuse, how to develop a series of programs that apply design patterns and appropriately use encapsulation, inheritance, polymorphism, and delegation. Upon successful course completion, students will be able to use notation and techniques for the analysis, design, and implementation of object-oriented systems.

Prerequisite: Software Logic and Design or Programming Language course.

IS 520 - Database Management Systems (3)

The course provides a fundamental overview of the concepts and principles of modern database management systems and data-driven business applications. Students will learn Relational Algebra, Relational Calculus, and SQL query languages along with more advanced topics including joining tables, grouping functions, and constructing set queries. Upon successful course completion, students will be able to select, insert, update, and delete organizational data within a database.

Prerequisite: Software Logic and Design or Programming Language course.

IS 530 - Introduction to Information Security (3)

The course is based on the underlying principles of information security and data protection designed to secure information systems. Students will learn how to apply the core principles of confidentiality, integrity, availability, accountability, and authentication as they pertain to information systems. Upon successful course completion, students will be able to assess, implement, and maintain a secure information systems environment.

Prerequisite: Software Logic and Design or Programming Language course.

IS 610 - Mobile Application Development (3)

The course covers the design and implementation of mobile applications. Students will learn about contemporary mobile platforms, design patterns for mobile applications, programming environments and frameworks, data storage, mobile web applications, and user interface design and implementation. Upon successful completion, students will be able to develop mobile applications for contemporary mobile devices.

Prerequisite: IS510.

IS 630 - Information Security Policy and Practice (3)

The course studies security mechanisms and their application to real-world systems. Students will learn about symmetric and asymmetric cryptography, block and stream ciphers, digital signatures, authentication, public key infrastructures, key management, key exchange, key escrow, security analysis, and security policies. Upon successful course completion, students will be able to implement secure systems that appropriately protect information while it is in motion and at rest.

Prerequisite: MSCS501.

IS 631 - Information System Security Management (3)

The course integrates concepts and techniques from management and organizational behavior in order to identify, understand, and propose solutions to problems of computer security and security administration. Students will learn about the application of confidentiality, integrity, and availability across an information system, project management tasks required to ensure security, risk management, security awareness, and security policy generation. Upon successful course completion, students will be able to assess the security of an information system, and create a comprehensive management policy.

Prerequisite: IS530.

IS 640 - Cloud Computing and Virtualization (3)

The course introduces the concepts surrounding the development of information systems that use cloud and virtualization services. Students will learn about cloud computing architectures, object-oriented storage, scalability and security, the effects of resource utilization on solution design, assuring availability and manageability in cloud environments, and virtualization technologies. Upon successful course completion, students will be able to accurately describe the cloud environment, and implement cloud based applications.

Prerequisite: IS510 IS520 IS530.

IS 641 - Cloud Computing Management (3)

The course explores the challenges surrounding the management of a cloud environment. Students will learn about the benefits of cloud computing, mechanisms for relating virtual resources to underlying physical resources, system monitoring, security administration, scalability, and cost analysis. Upon successful course completion, students will be able to perform a cost benefit analysis of implementing a specific cloud solution, use contemporary cloud management tools, and articulate the issues involved in migrating to a cloud environment.

Prerequisite: IS640.

IS 650 - Mobile Information System Management (3)

The course explores the issues surrounding the integration of mobile computing devices into information system infrastructures like those found in healthcare, industry, government, and academia. Students will learn about enterprise mobile application features, techniques for accessing cloud processing and storage services, system security techniques and implications, information system policy implications, and system integration. Upon successful course completion, students will be able to integrate mobile applications into an information system, as well as design an information system with mobility in mind.

Prerequisite: IS610.

IS 670 - Software Engineering (3)

This course will provide students with knowledge and skills of developing enterprise software solutions. Students will learn to develop leadership and architecture skills and deliver innovative enterprise software solutions. Students also will learn to develop strategies for determining customer needs within the context of enterprise software systems. Upon successful course completion, students will be able to evaluate and prioritize customer needs, create an enterprise software architecture, and propose enterprise software solutions.

Prerequisite: IS510 and IS530.

IS 680 - Information System Project Management (3)

The course provides the information and hands-on experience necessary for students to understand critical factors required for the successful management of an Information System project. Students will learn about the entire project management life cycle as it is illustrated through the use of automated project management tools, interactive discussions, and team building activities. Upon successful course completion, students will be able to design, plan, estimate, schedule, and implement an Information System Project.

Prerequisite: None.

IS 690 - Special Topics in Information Systems (3)

The course covers selected topics related to the use of new and innovative information system technologies, management approaches, integration issues, and advances in security technologies. Students will learn about topics chosen based on relevant issues in the Information Systems field. Upon successful course completion, students will demonstrate proficiency in applying the chosen topic.

Prerequisite: Permission of Faculty Member.

IS 698 - Information System Design Project I (3)

The course is the capstone of the program. The purpose of this course is to allow students the opportunity to further pursue topics or areas in which they have considerable interest. Students are required to design, plan, and defend an approved project which will enable them to demonstrate individual mastery of skills and competencies learned across the entire curriculum. This project can be the implementation of an information system (IS) or an IS research study.

Prerequisite: Completion of all non-elective courses.

IS 699 - Information System Design Project II (3)

Students will implement the project they have successfully proposed in Information System Design Project I. Each student will defend their project to a panel of faculty members.

Prerequisite: IS698.

Graduate MGT - Management**MGT 520 - Organizational Behavior and Leadership (3)**

This course focuses on developing effective skills to manage and lead people in today's complex organizations. Students will analyze the essential elements of teams, group culture, individuals, and their interrelationships in multicultural and global organizations in order to develop methods that elicit high performance. In addition to exploring the human aspect of an enterprise, the intrinsic role of an organization's mission, vision, purpose, core competencies, and structure will be examined. Upon successful course completion, students will be able to apply knowledge and skills to enhance individual and organizational performance.

Prerequisite: None.

MGT 524 - Ethics and Corporate Responsibility (3)

This course allows students to apply critical thought to evaluate the role of business and organizations in society from an ethical and legal perspective. Special emphasis is placed on the demands managers and change agents must face on a regular basis in the contemporary multicultural and global workforce and business environment. Upon successful course completion, students will be able to recognize and develop ethical and effective strategies for the social and governmental framework under which business operates.

Prerequisite: None.

MGT 528 - Business Research and Analysis (3)

This course improves a student's abilities to research, analyze, interpret and report information. Case based reasoning uses a logical approach to design business plans and to solve business problems. Students will identify key areas of information for business management, evaluate both quantitative and qualitative data and information and communicate results to a diverse audience. Ethics in research and reporting is emphasized. This course provides the structure needed for the capstone project that will be completed in BUS628. Upon successful completion of this course, students will understand the purpose of research as it relates to business knowledge and will be able to perform the processes involved in the gathering and analysis of information and the reporting of findings.

Prerequisite: None.

MGT 532 - Organizational Change and Development (3)

This course focuses on the theories and practical applications of organizational change and development that affect organizational mission and vision. Special emphasis is placed on group dynamics and interventions and the corresponding change they create. Upon successful completion of this course, students will be able to develop strategies to build an organizational culture that supports change initiatives.

Prerequisite: None.

MGT 560 - Strategic Human Resources Management (3)

This course examines the role of strategic planning and managing the workforce in a contemporary global environment. Students will study the role of human resources management in organizations to include staffing, training, motivation and retention, compliance, compensation, collective bargaining, affirmative action, and other regulatory issues. Students will develop an understanding of human resources as a business partner, the global nature of human resource management and the role of technology in human resource management decisions. Upon successful completion of this course, students will be able to align the workforce to meet organizational strategy, goals, and plans and resolve domestic and global human resource management issues.

Prerequisite: None.

MGT 565 - Finance for Managers (3)

This course develops the student's ability to read, interpret and apply information from financial statements and reports to make informed decisions from the SLT (Senior Leadership Team) level. Upon successful completion of this course, students will be able to facilitate effective and essential financial based decisions to manage growth and meet the goals of the organization.

Prerequisite: None.

MGT 575 - Modern Management Models (3)

This course examines the evolution of management models from 1900 to present day. Terminology, concepts, constructs, theories and practices of management are examined. Special emphasis is focused on successful management practices in the 21st century in differentiated global industries.

Prerequisite: None.

MGT 585 - Cultural Issues in Management (3)

This course reviews the impact of social, political, and economic frameworks from the international and domestic perspectives. Students assess the effect of differing values and cultures in cross-cultural organizational operations. Trends in globalization and decision-making strategies are explored that assist with business challenges that exist for diverse stakeholders.

Prerequisite: None.

MGT 590 - Human Resources Information Systems (HRIS) (3)

This course provides students with an overview of the digital landscape and a synopsis of technology available to measure and manage human capital. Students will explore specific systems and frameworks for investigating and selecting technology solutions. Through class discussion, case exploration, and research, this course will provide opportunities to review a variety of technology and the advantages of using that technology to enhance the contributions of the human resource function across an organization.

Prerequisite: None.

MGT 604 - Management and Strategy (3)

This course focuses on strategic management decisions and processes that sustain an organization's long term competitive advantage. Student will learn managing and controlling an organization's tangible and intangible assets. Upon successful completion of the course, students will be able to design and synthesize strategies that support key stakeholder growth and development.

Prerequisite: None.

MGT 608 - Global Management Processes (3)

This course focuses on the theories and applications of Management Science, Lean Six Sigma, Continuous Improvement, and Total Quality Management. Special emphasis will be placed on the value and application of DMAIC, DFSS Lean Six Sigma, and the Toyota Production System. Best practices for promoting workplace innovation and positive team dynamics are addressed. Upon successful completion of this course, students will be able to apply such systems to create and sustain a competitive advantage in a global environment.

Prerequisite: None.

MGT 615 - Management Capstone (3)

This capstone course integrates the theories, skills and knowledge gained from previous courses and provides students with the opportunity to make strategic management decisions. A simulation learning environment helps students develop analytical, organizational and managerial skills to analyze complex situations and recommend comprehensive solutions. Upon successful completion of this course, students will be able to discuss and demonstrate knowledge and skills relating to the different facets of organizational management and leadership.

Prerequisite: Completion of all other courses in the MSM or Program Dean approval.

MGT 625 - Essentials of Leadership (3)

This course prepares managers and leaders with the leadership skills essential to lead in today's world of business and assist in achieving instructional and organizational goals. This course will provide an opportunity to gain essential knowledge and skills in supporting an organizational vision, delivering results-oriented leadership, and leadership through the lens of personal leadership style. Upon completion of this course, students will be able to recognize their leadership style and acquire tools for becoming an influential leader in the workplace.

Prerequisite: None.

MGT 635 - Open Source Leadership (3)

This course explores the concept of democratic leadership as social change, both individually and collectively. Organizational development through partnerships, strategic planning and thinking, cultural change, and power is examined. The course addresses mission-driven outcomes for maximum impact and lasting results, while compiling ideas and information from a variety of resources, networks and blended roles. Upon completion of the course, students will be able to build collective planning and decision-making agents through organic transformational innovation and action.

Prerequisite: None.

MGT 645 - Human Resources Management Compliance (3)

This course will provide a survey of employment rules and regulations, including employment discrimination (such as protected class, disparate impact, disparate treatment, retaliation); military leave; drug-free workplace legal issues; workplace violence; the Family and Medical Leave Act of 1993 (FMLA); the Americans with Disabilities Act of 1990 (ADA); negligent referral; negligent hiring; negligent retention; employee references; and workplace harassment. Students will develop an understanding of Human Resource Management (HRM) that involves compliance and regulatory issues and trends. Upon successful completion of this course, students will have an understanding of compliance issues that impact HRM.

Prerequisite: None.

MGT 648 - Talent Management (3)

This course will provide in-depth exercises and case studies related to managing a diverse set of individuals in today's business environment. Students will learn that managing people is not just the job of the Human Resources department; rather it is a partnership between all departments within an organization working collaboratively to manage an organization's greatest asset – its people. Upon completion of this course, students will be able to discourse on recruitment and retention; conflict management and negotiation, developing talent, rewards and recognitions programs, and succession planning.

Prerequisite: None.

Graduate MSCS – CyberSecurity**MSCS 501 - Cybersecurity Synopsis (3)**

This course provides students with an advanced knowledge of the key concepts of cybersecurity, privacy, risk, legal regulations, and compliance associated with organizational information systems. Students will analyze the application and the impact of cybersecurity on business and governmental organizations, evaluate the security implications of emerging technologies and investigate defense techniques for arranging people, tasks, process and technology controls to secure information assets within organizations. Upon successful course completion, students will be able to develop a cybersecurity framework to maintain confidentiality, integrity and catalog cybersecurity efforts and areas that need additional support to reduce risk in both business and governmental organizations.

Prerequisite: None.

MSCS 513 - Human and Ethical Aspects of Cybersecurity (3)

This course will provide students with advanced knowledge of ethical positions on cybersecurity related issues. Students will examine best practices in ethical aspects of cybersecurity, analyze the characterization of human behaviors of defenders and attackers affect cybersecurity risk, create a cyber-defense plan, develop codes of conduct regarding cybersecurity threats at the employee level and develop cybersecurity standard operating procedures and policies. Upon successful course completion, students will be able to develop a cybersecurity framework to maintain confidentiality, integrity and catalog cybersecurity efforts and areas that need additional support to reduce risk in both business and governmental organizations.

Prerequisite: None.

MSCS 521 - Security Architecture & Design (3)

This course will provide students with advanced knowledge of the architecture security of a computer system. Students will learn how to integrate individual components into a more complex digital system and analyze the data path through a CPU. Upon successful course completion, students will be able to define devices of electronic digital circuits and describe how these components are interconnected.

Prerequisite: None.

MSCS 615 - Cloud Security (3)

This course will provide students with advanced knowledge of cloud computing architecture and security, along with an overview of current technologies and solutions. The students will analyze new and emerging cloud solutions. Students will identify and evaluate cloud computing architectures using current technologies. Students will apply different types of cloud architecture models, cloud-based services to resolve threats, components (logical and physical), and security issues. Upon successful course completion, students will be able to analyze associated data paths within a given cloud design.

Prerequisite: None.

MSCS 624 - Network Security and Intrusion Detection (3)

This course provides students with a comprehensive overview of network security and intrusion detection. Topics include security overview, authentication, attacks and malicious code, network security, Web security, monitoring, auditing, intrusion detection, intrusion prevention, and ethical penetration testing. Emphasis is on methods to identify system vulnerabilities and threats and prevent attacks.

Prerequisite: None.

MSCS 633 - Applied Cryptography and Data Protection (3)

This course will provide students with advanced knowledge of cryptography and its applications. Students will analyze encryption implementations evaluate algorithms used in various cryptographic protocols and various protocols for encrypted communication. Upon successful course completion, students will be able to develop protocols for secure communications, reason about the security of cryptographic constructions, and apply this knowledge to real-world applications.

Prerequisite: None.

MSCS 635 - Advanced Networking (3)

This course will provide students with advanced knowledge of the theory, design, and the implementation and performance of the network environment. The course will introduce students to various techniques, configuration, administration, and troubleshooting of network environment. Topics will cover network standards, network security, network management, network layers, and network administration. Upon successful course completion, students will be able to design, secure, administer, and analyze network performance, security, and firewalls.

Prerequisite: None.

MSCS 637 - Hardening Enterprise Cybersecurity Architecture: A Management Approach (3)

This course introduces students how to improve an enterprise cybersecurity architecture from a managerial perspective. The course introduces methodologies to analyze and identify threats, vulnerabilities, and mitigations in an enterprise network. Students will utilize penetration testing, business, and managerial knowledge to initiate a penetration testing project. Students will then evaluate the mitigations and resources needed to address vulnerabilities found from the penetration testing projects. Upon successful course completion, students will be able to scope a penetration test project, understand the legal and ethical obligation of a business, defend and prioritize mitigations to obtain needed resources to address weaknesses in an enterprise cybersecurity architecture. This course prepares students to become more knowledgeable in cybersecurity management.

Prerequisite: None.

MSCS 639 - Cyber Forensics (3)

In this course students will explore advanced methodologies and techniques including proper methods for maintaining integrity of forensic evidence including “chain of custody”, imaging digital media, examination of forensic information using manual and automated methods, and analysis of the findings and reporting. Students will be able to develop a profile of an individual’s activity, determine the manner in which an operating system or application has been subverted, recover “deleted” and/or intentionally hidden information from various types of media, and demonstrate proficiency with handling different kinds of components including Mobile Device Forensics. Students will collect, examine, analyze and prepare detailed reports showing the relevance of digital evidence to mock cases. Upon successful course completion students will be able to collect and analyze digital evidence.

Prerequisite: None.

MSCS 640 - Cyber Forensics II (3)

In this course, students will explore advanced methodologies and techniques. This includes proper methods for maintaining integrity of forensic evidence, such as chain of custody, imaging digital media, examination of forensic information using manual and automated methods, and analysis of the findings and reporting. Students will be able to develop a profile of an individual’s activity, determine the manner in which an operating system or application has been subverted, recover deleted and/or intentionally hidden information from various types of media, and demonstrate proficiency with handling different kinds of components, including Mobile Device Forensics. Students will collect, examine, analyze and prepare detailed reports showing the relevance of digital evidence to mock cases. Upon successful course completion, students will be able to collect and analyze digital evidence.

Prerequisite: MSCS639.

MSCS 641 - Information Risk Management (3)

This course introduces students to the best practices for information systems risk management. Students will learn about classes of threats, including the consequences of each threat. Upon successful course completion, students will be able mitigate each of types of threats. This course provides a management perspective on how to protect information infrastructure and assets, utilizing a defense in depth model that emphasizes the role of people, processes, and technology. Information risk management provides decision-makers with the necessary skills to determine information security risk that helps in risk mitigation decisions. This course investigates the existing risk management frameworks, models, processes, and tools to equip students with the theory, science, and practical knowledge to operationalize risk management in private and government agencies. Topics include vulnerabilities and risks, risk identification, risk assessment, prevention, mitigation, recovery, and outsourcing and off-shoring risks. Students will examine cutting-edge risk management science to understand the future of information technology risk management.

Prerequisite: None.

MSCS 643 - Cybersecurity Governance and Compliance (3)

This course will provide students with advanced knowledge of laws, regulations and directives that govern establishment and implementation of cybersecurity practices facing organizations today. The student will analyze and apply cybersecurity international and global laws, regulations and directives and will develop business and governmental policies based on cybersecurity roles and responsibilities. Upon successful course completion, students will be able to develop cybersecurity controls and provide compliance reporting and legal considerations related to cybersecurity and cyberspace such as privacy, intellectual property, cybercrime, homeland security and global cybersecurity issues.

Prerequisite: None.

MSCS 645 - Cybersecurity Strategies (Prevention and Protection) (3)

This course will provide students with advanced knowledge of mobile computing and the closely related field of pervasive computing. The student will learn about mobile hardware, wireless communication, ubiquitous data access, location and context awareness, security and privacy, design methodologies and infrastructure. Upon successful course completion, students will be familiar with the different wireless network attack mechanisms and will be able to evaluate various technologies involved in designing and securing a robust wireless system.

Prerequisite: None.

MSCS 647 - Compliance and Audit (3)

This course will provide students with advanced knowledge of cybersecurity audit and control processes. Upon successful course completion, students will be able to conduct audits of information systems, create a control structure, audit an IT infrastructure, and establish systematic remediation procedures. Students will also have an opportunity to be certified as a CISA (Certified Information System Auditor).

Prerequisite: None.

MSCS 654 - Wireless and Mobile Security (3)

This course will provide students with advanced knowledge of mobile computing and the closely related field of pervasive computing. The student will learn about mobile hardware, wireless communication, ubiquitous data access, location and context awareness, security and privacy, design methodologies and infrastructure. Upon successful course completion, students will be familiar with the different wireless network attack mechanisms and will be able to evaluate various technologies involved in designing and securing a robust wireless system.

Prerequisite: None.

MSCS 680 - Virtualization Security (3)

This course will provide students with advanced knowledge of various security implications of virtualization and storage technologies. Students will evaluate the advantages and disadvantages of virtualization, identify the different approaches for virtualizing computer systems and different virtualization technologies required to plan, manage and configure business application models. Upon successful course completion, students will be able to evaluate the security implications of each of the different approaches.

Prerequisite: None.

Graduate MTH – Math**MTH 551 - Healthcare Statistics (3)**

This course provides the basic knowledge required for the analysis, presentation and application of data relevant to nursing and healthcare issues. Fundamental to these skills, students will study descriptive and inferential statistics, sample and data preparation, probability and hypothesis testing, levels of data, measure of central tendencies, t-tests, correlations, and ANOVA, chi square, and regression analysis. Upon successful completion of this course, students will be able to apply statistical knowledge in evidence-based nursing practice.

Prerequisite: Undergraduate statistics.

Graduate NUR – Nursing**NUR 503 - Advanced Physical Assessment for Providers (3)**

This course provides the background for graduate nursing students to perform advanced health assessment skills utilizing a diagnostic process based on clinical reasoning, differential diagnosis, evidence-based practice, and symptom analysis for advanced practice providers. Students will engage in clinical evaluation of common problems presented by case study method. Upon successful completion of this course, students will complete a health history and perform a physical assessment.

Prerequisite: Completion of Undergraduate Health Assessment Course.

NUR 511 - Theoretical Foundations: A Multidisciplinary Approach (3)

This course provides the knowledge and skills to perform a critical analysis of theories and acquire knowledge and skills necessary to utilize multidisciplinary models in advanced nursing practice. Student will explore systems theories, adult learning theories, theories associated with culture and diversity, bioethics, and the ecological model of social determinants of health. Upon successful completion of this course, students can apply theoretical models to nursing education or health systems leadership practice.

Prerequisite: None.

NUR 520 - Advanced Pathophysiology (3)

This course provides the background for graduate students to discuss the complex nature of disease and abnormal physiological processes. Students will gain advanced understanding in diseases processes and analyze the underlying cause of various disorders. Topics in this course will include signs and symptomatology, underlying causes, risk factors, progression of disease and approaches to care. Upon successful completion of this course, students will be able to apply pathophysiology concepts to nursing practice and nursing education.

Prerequisite: NUR511.

NUR 531 - Topics in Population Health (3)

This course provides an understanding and application of basic epidemiological principles and methods to issues related to the health of populations. Topics include surveillance, environmental science, and population health analysis and program planning as well as global health issues, health disparities, illness prevention and health promotion and health behavior modification. Students will apply knowledge related to the concepts of public health practice and perform critical appraisal of relevant literature.

Prerequisite: None.

NUR 541 - Policy, Politics, and Advocacy in Healthcare (3)

This course focuses on the exploration of social change theories and the role of technology as well as frameworks for community and political engagement, advocacy, and empowerment. Emphasis will be placed on the roles of key stakeholders who influence healthcare policy to include government, consumers, providers and payers. Students will examine general micro and macro issues, regulatory processes and quality control and policy making at various levels of government. Upon successful completion of this course, students will be able to participation policy, politics, and advocacy in healthcare settings.

Prerequisite: None.

NUR 561 - Nursing Research & Evidence-based Practice (3)

This course provides the background for students to refine their skills and build their knowledge related to reading research, critiquing research, the research process and essential concepts related to nursing science development. Through the course, students will evaluate the quality and applicability of relevant research and discuss topics pertinent to nursing scholarship, ethics, and clinical outcomes. Upon successful completion of the course, students will be able to apply research concepts to proposals, critiques, and evidence-based practice guidelines in nursing.

Prerequisite: MTH551.

NUR 581 - Healthcare Technologies and Patient Safety (3)

This course provides a focus on the use of technology in the healthcare environment and nursing education programs. Topics discussed in this course include computer science, computer and information science, an introduction to regulatory standards for electronic data and monitoring systems, legal and ethical applications for nursing informatics, administrative information systems, tele-health, consumer information and education, simulation, emerging technologies and the future of nursing informatics. Upon successful completion of this course, students will be able to apply technology to solve nursing practice problems.

Prerequisite: None.

NUR 601 - Advanced Physical Assessment (3)

This course provides the background for graduate students to perform advanced health assessment skills utilizing a diagnostic process based on clinical reasoning, differential diagnosis, evidenced-based practice, and symptom analysis for non-nurse practitioners. Students will engage in clinical evaluation of common problems presented by case study method. Upon successful completion of this course, students will complete a health history and perform a physical assessment.

Prerequisite: Completion of NUR520, undergraduate Health Assessment course.

NUR 602 - Advanced Pharmacology (3)

This course will focus on advanced concepts in pharmacology in direct care roles in nursing education. Students will review basic principles of pharmacology with emphasis on safe administration, the major drug classes, patient education, and student/staff education. Upon completion of this course, students will be able to clinical reasoning in relation to pharmacology.

Prerequisite: Completion of NUR601 or approval of Academic Advisor.

NUR 606 - Advanced Pharmacology for Prescribers (3)

This course will focus on advanced concepts of pharmacodynamics, pharmacokinetics, and pharmaco-therapeutics in the direct care role of the advanced practice registered nurse (APRN) in prescribing. Students will examine pharmacologic principles across the lifespan and in various clinical practice settings with an emphasis on clinical reasoning, safe practices, and professional collaboration. Upon successful course completion, students will be able to provide rationales for appropriate drug selection and formulate holistic approaches to care across specific populations.

Prerequisite: NUR503 and Acceptance in Family Nurse Practitioner concentration.

NUR 608 - Advanced Pharmacology for the APRN (3)

This course will focus on advanced concepts of pharmacodynamics, pharmacokinetics, and pharmacotherapeutics in the direct care role of the advanced practice registered nurse (APRN) in prescribing. Students will examine pharmacologic principles across the lifespan and in various clinical practice settings with an emphasis on clinical reasoning, safe practices, and professional collaboration. Upon successful course completion, students will be able to provide rationales for appropriate drug selection and formulate holistic approaches to care across specific populations.

Prerequisite: "Board Certified" Advanced Practice Registered Nurse (APRN) with a minimum of a Master of Science in Nursing (MSN) or Doctorate in Nursing (DNP or Ph.D. in Nursing).

NUR 609 - Advanced Procedures and Diagnostic Reasoning for the APRN (3)

This course will focus on advanced procedures and diagnostic reasoning commonly performed by nurse practitioners. Students will practice differential diagnosis as well as perform selected patient procedures. Upon successful course completion, students will expand diagnostic reasoning, formulate comprehensive differential diagnoses based on presenting symptoms and physical evaluation, and determine the need for advanced procedures in patient care.

Prerequisite: "Board Certified" Advanced Practice Registered Nurse (APRN) with a minimum of a Master of Science in Nursing (MSN) or Doctorate in Nursing (DNP or Ph.D. in Nursing).

NUR 610 - Advanced Procedures and Diagnostic Reasoning (1)

This course will focus on advanced procedures and diagnostic reasoning commonly performed by nurse practitioners. Students will practice differential diagnosis as well as perform selected patient procedures. Upon successful course completion, students will expand diagnostic reasoning, formulate comprehensive differential diagnoses based on presenting symptoms and physical evaluation, and determine the need for advanced procedures in patient care.

Prerequisite: NUR503.

NUR 615 - Primary Care: Adults and Older Adults (3)

This course will focus on introducing students to the primary care of adults and older adults within the context of their families. Student will examine human development, health promotion, and acute and chronic disease management. Upon successful course completion, students will demonstrate assessment and management of health states, application of diagnostic techniques, and creation of evidence-based treatment plans for health restoration in adults and older adults.

Prerequisite: NUR610.

NUR 615L - Primary Care: Adults and Older Adults Practicum I (1)

This course will focus on the first practicum experience of family nurse practitioner students in the primary care setting with adults and older adults. Students will complete 60 hours of practicum experience with an approved preceptor. Upon successful course completion, students will demonstrate evidence-based nursing practice in the assessment and management of health states, application of diagnostic techniques and creation of treatment plans for health restoration in adults and older adults.

Prerequisite: NUR610.

NUR 616L - Primary Care: Adults and Older Adults Practicum II (1)

This course will focus on the second practicum experience of family nurse practitioner students in the primary care setting with adults and older adults. Students will complete 60 hours of practicum experience with an approved preceptor. Upon successful course completion, students will demonstrate evidence-based nursing practice in the assessment of health states, application of diagnostic reasoning, and creation of treatment plans for health restoration in adults and older adults.

Prerequisite: NUR615, NUR615L.

NUR 620L - Primary Care: Care of the Family Practicum (1)

This practicum course will focus on the care of families and continued development and mastery of evidence-based advanced practice skills in a primary care setting across the lifespan. Students will complete 60 hours of practicum experience with an approved preceptor. Upon successful course completion, students will demonstrate evidence-based nursing practice in the assessment of health states, application of diagnostic reasoning, and creation of evidence-based treatment plans for health restoration in families.

Prerequisite: NUR615.

Corequisite: NUR625.

NUR 625 - Primary Care: Children and Adolescents (3)

This course will focus on primary care diagnosis and management of patients from birth through adolescence. Students will examine growth and development, health maintenance, management of acute and chronic illnesses and the influence of family, culture, and social dynamics on health care. Upon successful course completion, students will demonstrate evidence-based nursing practice to improve, enhance, and optimize the health of pediatric and adolescent patients within the context of their families.

Prerequisite: NUR615.

Corequisite: NUR620L.

NUR 625L - Primary Care: Children and Adolescents Practicum I (1)

This course will focus on the first practicum experience of family nurse practitioner students in primary care diagnosis and management of patients from birth through adolescence. Students will complete 60 hours of practicum experience with an approved preceptor. Upon successful course completion, students will demonstrate evidence-based nursing practice to improve, enhance, and optimize the health of pediatric and adolescent patients within the context of families.

Prerequisite: NUR625.

NUR 626L - Primary Care: Children and Adolescents Practicum II (1)

This course will focus on the second practicum experience for family nurse practitioner students in primary care diagnosis and management of patients from birth through adolescence. Students will complete 60 hours of practicum experience with an approved preceptor. Upon successful course completion, students will demonstrate evidence-based nursing practice to improve, enhance, and optimize the health of pediatric and adolescent patients within the context of their families.

Prerequisite: NUR625L.

NUR 635 - Primary Care: Women and Families (3)

This course will focus on primary care of the woman and her family in the contexts of fertility control, childbearing, and parenting. Students will examine the physical, psychological, and social variations in health behaviors, illness prevention, and personal safety. Upon successful course completion, students will demonstrate evidence-based practice in the primary care of the woman and her family including diagnosing abnormalities and developing comprehensive family-focused treatment plans.

Prerequisite: NUR625.

Corequisite: NUR635L.

NUR 635L - Primary Care: Women and Families Practicum I (1)

This course will focus on the first practicum experience of family nurse practitioner students in primary care of the woman and her family in the contexts of fertility control, childbearing, and parenting. Students will complete 60 hours of practicum experience with an approved preceptor. Upon successful course completion, students will demonstrate evidence-based practice in assessment, patient management, diagnosis, and the development of comprehensive family-focused treatment plans.

Prerequisite: NUR625.

Corequisite: NUR635.

NUR 636L - Primary Care: Women and Family Practicum II (1)

This course will focus on the second practicum experience of family nurse practitioner students in primary care of the woman and her family in the contexts of fertility control, childbearing, and parenting. Students will complete 60 hours of practicum experience with an approved preceptor. Upon successful course completion, students will demonstrate evidence based practice in the assessment, management, diagnosis, and the development of comprehensive family-focused treatment plans.

Prerequisite: NUR635L.

NUR 650 - Curriculum Planning and Development (2)

This course provides the graduate student background on curriculum and program design. Students will learn how to plan a nursing program and appreciate the art of curriculum development. Topics will include theories and concepts related to curriculum design and process, creation of functional objectives, problem identification, and resource allocation. Upon successful completion of this course, students will have experience planning a nursing curriculum.

Prerequisite: Completion of NUR602.

Corequisite: NUR652L.

NUR 652L - Nursing Education Practicum I (1)

This practicum will provide application of knowledge. Students will work with a masters prepared preceptor that is a faculty member in a registered nursing program or a master prepared clinical educator to experience the role of the nurse educator related to curriculum planning and development. Student's experiences will be documented in a reflective journal. Practicum hours will be tracked and documented each term. At the end of this course, students will be able to perform in the role of a nurse educator.

Prerequisite: Completion of NUR602.

Corequisite: NUR650.

NUR 655 - Role Development and Clinical Leadership (2)

This course will focus on the study of the many roles of the advanced practice registered nurse (APRN). Students will examine the advanced practice nurse as a leader and collaborator, analyze business practices, and quality initiatives. Upon successful course completion, students will be able to identify and explain multiple roles that advanced practice nurses can espouse as clinical leaders, and develop personal philosophies in advanced practice.

Prerequisite: NUR635.

NUR 660 - Teaching and Learning Strategies (3)

This course will provide an in-depth study of teaching and learning strategies and effective instructional methods. In this course, students examine the instructional process from a theoretical and practical perspective. Topics will focus on effective use of learning theories and technologies, the learning environment, and instructional strategies. Distance education modalities are included. Upon successful completion of this course, students will perform in the role of nurse educator.

Prerequisite: NUR650.

Corequisite: NUR660L.

NUR 660L - Nursing Education Practicum II (1)

This practicum course will provide application of knowledge. Students will work with a masters prepared preceptor that is a faculty member in a registered nursing program or a master prepared clinical educator to experience the role of the nurse educator related to teaching and learning strategies. Student' experiences will be documented in a reflective journal. Practicum hours will be tracked and documented each term. Upon successful completion of this course, students will have continued implementation of the graduate project.

Corequisite: NUR660.

NUR 670 - Assessing and Evaluation Nursing Education (2)

This course will provide an in-depth study on assessment strategies and evaluation processes that are relevant to nursing programs and the practice setting. Strategies to assess learning and evaluate program outcomes will be explored. Upon successful completion of this course, students will be able to plan for assessment, construct and analyze classroom tests, and assess clinical performance in various learning environments.

Prerequisite: NUR660 and NUR660L.

Corequisite: NUR670L.

NUR 670L - Nursing Education Practicum III (1)

This practicum course will provide application of knowledge. Students will work with a masters prepared preceptor that is a faculty member in a registered nursing program or a master prepared clinical educator to experience the role of the nurse educator related to assessment and evaluation. Student' experiences will be documented in a reflective journal. Practicum hours will be tracked and documented each term. Upon successful completion of this course, students will have completed and evaluated the graduate project.

Corequisite: NUR670.

NUR 675L - Primary Care: Synthesis Practicum (1)

This practicum course will focus on competent performance in the family nurse practitioner role by synthesizing coursework and advanced practice skills to develop as an independent practitioner. Students will complete 60 hours of practicum experience with an approved preceptor. Students will begin to care for a more complex patient population with the support of their preceptor. Upon successful course completion, students will begin to function safely as a new graduate family nurse practitioner.

Prerequisite: NUR655 and NUR636L.

NUR 695 - Nursing Synthesis (2)

This course will provide students the opportunity to synthesize concepts learned across the curriculum and present the graduate synthesis project and the graduate portfolio. Upon successful completion of this course, students will have completed the graduate project and portfolio demonstrating the program outcomes.

Prerequisite: All NUR courses and graduate project fully completed.

NUR 696L - Nursing Synthesis-NP (2)

This course will focus on synthesizing the knowledge and skills acquired in the nurse practitioner concentration by demonstrating mastery of the program outcomes and clinical competencies. Students will complete 60 hours of practicum, a graduate project with a standardized patient experience, and submit the graduate portfolio. Students will perform in the role of the nurse practitioner with a full patient schedule and the support of their preceptor. Upon successful course completion, students will be able to function safely as a new graduate nurse practitioner.

Prerequisite: all Family Nurse Practitioner courses.

Graduate SE - Systems Engineering**SE 510 - Systems Engineering Concepts (3)**

This course will provide students with the knowledge and skills to apply a top down approach to the engineering of complex systems. Topics covered in this course include all activities involved in engineering complex systems starting from the inception of the system to its implementation. Specifically, the management, maintenance and quality assurance of the engineering process are covered. Students will learn how to engineer complex systems using the principles of systems engineering. Upon successful completion of this course, students will be able to understand systems requirements and perform requirements analysis using appropriate tools and techniques.

Prerequisite: None.

SE 520 - System Analysis, Design and Implementation (3)

This course will provide students with knowledge and skills of integrated approaches to system analysis, design and implementation. Topics including modern concepts & practices to modeling, requirements definition, specification development, system development, test and quality evaluation. Students will learn detail analysis, design and implementation techniques used in the development of complex systems.

Prerequisite: None.

SE 530 - Testing and Evaluation (3)

This course will provide students with knowledge and skills on the application of systems engineering principles to the testing and evaluation of complex systems. Topics include adoption of proper testing requirements and parameters, validation and verification, operational testing and evaluation. Student will be able to apply systems engineering concepts to develop corrective actions based on data interpretation and analysis.

Prerequisite: None.

SE 630 - Robotics Principles (3)

This course will provide students with knowledge and skills of fundamental principles of robotics. Topics include the development of computer programs for analyzing the kinetics, dynamics and control of robotic systems. Students will be introduced to the fundamentals of robotics system development.

Prerequisite: None.

SE 632 - Pattern Recognition and Machine Learning (3)

This course will provide students with knowledge and skills of machine learning based on unified, probabilistic approach. Topics include study of probability, optimization, conditional random fields, regularization and deep learning. Students will learn pattern recognition and machine learning principles relating to robotics systems.

Prerequisite: None.

SE 634 - Robotics in Automation and Control (3)

This course will provide students with knowledge and skills of best practices and future development in the field of robotics. Topics include use of robotics in manufacturing, assistive robotics, bioinformatics, human-computer interaction and intelligent mechatronics. Students will learn automation and control of robotics systems.

Prerequisite: None.

SE 640 - Software Architecture (3)

This course will provide students with knowledge and skills of developing enterprise software solutions. Students will learn to develop leadership and architecture skills in deliver innovative enterprise software solutions. Students also will learn to develop strategies for determining customer needs within the context of enterprise software systems. Upon successful course completion, students will be able to evaluate and prioritize customer needs, create an enterprise software architecture, and propose enterprise software solutions.

Prerequisite: None.

SE 642 - Software Assurance (3)

This course will provide students with knowledge and skills of integrating software assurance into enterprise software solutions. Students will learn to develop software solutions. Students will learn to develop software assurances skills in delivering innovative enterprise software solutions. Students also will learn to develop best practices that minimize security threats and vulnerabilities within the context of enterprise software systems. Upon successful course completion, students will be able to architect secure enterprise software solutions.

Prerequisite: None.

SE 644 - DevOps (3)

This course will provide students with knowledge and skills to execute a set of practices that emphasizes the collaboration between software developers and information technology professionals. Students will learn to automate the process of software delivery and infrastructure changes in both on premise and in the cloud. Students also will learn to develop best practices to encourage a culture that builds, tests, and releases enterprise software rapidly, frequently, and more reliably. Upon successful course completion, students will be able to build, test, and release software in a collaborative and agile environment.

Prerequisite: None.

SE 650 - Systems Engineering Project I (3)

This course is the first phase of the culminating experience in systems engineering through a practical project spanning the conceptual design, planning, and specification to the implementation, testing, and evaluation of the system. Faculty approval is required for the formally presented proposed project.

Prerequisite: None.

SE 652 - Systems Engineering Project II (3)

This course is the second phase of the culminating experience in systems engineering through a practical project spanning the conceptual design, planning, and specification to the implementation, testing and evaluation of the system. Students will apply learned principles and tools for systems engineering to the design and implementation of a faculty approved project.

Prerequisite: None.

University Administration

Mark Dreyfus

President

Julian Aiken

Vice President, Technology Services

Neil Amari

Chief Financial Officer

Jeff Arthur

Vice President, Regulatory Affairs & Chief Information Officer

Barbara Larar

Chief Operating Officer

Cheryl Salter

Vice President, Human Resource Services

David Shoop

Vice President, Academic Affairs

Aaron Wettstein

Vice President, eLearning and Online Education

Steve Whitten

Vice President, Accreditation and Institutional Effectiveness

Maryse Williams

Vice President, Student Development

Campus Administration

Each campus is administered by a full-time, on-site Campus President who is responsible for campus supervision and the application of policy.

Campus Administration (ABHES accredited campuses)

Charlotte

Campus President:	Victor Riley
Campus Director of Academic Affairs:	Laura Glading

Faculty

Banks-Ledbetter, Philwyna, Full Time Faculty (MCI/ECPI 2020) *Health Science*, PharmD University of North Carolina @ Charlotte, MSE University of North Carolina @ Chapel Hill, BA University of North Carolina @ Chapel Hill, BS University of North Carolina @ Chapel Hill, AS Cabarrus College of Health Sciences

Berry, Charles, Part-Time Faculty (MCI/ECPI 2013) *Health Science*, MA Pfeiffer University, PGC University of North Carolina @ Chapel Hill, BS University of North Carolina @ Chapel Hill

Brack, Dawna, Part-Time Faculty (ECPI 2013) *Arts & Sciences*, MSE Walden University, BS University of Maryland University College, AS Northern Virginia Community College-Annandale

Brown, Dena, Part-Time Faculty (ECPI 2018) *Arts & Sciences*, MA University of Charleston, BA Augusta State University

Campoli, Suzanne, Full Time Faculty (MCI/ECPI 2020) *Health Science*, MSE University of North Carolina @ Wilmington, BS Appalachian State University, BS University of North Carolina @ Wilmington, AS Durham Technical Community College

Dailey, Anja, Full Time Faculty (MCI/ECPI 2020) *Health Science*, MSE Walden University, BS Coppin State College

Davis, Berny, Full Time Faculty (MCI/ECPI 1900) *Health Science*, MSE Western Governors University, BS Western Governors University, AAS University of Kentucky

Ebbeni, May, Part-Time Faculty (ECPI 2014) *Arts & Sciences*, MSE Kansas State University

Garner, Laci, Part-Time Faculty (MCI/ECPI 2020) *Health Science*, MBA ECPI University, BS ECPI University, AAS Central Piedmont Community College, AAS ECPI University

Garrick-Moss, Timari, Part-Time Faculty (MCI/ECPI 2017) *Health Science*, MSE Queens University of Charlotte, BS Winston-Salem State University, AS Bronx Community College

Gouda, Ghada, Part-Time Faculty (MCI/ECPI 2017) *Health Science*, EdD Wingate University, MSE British University in Dubai, BS Alexandria University

Graham, Krystle, Part-Time Faculty (ECPI 2013) *Arts & Sciences*, MSE Capella University, BA City University of New York-CUNY

Greene, Francene, Part-Time Faculty (MCI/ECPI 2016) *Health Science*, MSE University of North Carolina @ Charlotte, PGC University of North Carolina @ Charlotte, BS University of Cincinnati

Gully, Zahara, Part-Time Faculty (ECPI 2019) *Arts & Sciences*, MSE University of Louisville, BS University of Louisville

Heintzman, Tammie, Full Time Faculty (MCI/ECPI 2019) *Health Science*, MSE Purdue University, BS Purdue University, AAS Carolinas College of Health Science

Issa, Mina, Part-Time Faculty (ECPI 2018) *Arts & Sciences*, MSE Iowa State University, BS Iowa State University

Jefferson, Noni, Full Time Faculty (MCI/ECPI 2020) *Health Science*, MSE South University, BS Winston-Salem State University, AAS Central Piedmont Community College

Jerby, Alexandra, Part-Time Faculty (ECPI 2018) *Arts & Sciences*, MSE Clemson University, BS Bob Jones University

McLean, Kevin, Full Time Faculty (ECPI 2008) *Arts & Sciences*, MA University of North Carolina @ Charlotte, PGC University of North Carolina @ Charlotte, BA Niagara University

Mobley, Maria, Full Time Faculty (MCI/ECPI 2014) *Health Science*, MSE University of Phoenix, BS University of North Carolina @ Charlotte

Mocilan, Tabitha, Full Time Faculty (MCI/ECPI 2013) *Health Science*, MSE Kaplan University, BS Herzing University, AS Herzing University

Noftsgger, Brandlyn, Part-Time Faculty (MCI/ECPI 2019) *Health Science*, MSE University of South Carolina - Columbia, BA University of Central Florida, BS University of North Carolina @ Chapel Hill, AS Daytona State College

Overcash, Melissa, Part-Time Faculty (ECPI 2015) *Arts & Sciences*, MSE University of Tennessee @ Knoxville, BS Belmont Abbey College, UG Frederick Community College

Paulus, Keith, Part-Time Faculty (MCI/ECPI 2014) *Health Science*, MSE Liberty University, GD Saint Joseph's College, BS Regents College, UG Western Michigan University, UG Brigham Young University, AS Northern Virginia Community College-Annandale

Polchow, Stefanie, Full Time Faculty (MCI/ECPI 2019) *Health Science*, MSE Jacksonville University, BS Winston-Salem State University, AS Stanly Community College

Pouler, Marie, Part-Time Faculty (ECPI 2017) *Arts & Sciences*, MA University of North Carolina @ Charlotte, BA University of North Carolina @ Charlotte

Sumter, Melody, Part-Time Faculty (MCI/ECPI 2020) *Health Science*, MSE Queens University of Charlotte, BS Augusta University, Winthrop University

Tam, Sharon, Part-Time Faculty (MCI/ECPI 2009) *Health Science*, DC Canadian Memorial Chiropractic College, BS Queen's University @ Kingston

Turney, Megan, Full Time Faculty (MCI/ECPI 2020) *Health Science*, MSE Western Governors University, BS Grand Canyon University, AAS Gaston Community College

Wilson, Denise, Full Time Faculty (MCI/ECPI 2020) *Health Science*, MSE Queens University of Charlotte, BS Queens University of Charlotte, AS Presbyterian Hospital School of Nursing

Charleston

Campus President:	James Weaver
Campus Director of Academic Affairs:	Ron Neil

Faculty

Aragon, Cindy, Full Time Faculty (MCI/ECPI 2016) *Health Science*, MSE Chamberlain College of Nursing, BS Chamberlain College of Nursing, AS Excelsior College, Diploma Trident Technical College

Baker, Linda, Part-Time Faculty (MCI/ECPI 2018) *Health Science*, MSE LaRoche College, BS Clemson University, BS California State University, East Bay

Brooks, Brooke, Full Time Faculty (ECPI 2020) *Arts & Sciences*, MSE Medical University of South Carolina, AS Lord Fairfax Community College, James Madison University

Brown, Porschia, Part-Time Faculty (ECPI 2019) *Arts & Sciences*, PsyD Chicago School of Professional Psychology, MSE University of South Carolina - Columbia, GD University of South Carolina - Columbia, BA University of South Carolina - Columbia

Cadsawan, Ashley, Full Time Faculty (MCI/ECPI 2020) *Health Science*, MSE Charleston Southern University, Trident Technical College

Carl, Niki, Full Time Faculty (MCI/ECPI 2019) *Health Science*, BS Charleston Southern University

Cline, Casey, Part-Time Faculty (MCI/ECPI 2020) *Health Science*, MSE Western Governors University, BS University of Central Missouri

Collins, Yvonne, Full Time Faculty (MCI/ECPI 2020) *Health Science*, MSE American Sentinel University, BS American Sentinel University, AAS Wor-Wic Community College, AS Chesapeake College, CERT Howard County Community College

DeLambo, Amy, Part-Time Faculty (MCI/ECPI 1900) *Health Science*, MSE University of Pittsburgh, BS University of Pittsburgh, AS Comm Col of Allegheny County

Freeman, Michael, Part-Time Faculty (ECPI 2012) *Technology*, MPA Troy University, MSE Regis University, BS Chapman University

Gottschalk, Stephen, Part-Time Faculty (ECPI 2019) *Arts & Sciences*, PhD Fordham University, MSE Fordham University, BA University of Colorado, Boulder

Green, Jaquet, Part-Time Faculty (MCI/ECPI 2019) *Health Science*, AAS Miller-Motte Technical College, AS Trident Technical College

Harrison, Jessica, Full Time Faculty (MCI/ECPI 2019) *Health Science*, MSE University of South Alabama, BS University of Alabama@Birmingham

Haskins, Brandy, Part-Time Faculty (MCI/ECPI 2020) *Health Science*, BS Purdue University, AAS Trident Technical College, AS Trident Technical College, Community College of the Air Force

Hunt, Alicia, Full Time Faculty (MCI/ECPI 2020) *Health Science*, BS Chamberlain College of Nursing, AS ECPI University, Diploma Central School of Practical Nursing

- Legare, Rhodora**, Part-Time Faculty (MCI/ECPI 2019) *Health Science*, AAS Trident Technical College, Purdue University
- Mantini, Jenny**, Part-Time Faculty (ECPI 2016) *Arts & Sciences*, MSE Miami University, BS College of Charleston
- McDaniel, Samantha**, Full Time Faculty (MCI/ECPI 2020) *Health Science*, MSE Walden University, BS University of Dayton, BS Ashland University
- McIntosh, Elizabeth**, Full Time Faculty (MCI/ECPI 2020) *Health Science*, BA Hamilton University, BS Chamberlain College of Nursing, Trident Technical College, Diploma Professional Career Dev Inst, Diploma Trident Technical College
- McLaughlin, Jeffery**, Part-Time Faculty (MCI/ECPI 2020) *Health Science*, MSE Walden University, PGC Walden University, BS Liberty University, AS Henry Ford Community College
- Melodye, Onysko**, Full Time Faculty (MCI/ECPI 2020) *Health Science*, SUNY@Stony Brook, MSE Syracuse University, BS Syracuse University, AAS Broome Technical Community College
- Mildren, Whitney**, Part-Time Faculty (MCI/ECPI 2019) *Health Science*, PhD University of Texas @ Arlington, BS University of Oklahoma Health Sciences Center
- Mitchell, Mary**, Full Time Faculty (MCI/ECPI 2020) *Health Science*, PharmD Medical University of South Carolina, MSE Medical University of South Carolina, BS University of South Carolina - Columbia
- Mkwambe, Eddy**, Part-Time Faculty (ECPI 2018) *Arts & Sciences*, MSE University of Dar es Salaam, Tanzania, BS University of Dar es Salaam, Tanzania
- Nalla, Praveen**, Full Time Faculty (ECPI 2014) *Arts & Sciences*, MSE Clemson University, MSE Texas A&M University-Commerce, BS
- Neeley, Kathy**, Full Time Faculty (MCI/ECPI 2020) *Health Science*, MSE Medical University of South Carolina, Diploma Sharon Regional Health System
- Rhodes, Teresa**, Part-Time Faculty (MCI/ECPI 2019) *Health Science*, DHA Medical University of South Carolina, MSW University of South Carolina, BS College of Charleston
- Rhodes, Tushara**, Full Time Faculty (MCI/ECPI 2020) *Health Science*, PharmD Chamberlain University, MSE Chamberlain College of Nursing, AAS Rowan-Cabarrus Community College
- Rodgers, Krista**, Part-Time Faculty (MCI/ECPI 2011) *Health Science*, MSE Kaplan University, BS Newberry College, Diploma Naval College
- Rogers, Lisa**, Full Time Faculty (MCI/ECPI 2008) *Health Science*, MSE George Washington University, BS University of Alabama
- Smith, Cedric**, Part-Time Faculty (MCI/ECPI 2014) *Health Science*, DC Sherman College of Straight Chiropractic, BS Claflin University
- Snider, Cathy**, Full Time Faculty (MCI/ECPI 2015) *Health Science*, MSE American Sentinel University, BS Medical University of South Carolina, Diploma Delaware Technical Community College
- Taylor, Thomas**, Part-Time Faculty (ECPI 2016) *Arts & Sciences*, DC Life University, BS Xavier University, New York Chiropractic College

Columbia

Campus President:	Jim Rund
Campus Director of Academic Affairs:	Mike Zakkary

Faculty

Bedenbaugh, Brigitte, Full Time Faculty (MCI/ECPI 2018) *Health Science*, MBA University of Phoenix, MSE University of Phoenix, BS Lander University, AS Midlands Technical College, CERT University of Phoenix, CERT Midlands Technical College, Diploma Midlands Technical College

Brown, Rosalind, Full Time Faculty (MCI/ECPI 2017) *Health Science*, UG University of Phoenix, AS South University, Midlands Technical College

Chapman, Pamela, Part-Time Faculty (MCI/ECPI 2017) *Health Science*, UG University of South Carolina - Columbia, AS South University

Cloud, Tina, Part-Time Faculty (ECPI 2015) *Arts & Sciences*, Med University of Phoenix, Med Liberty University, BS Lander University, AS Piedmont Technical College

Crumlin, Lindsey, Part-Time Faculty (MCI/ECPI 2006) *Health Science*, DM Johns Hopkins University Medical School, MSE Johns Hopkins University Medical School, BS Duke University

Davis, Natasha, Part-Time Faculty (MCI/ECPI 2019) *Health Science*, PharmD Capella University, MBA University of Phoenix, MSE University of Phoenix, BS University of South Carolina

Downing, Timothy, Part-Time Faculty (ECPI 2018) *Arts & Sciences*, MA University of California, Riverside, GD University of California, Riverside, BS Clemson University

Evens-Morales, Angela, Part-Time Faculty (MCI/ECPI 2020) *Health Science*, MSE University of Maryland Baltimore, BS University of South Carolina - Columbia, BS Marymount University

Gillam, Bill, Part-Time Faculty (ECPI 2016) *Arts & Sciences*, MT University of South Carolina - Columbia, BS University of South Carolina - Aiken

Hadzic Dodig, Indira, Full Time Faculty (ECPI 2019) *Arts & Sciences*, University of Sarajevo

Hammontree, Edwina, Full Time Faculty (MCI/ECPI 1900) *Health Science*, BS Western Governors University, AAS Muskegon Community College

Hampton, Timothy, Full Time Faculty (ECPI 2019) *Arts & Sciences*, MSE Georgia State University, MSE University of South Carolina - Columbia, BS Wofford College

Harrison, Alecia, Part-Time Faculty (MCI/ECPI 2019) *Health Science*, MSE Argosy University, BS Point University, AA Point University, Diploma Georgia Medical Institute

Key, William, Part-Time Faculty (ECPI 2018) *Arts & Sciences*, MA Northcentral University, BS University of Phoenix

Knorr, Jodi, Full Time Faculty (MCI/ECPI 2017) *Health Science*, MSE ECPI University, BS Kaplan University, AS Northcentral Tech College, Diploma Northcentral Tech College

McFadden, Yiesha, Part-Time Faculty (MCI/ECPI 2019) *Health Science*, PGC Capella University, BS South Carolina State University

Payne, Lizzie, Part-Time Faculty (ECPI 2020) *Arts & Sciences*, MSE Alabama A&M University, BS Alabama A&M University

Russin, Kelly, Full Time Faculty (MCI/ECPI 2019) *Health Science*, MSE University of South Carolina, BS University of South Carolina, Midlands Technical College

Shealy, Liesl, Part-Time Faculty (MCI/ECPI 2019) *Health Science*, AAS Miller-Motte Technical College, Dallas County Community College

Stauffer, Adrian, Full Time Faculty (MCI/ECPI 2017) *Health Science*, MSE University of Phoenix, BS University of Phoenix, AS Glendale Community College

Thompson, JTonya, Part-Time Faculty (ECPI 2012) *Arts & Sciences*, Med South Carolina State University, BA Livingstone College, Diploma King's College - Charlotte

Vartanian, Edwin, Part-Time Faculty (MCI/ECPI 2017) *Health Science*, BS University of South Carolina - Columbia, AS Glendale Community College

White, Danny, Part-Time Faculty (MCI/ECPI 2019) *Health Science*, AS South University, Diploma Remington College

Williams, Chevy, Full Time Faculty (MCI/ECPI 2019) *Health Science*, GD Grand Canyon University, BS Grand Canyon University, AS Orangeburg-Calhoun Technical College

Greensboro

Campus President:	Connie Jakubcin
Campus Director of Academic Affairs:	Patricia O'Keefe

Faculty

Brown, Bayyinah, Part-Time Faculty (MCI/ECPI 2017) *Health Science*, MBA Strayer University, BA Winston-Salem State University, AS ECPI University

Davis, Nakia, Part-Time Faculty (MCI/ECPI 2019) *Health Science*, BS University of Mount Olive, AS Beaufort County Community College

Dawson, Darlene, Part-Time Faculty (MCI/ECPI 2017) *Health Science*, MHA Strayer University, BA Guilford College

Fulton, Judi, Part-Time Faculty (ECPI 2017) *Health Science*, MSE ECPI University, BS Winston-Salem State University

Grafton, Mark, Part-Time Faculty (MCI/ECPI 2011) *Health Science*, MSE Trident University, BA Indiana University - Bloomington, UG University of Evansville, UG University of Texas @ San Antonio, UG University of Maryland University College

Harrell, Al, Part-Time Faculty (ECPI 2013) *Arts & Sciences*, MSE North Carolina A&T State University, BS North Carolina A&T State University

Hodges, Thom, Part-Time Faculty (MCI/ECPI 2014) *Health Science*, MSE University of Washington, BS Graceland University, AS Stanly Community College

- Holiday, Linda**, Full Time Faculty (ECPI 2005) *Arts & Sciences*, MA Clark Atlanta University, MSE Northwestern University, PGC University of California, Los Angeles, BS North Carolina A&T State University
- Ivey, Robin**, Full Time Faculty (MCI/ECPI 2018) *Health Science*, BS North Carolina A&T State University
- Kalyanaraman, Geetha**, Full Time Faculty ((ECPI 2005) *Arts & Sciences*, MSE University of Madras, BS University of Madras, BA University of Madras
- Lurz, Gina**, Part-Time Faculty (MCI/ECPI 2020) *Health Science*, BS University of Phoenix, AS Excelsior College, Coastal Carolina Community College, Cone Health System, Pfeiffer University, University of South Carolina
- May, Barbara**, Full Time Faculty (MCI/ECPI 2020) *Health Science*, MSE Western Governors University, BS University of Phoenix, AS Excelsior College, Diploma Flint Hills Technical College
- Michael, Dianna**, Part-Time Faculty (MCI/ECPI 2013) *Health Science*, MSE Jacksonville University, BS Liberty University, AS Rockingham Community College
- Mohamed, Rasha**, Part-Time Faculty (ECPI 2019) *Arts & Sciences*, MSE North Carolina A&T State University, University of North Carolina @ Greensboro
- Moseley, John**, Part-Time Faculty (MCI/ECPI 2018) *Health Science*, DM Augusta University, BS University of Georgia
- Peacock, NaTisha**, Part-Time Faculty (ECPI 2016) *Arts & Sciences*, DMin Andersonville Theological Seminary, Med Troy University, BS Southern Illinois University-Carbondale
- Perkins, Eric**, Part-Time Faculty (ECPI 2017) *Arts & Sciences*, DO Lake Erie College of Osteopathic Medicine, BS George Mason University
- Pittman, Trecinda**, Full Time Faculty (MCI/ECPI 2019) *Health Science*, BS University of Phoenix
- Platt, Shaquinta**, Full Time Faculty (ECPI 2007) *Arts & Sciences*, MSE North Carolina A&T State University, BS North Carolina A&T State University
- Pressley-Tafari, Nwachi**, Part-Time Faculty (ECPI 2015) *Arts & Sciences*, EdD Morgan State University, PhD Saybrook University, MA University of Baltimore, BA Morgan State University
- Rhoney, Holt**, Part-Time Faculty (MCI/ECPI 2018) *Health Science*, MSE Walden University, BS Winston-Salem State University, AS Darton College
- Speaks, Faith**, Part-Time Faculty (ECPI 2018) *Arts & Sciences*, PhD Clark Atlanta University, MSE North Carolina A&T State University, GD Brenau University, GD Walden University, BA Livingstone College
- Spinks, James**, Full Time Faculty (ECPI 2014) *Arts & Sciences*, PhD North Carolina A&T State University, MSE North Carolina A&T State University, BS Winston-Salem State University
- Teal, Jan**, Full Time Faculty (MCI/ECPI 2019) *Health Science*, MSE Ball State University, BS University of North Carolina @ Greensboro, Guilford Technical Community College
- Tinsley, Kianna**, Part-Time Faculty (MCI/ECPI 2016) *Health Science*, MHA Strayer University, BA High Point University
- Wiske, Jill**, Full Time Faculty (ECPI 2007) *Arts & Sciences*, PhD University of Washington, MA University of Washington, BA University of Washington

Young, Candice, Part-Time Faculty (ECPI 2014) *Arts & Sciences*, PhD North Carolina A&T State University, MSE North Carolina A&T State University, BS Averett University

Greenville

Campus President:	Karen Burgess
Campus Director of Academic Affairs:	Drew McCabe

Faculty

Andrews, Zephany, Full Time Faculty (MCI/ECPI 2020) *Health Science*, MSE University of Phoenix, BA Alcorn State University, AS Greenville Technical College

Baker, Lynn, Part-Time Faculty (MCI/ECPI 1900) *Health Science*, BS Ohio Northern University, AAS Edison Community College, Spartanburg Community College, CERT Carl Sandburg Community College

Banks, Rosie, Part-Time Faculty (ECPI 2019) *Arts & Sciences*, PhD Walden University, MA Webster University, BA Furman University

Benetti, Mariane, Full Time Faculty (MCI/ECPI 2019) *Health Science*, MSE University of Connecticut, BS Sacred Heart University

Boggs, Erica, Full Time Faculty (MCI/ECPI 2018) *Health Science*, BS Western Governors University, AS Tri-County Technical College, Diploma Greenville Technical College

Capps, Amanda, Part-Time Faculty (ECPI 2014) *Arts & Sciences*, MA University of South Carolina - Columbia, BA Furman University

Crider, Matthew, Full Time Faculty (ECPI 2007) *Arts & Sciences*, MSE Clemson University, BA Clemson University

Davis, Ben, Part-Time Faculty (ECPI 2016) *Arts & Sciences*, PhD University of Notre Dame, MSE University of Notre Dame, BS Christian Brothers University

DeSantis, Melissa, Full Time Faculty (MCI/ECPI 2019) *Health Science*, BS Clemson University, AAS Greenville Technical College

Dolan, Sean, Part-Time Faculty (ECPI 2017) *Arts & Sciences*, PhD Walden University, MSE Walden University, BS Liberty University, University of Central Florida

French, Robin, Part-Time Faculty (ECPI 2013) *Health Science*, BS Medical College of Georgia

Hartman, Janie, Full Time Faculty (MCI/ECPI 2019) *Health Science*, MSE Clemson University, BS Oklahoma Wesleyan University

Katz, Steven, Full Time Faculty (MCI/ECPI 2017) *Health Science*, MHA Webster University, BS Southern Illinois University-Carbondale

Leach, Melanie, Full Time Faculty (MCI/ECPI 2017) *Health Science*, BS Chamberlain College of Nursing, AS Piedmont Technical College

Miller, Carolyn, Full Time Faculty (MCI/ECPI 2014) *Health Science*, MSE University of South Carolina - Columbia, BS Medical University of South Carolina, AS Greenville Technical College

Ndanyi, Pamela, Full Time Faculty (MCI/ECPI 2018) *Health Science*, MSE South University, BS South University, AS University of South Carolina - Columbia

Page, Laura, Full Time Faculty (MCI/ECPI 2020) *Health Science*, AAS Colorado Mountain College, AAS Pima Medical Institute, CERT Colorado Mountain College, Red Rocks Community College

Ponce, Frankie, Part-Time Faculty (MCI/ECPI 2016) *Health Science*, MA Webster University, MHA Strayer University, BS Excelsior College, Capella University

Reynolds, Sandy, Part-Time Faculty (ECPI 2012) *Arts & Sciences*, MSE Syracuse University, BS Liberty University, Converse College

Smalls, LaShawn, Full Time Faculty (ECPI 2019) *Arts & Sciences*, DC Sherman College of Chiropractic, BS South Carolina State University,

Snow, Zachary, Part-Time Faculty (ECPI 2014) *Arts & Sciences*, MA Clemson University, BA University of South Carolina - Upstate

Taylor, Amy, Part-Time Faculty (ECPI 2019) *Arts & Sciences*, MA Winthrop University, GD Webster University, BA Converse College

Webb, Katelyn, Full Time Faculty (MCI/ECPI 2020) *Health Science*, MSE University of Southern California

Woodward, Anne, Full Time Faculty (MCI/ECPI 2017) *Health Science*, MSE University of Phoenix, BS University of Phoenix, AS University of South Carolina - Upstate

Northern Virginia

Campus President:	Pam Moon
Campus Director of Academic Affairs:	Daniel Ribaud

Faculty

Abraham, Aymen, Part-Time Faculty (MCI/ECPI 2017) *Health Science*, DMD Ajman University of Science and Technology

Arbabshirani, Abbas, Part-Time Faculty (ECPI 2016) *Arts & Sciences*, MSE Southern Methodist University, BS University of Tehran

Bell, Shirley, Full Time Faculty (MCI/ECPI 2019) *Health Science*, AS Excelsior College, Valley Forge Christian College

Boateng, Dora, Part-Time Faculty (MCI/ECPI 2020) *Health Science*, BA Case Western Reserve University, BS Mount Carmel College of Nursing

Brown, Karen, Part-Time Faculty (MCI/ECPI 2019) *Health Science*, BS George Mason University

Burke, Claire, Part-Time Faculty (MCI/ECPI 2018) *Health Science*, MSE Western Governors University, BS George Mason University

Bushore, Joan, Full Time Faculty (MCI/ECPI 2020) *Health Science*, MSE Liberty University, BS Virginia Commonwealth University

- Button, Liz**, Part-Time Faculty (ECPI 2015) *Arts & Sciences*, MA Marymount University, BS University of Mary Washington, Walden University
- Byrd-Denney, Kristen**, Part-Time Faculty (MCI/ECPI 2020) *Health Science*, MSE University of Texas @ Arlington, BS South Dakota State University, AS Community College of the Air Force
- Caballero, Violeta**, Part-Time Faculty (MCI/ECPI 2015) *Health Science*, BS Saint Louis University-Philippines, BS Lyceum-Northwestern University, UG University of Pangasinan
- Coto, Norma**, Part-Time Faculty (ECPI 2011) *Arts & Sciences*, PhD George Mason University, MA University of North Carolina @ Chapel Hill, BA Rollins College
- Fortner, Mike**, Part-Time Faculty (ECPI 2015) *Arts & Sciences*, MSE Miami University, BS West Virginia University Institute of Technol
- Galloway, Michelle**, Full Time Faculty (MCI/ECPI 2016) *Health Science*, DDS Howard University, BS Howard University
- Gebrehiwot, Amanuel**, Part-Time Faculty (MCI/ECPI 2020) *Health Science*, MSE Mekelle University, BS Sheba College
- Golden, Lisa**, Part-Time Faculty (MCI/ECPI 2020) *Health Science*, MSE Colorado Technical University, BS Western Governors University, AAS Northern Virginia Community College-Manassas
- Habito, Maria Pia**, Full Time Faculty (MCI/ECPI 2014) *Health Science*, MA University of the City of Manila, BS Manilla Doctors College, UG Manilla Doctors College
- Hanna, Motaz**, Full Time Faculty (MCI/ECPI 2013) *Health Science*, DM Assiut University
- Henry, Terry**, Full Time Faculty (MCI/ECPI 2015) *Health Science*, MBA Strayer University, BBA Strayer University, AS Fayetteville Technical Community College
- Kairys, Matt**, Part-Time Faculty (ECPI 2019) *Arts & Sciences*, DC New York Chiropractic College, BS George Mason University
- Kennedy, Kathy**, Part-Time Faculty (MCI/ECPI 2015) *Health Science*, BS Virginia Polytechnic Institute and State Univ, BS George Mason University
- Ludlam, Margaret**, Part-Time Faculty (ECPI 2017) *Arts & Sciences*, Med University of Virginia, BD George Mason University, BA Baylor University
- Martineau, Andrew**, Full Time Faculty (ECPI 2014) *Arts & Sciences*, MA University of Phoenix, MA George Mason University, BA Virginia Commonwealth University
- Melton, Terry**, Part-Time Faculty (ECPI 2014) *Arts & Sciences*, MA West Virginia University, GD Columbia Southern University, BS West Virginia State College
- Mensah-Aggrey, Mina**, Part-Time Faculty (ECPI 2008) *Health Science*, MSE George Mason University, BS George Mason University
- Miller, Denise**, Part-Time Faculty (MCI/ECPI 2011) *Health Science*, MSE Wright State University, BS University of Cincinnati
- Reeve, Nancy**, Full Time Faculty (MCI/ECPI 2020) *Health Science*, Walden University, MSE Chamberlain College of Nursing, BS Virginia Commonwealth University, Shenandoah University

Rickerby, Jennifer, Full Time Faculty (MCI/ECPI 2015) *Health Science*, PharmD George Mason University, MA Liberty University, BS State University of New York

Rizkalla, Nevine, Full Time Faculty (MCI/ECPI 2012) *Health Science*, DM Ain Shams University, MPH Kaplan University, Diploma General Union of Physicians

Rofaeil, Ahdy, Part-Time Faculty (ECPI 2017) *Arts & Sciences*, MSE Cairo University, BA Cairo University

Rosa, Christina, Full Time Faculty (MCI/ECPI 2019) *Health Science*, AAS ECPI University

Shewaferaw, Senay, Full Time Faculty (MCI/ECPI 2018) *Health Science*, DM Jimma University

Sinnott, Steven, Full Time Faculty (ECPI 2009) *Arts & Sciences*, PhD Cornell University, MSE Virginia Polytechnic Institute and State Univ, BS Virginia Polytechnic Institute and State Univ

Smith, Karen, Full Time Faculty (MCI/ECPI 2019) *Health Science*, PhD George Mason University, MSE George Mason University, BS Loma Linda University, AS Mt. San Jacinto College, CERT Mt. San Jacinto College

Sparrow, Traci, Part-Time Faculty (MCI/ECPI 2020) *Health Science*, PharmD George Mason University, MPH Georgia Southern University, BS Georgia Southern University, BS Jacksonville University, AS Delgado Community College

Sullivan, Nancy, Part-Time Faculty (MCI/ECPI 2019) *Health Science*, AAS Marymount University, Capella University

Tate, Mary, Full Time Faculty (MCI/ECPI 2018) *Health Science*, MSE George Mason University, BS Georgetown University

Tennant, Karie, Full Time Faculty (MCI/ECPI 2018) *Health Science*, BS Colorado Technical University, UG Oakland University, AS Macomb Community College

Wall, Monica, Full Time Faculty (MCI/ECPI 2016) *Health Science*, MSE George Mason University, BAA Boston University, AS Northern Virginia Comm College-Springfield

Washington, Sherri, Part-Time Faculty (MCI/ECPI 2014) *Health Science*, BS Lynchburg College

Williams, Deborah, Part-Time Faculty (MCI/ECPI 2017) *Health Science*, PhD George Mason University, MSE George Mason University, BS Southern Illinois University-Edwardsville

Raleigh

Campus President:	Dominick Delorenzo
Campus Director of Academic Affairs:	Jonathan Garrison

Faculty

Armstrong, Amanda, Part-Time Faculty (MCI/ECPI 2020) *Health Science*, BS Western Carolina University

Biswas, Nivedita, Part-Time Faculty (ECPI 2014) *Arts & Sciences*, PhD Stevens Institute of Technology

Butler, Karena, Part-Time Faculty (MCI/ECPI 2019) *Health Science*, PharmD Rush University, BS University of Pennsylvania

Cassagnol, Tracy, Part-Time Faculty (ECPI 2019) *Arts & Sciences*, DM Wake Forest University, BS University of Florida

Clausen, Joshua, Part-Time Faculty (ECPI 2019) *Arts & Sciences*, MA Mississippi State University, MBA Mississippi State University, BA Mississippi State University

Conte, Sarah, Full Time Faculty (MCI/ECPI 2020) *Health Science*, PharmD Loyola University Chicago, MSE Gardner-Webb University, BS East Carolina University, Diploma Watts School of Nursing

Cristino, Jon, Part-Time Faculty (MCI/ECPI 2013) *Health Science*, MSE University of Akron, BS Kent State University, BS Winston-Salem State University, Diploma Huron School of Nursing

Cummings, George, Full Time Faculty (MCI/ECPI 2009) *Health Science*, MSE Texas Christian University, BS Lamar University

DeGroot, Andrew, Part-Time Faculty (ECPI 2019) *Arts & Sciences*, MA North Carolina State University, BA University of California, Irvine

Fadden, Kathleen, Full Time Faculty (MCI/ECPI 2012) *Health Science*, MSE University of Phoenix, BS University of South Carolina - Spartanburg, AS Felician College

Foy, Pauline, Part-Time Faculty (MCI/ECPI 2020) *Health Science*, PharmD University of North Carolina @ Greensboro, MSE Duke University, BS University of Buea

Gilbert, Sandy, Part-Time Faculty (ECPI 2019) *Arts & Sciences*, Med University of Phoenix, MSE Walden University, BA University of Arizona

Grubb, Brenda, Part-Time Faculty (ECPI 2013) *Arts & Sciences*, PhD George Washington University, Med North Carolina State University, BS East Carolina University

Haskins, Jason, Part-Time Faculty (MCI/ECPI 2017) *Health Science*, MSE North Carolina Central University, BS North Carolina Central University

Herrington, Cheryl, Full Time Faculty (ECPI 2013) *Arts & Sciences*, MA Western Governors University, MSE Johns Hopkins University, BS Virginia Polytechnic Institute and State Univ

Hinton, Whitney, Part-Time Faculty (ECPI 2019) *Arts & Sciences*, MSE Hampton University, BS North Carolina A&T State University

Kohl, Laura, Full Time Faculty (MCI/ECPI 2020) *Health Science*, MSE Queens University of Charlotte, BS Case Western Reserve University

Kondor, Phyllis, Full Time Faculty (MCI/ECPI 2004) *Health Science*, MSE University of North Carolina @ Greensboro, BS University of North Carolina @ Greensboro

LaBanca, Linda, Full Time Faculty (MCI/ECPI 2007) *Health Science*, MSE SUNY@Stony Brook, BS SUNY@Stony Brook, AS Helene Fuld College of Nursing

Mars, Laura, Part-Time Faculty (ECPI 2018), PsyD Walden University, MSE Walden University, BS Methodist University

Matthews, Alecia, Part-Time Faculty (ECPI 2015) *Arts & Sciences*, Appalachian State University, Med University of Kansas, BA SUNY @ Buffalo

- McNaughton, Deborah**, Part-Time Faculty (ECPI 2018) *Arts & Sciences*, MA University of California, Berkeley, PGC University of California, Berkeley, BS Northern Illinois University
- Merksamer, Frank**, Part-Time Faculty (ECPI 2016) *Arts & Sciences*, PhD University of Nevada, Reno, MA Old Dominion University, BS George Mason University
- Merritt, Na'Shea**, Part-Time Faculty (ECPI 2016) *Health Science*, MHA Capella University, BS East Carolina University
- Muhsen, Iyad**, Part-Time Faculty (ECPI 2019) *Arts & Sciences*, MA Fayetteville State University, MSE Fayetteville State University, BS Southern University at New Orleans
- Parsons, John**, Part-Time Faculty (ECPI 2015) *Arts & Sciences*, MSE University of Maryland University College, MSE North Carolina State University, BS Michigan State University, AS Ferris State University
- Pickett, Kat**, Full Time Faculty (MCI/ECPI 2016) *Health Science*, MSE Western Governors University, BS Fayetteville State University
- Pinkins, Troy**, Part-Time Faculty (ECPI 2016) *Arts & Sciences*, MBA Strayer University, BA North Carolina State University, AS Monroe College
- Reed, Vonda**, Part-Time Faculty (ECPI 2014) *Arts & Sciences*, EdD Fayetteville State University, MSE North Carolina Central University, BS North Carolina State University
- Sanders, Renee**, Full Time Faculty (MCI/ECPI 2020) *Health Science*, MSE Grand Canyon University, BS Grand Canyon University, AS Excelsior College, Diploma Sampson Comm College
- Snow, Joanne**, Full Time Faculty (MCI/ECPI 2019) *Health Science*, GD Western Carolina University, BS Lenoir Rhyne College, Duke University
- Soderberg-Beck, Wanda**, Full Time Faculty (MCI/ECPI 2019) *Health Science*, University of Central Florida, MSE University of Phoenix, BS University of Phoenix, AS Eastern Florida State College
- Soliman, Hanan**, Part-Time Faculty (ECPI 2020) *Arts & Sciences*, DM Beni-Sweif University
- Stalica, Brittany**, Part-Time Faculty (MCI/ECPI 2017) *Health Science*, MSE University of Texas @ El Paso, BS Texas State University, UG Texas A&M University-College Station
- Thomas, Joycelyn**, Full Time Faculty (MCI/ECPI 2010) *Health Science*, BS Long Island University Brooklyn Campus
- Thornton, Becky**, Full Time Faculty (MCI/ECPI 2016) *Health Science*, EdD Northcentral University, MSE Jacksonville University, BS Wingate University, BS East Carolina University
- Wiggins, Earl**, Part-Time Faculty (ECPI 2018) *Arts & Sciences*, PhD University of South Carolina - Columbia, Morehouse College
- Witherspoon, Anthony**, Part-Time Faculty (ECPI 2019) *Arts & Sciences*, DC Sherman College of Chiropractic, BS Jackson State University

Richmond / Emerywood Health Science

Campus President:	Ashley Richards
Campus Director of Academic Affairs:	Ben Shorb

Faculty

Aldi, Teresa, Full Time Faculty (MCI/ECPI 2020) *Health Science*, AAS Pennsylvania College of Health Sciences, Clarion University

Annis, Caroline, Full Time Faculty (MCI/ECPI 2020) *Health Science*, MSE Walden University, BS Virginia Commonwealth University, AAS Northern Virginia Community College-Annandale

Arrighi, Amber, Full Time Faculty (MCI/ECPI 2019) *Health Science*, UG ECPI University, AAS ECPI University

Bandyopadhyay, Rupa, Part-Time Faculty (ECPI 2014) *Arts & Sciences*, PhD University of Calcutta, MSE University of Calcutta, GD Virginia Commonwealth University, BS University of Calcutta

Butler, Eugene, Part-Time Faculty (MCI/ECPI 2015) *Health Science*, BA Barber-Scotia College, BS Howard University, CERT Howard University

Chinn-Gonsalves, Nijah, Full Time Faculty (MCI/ECPI 2010) *Health Science*, Doctor of Health Sciences University of Indianapolis, MSE California State University, Long Beach, BS Northeastern University

Craig, John, Full Time Faculty (ECPI 2010) *Technology*, MSE Strayer University, BS Strayer University

Davila, Nestor, Full Time Faculty (ECPI 2009) *Arts & Sciences*, PhD Florida State University, BS Florida State University

Dicicco, Denise, Full Time Faculty (MCI/ECPI 2020) *Health Science*, PharmD University of Virginia, MSE Virginia Commonwealth University, BS Virginia Commonwealth University, Diploma

Dickerson, Jennifer, Part-Time Faculty (MCI/ECPI 2013) *Health Science*, BS James Madison University, UG Bryant & Stratton College

Evans, Janet, Part-Time Faculty (MCI/ECPI 2016) *Health Science*, MSE Case Western Reserve University, GD University of Akron, BS Case Western Reserve University

Galloway, Brandi, Part-Time Faculty (MCI/ECPI 2019) *Health Science*, Mdiv Virginia Union University, MSE Old Dominion University, PGC Virginia Commonwealth University, BS Old Dominion University

Glasgow, Robert, Part-Time Faculty (ECPI 2019) *Arts & Sciences*, DC University of Bridgeport, BS University of Bridgeport

Hines, Naomi, Part-Time Faculty (ECPI 2013) *Arts & Sciences*, PhD Capella University, Master of Family Therapy Mercer University, BA LaGrange College

Hopper, Anthony, Part-Time Faculty (MCI/ECPI 2013) *Health Science*, MA University of Virginia, MA Wake Forest University, MSE Georgetown University, GD Hollins University, GD University of Illinois@Urbana, BA Roanoke College, UG Virginia Western Community College

Hummel, David, Part-Time Faculty (ECPI 2019) *Arts & Sciences*, DC Palmer College, BS Old Dominion University

Jones, Jaimee, Full Time Faculty (MCI/ECPI 2019) *Health Science*, MA South University, BA South University, AAS Medical Careers College

Kropp, Tonya, Part-Time Faculty (MCI/ECPI 2017) *Health Science*, GD Western Governors University, BS South University, AS Southside Virginia Community College, CERT Southside Virginia Community College, Diploma MedSpa Careers Institute

Lee, Brendan, Part-Time Faculty (ECPI 2014) *Arts & Sciences*, MA Argosy University, PGC Argosy University, BA Hampden-Sydney College

Markle, Jessica, Full Time Faculty (MCI/ECPI 2019) *Health Science*, MBA Indiana Wesleyan University, MSE Indiana Wesleyan University, BS Radford University, AAS J. Sargeant Reynolds Community College, Diploma Bon Secours Memorial School of Nursing

Mencke, Karyl, Part-Time Faculty (MCI/ECPI 2020) *Health Science*, MSE California College of Health Sciences, BS South Dakota State University

Mingacheva, Albina, Part-Time Faculty (MCI/ECPI 2020) *Health Science*, MSE Virginia Commonwealth University, GD Virginia Commonwealth University, BS Virginia Commonwealth University, AAS J. Sargeant Reynolds Community College

Morales, Justina, Full Time Faculty (MCI/ECPI 2015) *Health Science*, MSE Saint Francis University, PGC Liberty University, PGC Grand Canyon University, BS Ashford University, AS Marshall University

Muhammad, Aisha, Part-Time Faculty (MCI/ECPI 2018) *Health Science*, BS Virginia Commonwealth University, BS Bluefield College, AAS Southside Virginia Community College

Noordyk, Andrea, Full Time Faculty (MCI/ECPI 2019) *Health Science*, MSE Wilkes University, BS George Mason University, UG Northern Virginia Community College-Annandale, Georgetown University

Ortega, Victor, Full Time Faculty (MCI/ECPI 2016) *Health Science*, DM University of San Marcos - Lima, Peru

Pitera, Frank, Part-Time Faculty (ECPI 2014) *Technology*, MAppSc University of Denver, BS Adelphi University, BS ECPI University

Rivers, Shaun, Part-Time Faculty (MCI/ECPI 2020) *Health Science*, MSE Capella University, BS Old Dominion University, AAS J. Sargeant Reynolds Community College

Robinson, Karen, Part-Time Faculty (MCI/ECPI 2017) *Health Science*, MSE University of Phoenix, BS Radford University

Skinner, Marlise, Part-Time Faculty (MCI/ECPI 2020) *Health Science*, MSE Jacksonville University, BS Jacksonville University, AAS Thomas Nelson Community College, Howard University

Starrett, Blair, Full Time Faculty (MCI/ECPI 2018) *Health Science*, BS Western Governors University, Diploma Bon Secours Memorial School of Nursing

Steele, Lisa, Part-Time Faculty (MCI/ECPI 2019) *Health Science*, BS Chamberlain University, AS ECPI University

Stokes-Byrd, Michelle, Part-Time Faculty (ECPI 2013) *Arts & Sciences*, MA Missouri State University, BS Missouri State University

Sutter, Sandra, Part-Time Faculty (MCI/ECPI 2013) *Health Science*, MSE University of Phoenix, BS Virginia Commonwealth University

Tam, Peter, Full Time Faculty (MCI/ECPI 2012) *Health Science*, PhD Nova Southeastern University, DPT University of Maryland Eastern Shore, BS Salisbury University

VanHouten, Katie, Full Time Faculty (MCI/ECPI 2015) *Health Science*, PharmD Capella University, BS Liberty University, UG University of Phoenix, UG Richmond Memorial Hospital School of Nursing, UG Virginia Commonwealth University, AS John Tyler Community College, Diploma Kaplan College

Wahrman, Miriam, Part-Time Faculty (MCI/ECPI 2020) *Health Science*, MSE Aspen University, BS Aspen University, Diploma Bon Secours Memorial School of Nursing

Williams, Evangelyn, Full Time Faculty (MCI/ECPI 2018) *Health Science*, DM Kent State University, BA Trinity Washington University

Wooldridge, Pamela, Part-Time Faculty (MCI/ECPI 2018) *Health Science*, PharmD Kaplan University, MSE Kaplan University, BS Kaplan University, AS J. Sargeant Reynolds Community College

Richmond / Moorefield Health Science

Campus President:	Matt Grinsell
Campus Director of Academic Affairs:	Teresa Hale

Faculty

Kish, Amanda, Full Time Faculty (MCI/ECPI 2018) *Health Science*, BA American Public University, UG Robert Morris University, AS Pittsburgh Technical College

Richardson, Robyn, Full Time Faculty (MCI/ECPI 2012) *Health Science*, MSE Central Michigan University, BS Virginia Commonwealth University

Singleton, Greg, Full Time Faculty (ECPI 2008) *Arts & Sciences*, MA Virginia Commonwealth University, BA Virginia Commonwealth University

Sizmore, Angela, Part-Time Faculty (MCI/ECPI 2013) *Health Science*, BS ECPI University, AS John Tyler Community College

Vernon, Linda, Full Time Faculty (MCI/ECPI 2013) *Health Science*, BS Virginia Commonwealth University

Roanoke

Campus President:	Kevin Newby
Campus Director of Academic Affairs:	John Guise

Faculty

Adkins, Amanda, Part-Time Faculty (MCI/ECPI 2020) *Health Science*, BS West Virginia University

Alexander, Julie, Part-Time Faculty (ECPI 2018) *Arts & Sciences*, MSE Radford University, BS Virginia Commonwealth University, CERT Radford University

Barbes, Tanya, Full Time Faculty (MCI/ECPI 2020) *Health Science*, BS University of the West Indies, AS The College of the Bahamas

- Beauchamp, Gwendolyn**, Full Time Faculty (ECPI 1996) *Arts & Sciences*, MA Hollins University, BA Hollins University, BA James Madison University, CERT Walden University
- Belcher, Heather**, Part-Time Faculty (MCI/ECPI 2018) *Health Science*, MHA University of Phoenix, BS Radford University, Radford University
- Bhandari, Tina**, Part-Time Faculty (ECPI 2019) *Arts & Sciences*, PhD Virginia Polytechnic Institute and State Univ, MA University of Colorado, Colorado Springs, BS
- Bomber, Jeanine**, Part-Time Faculty (MCI/ECPI 2019) *Health Science*, MSE Liberty University, BS Jefferson College of Health Sciences, CERT Virginia Western Community College
- Byer, Summer**, Full Time Faculty (MCI/ECPI 2014) *Health Science*, MSE Liberty University, BS Lynchburg College
- Clem, Chad**, Full Time Faculty (ECPI 1900) *Arts & Sciences*, MA Virginia Tech, BA West Virginia Wesleyan College
- Cote, Rebecca**, Part-Time Faculty (ECPI 2020) *Arts & Sciences*, MA Radford University, BS Virginia Polytechnic Institute and State Univ
- Dowdy, Michelle**, Part-Time Faculty (MCI/ECPI 2019) *Health Science*, MSE Walden University, BS Radford University, AS Virginia Western Community College
- Greenway, Mary Beth**, Full Time Faculty (ECPI 2018) *Arts & Sciences*, Med University of Virginia, PGC Walden University, GD University of Saint Joseph, BA University of Virginia, CERT Roanoke Memorial Hospitals - Med Tech, Virginia Western Community College
- Harbour, Anthony**, Full Time Faculty (MCI/ECPI 2018) *Health Science*, Med Virginia Commonwealth University, BS University of North Carolina @ Chapel Hill, BS Virginia Commonwealth University, AAS J. Sargeant Reynolds Community College, CERT Virginia Commonwealth University
- Harvey, Tessa**, Full Time Faculty (MCI/ECPI 2018) *Health Science*, BS Liberty University
- Haworth, Courtney**, Full Time Faculty (ECPI 2018) *Arts & Sciences*, Radford University, Med Rutgers University-New Brunswick, BA Rutgers University-New Brunswick
- Kemmerer, Deborah**, Full Time Faculty (MCI/ECPI 2005) *Health Science*, BS Southern Adventist University, AS Southern Adventist University
- Kemper, Sandra**, Part-Time Faculty (MCI/ECPI 2020) *Health Science*, BS Radford University, Dabney S. Lancaster Community College, Diploma
- Kitts, Donna**, Full Time Faculty (MCI/ECPI 2007) *Health Science*, BA Augusta State University, BS Medical College of Georgia, AS Macon State College
- Lee, Melissa**, Part-Time Faculty (MCI/ECPI 2017) *Health Science*, AS Bluefield Sanitarium Hospital School of Lab
- Lowe, Angela**, Full Time Faculty (MCI/ECPI 2016) *Health Science*, BS Jefferson College of Health Sciences, AS Jefferson College
- Malone, Linda**, Part-Time Faculty (MCI/ECPI 2017) *Health Science*, MPA Eastern Virginia Medical School, BS Virginia Commonwealth University
- McBride, Gwendolyn**, Part-Time Faculty (MCI/ECPI 2019) *Health Science*, AS Miami Dade College - North Campus
- McCown, Sandra**, Part-Time Faculty (MCI/ECPI 2014) *Health Science*, BS Radford University

Miller, Donna, Full Time Faculty (MCI/ECPI 2016) *Health Science*, MSE Old Dominion University, BS Old Dominion University, BS ECPI University, AS Virginia Western Community College

Rimkis, Robert, Full Time Faculty (ECPI 2018) *Arts & Sciences*, DC Logan University, Doctor of Health Sciences A.T. Still University, BA Rowan University

Sellers, Larissa, Full Time Faculty (MCI/ECPI 2014) *Health Science*, Liberty College, MA Liberty College, BS Jefferson College of Health Sciences, AS Hocking College

Stanley, Tresa, Full Time Faculty (MCI/ECPI 2018) *Health Science*, BS King University, AS Wytheville Community College

Ward, Mary, Full Time Faculty (MCI/ECPI 2018) *Health Science*, MSE Wilkes University, BS Virginia Polytechnic Institute and State Univ, AAS Virginia Western Community College

Williamson, Linda, Full Time Faculty (MCI/ECPI 2015) *Health Science*, State University of New York, MSE Georgia State University, PGC Georgia State University, BS Radford University

Workman, Lisa, Part-Time Faculty (ECPI 2014) *Arts & Sciences*, MA Hollins University, BA Baylor University

Newport News-Health Sciences

Campus President:	Connie Sharp
Campus Director of Academic Affairs:	Alicia Coles

Faculty

Ben Dakon, Marganit, Part-Time Faculty (MCI/ECPI 2019) *Health Science*, BS MCPHS University, Ben-Gurion University of the Negev

Bender, Danyelle, Full Time Faculty (MCI/ECPI 2019) *Health Science*, BA American Public University, BS Bellarmine University

Bennett, Lisa, Part-Time Faculty (MCI/ECPI 2016) *Health Science*, MSE Marshall University, BA University of Charleston

Bougher, Georgiana, Part-Time Faculty (MCI/ECPI 2020) *Health Science*, EdD Northcentral University, MSE George Mason University, BS George Mason University, Northcentral University

Brown, Rosalind, Part-Time Faculty (ECPI 2015) *Arts & Sciences*, DM University of Virginia, BA University of Virginia

Brown, Tracy, Part-Time Faculty (MCI/ECPI 2020) *Health Science*, MSE University of Phoenix, BS St. Petersburg College, AS St. Petersburg College, Diploma Erwin Technical College

Bryant, Amanda, Full Time Faculty (MCI/ECPI 2019) *Health Science*, GD West Texas A&M University, BS Hampton University, AAS Tidewater Community College, Central Piedmont Community College

Bynum, Janet, Part-Time Faculty (MCI/ECPI 2013) *Health Science*, BS Christopher Newport University, AS New York City College of Technology

Coleman, Tracy, Part-Time Faculty (MCI/ECPI 2019) *Health Science*, MPH University of Alabama@Birmingham, MSE University of Alabama@Birmingham, BS University of South Alabama

- Comer, Cheryl**, Part-Time Faculty (MCI/ECPI 2020) *Health Science*, BS Walden University, Diploma Riverside School of Health Careers
- Covert, Diana**, Part-Time Faculty (MCI/ECPI 2020) *Health Science*, MSE Capella University, BS University of North Carolina @ Greensboro
- Davis, Trisha**, Part-Time Faculty (MCI/ECPI 2019) *Health Science*, MSE Purdue University, BS Winston-Salem State University
- Edmonds, Chawndel**, Full Time Faculty (MCI/ECPI 2019) *Health Science*, MSE Chamberlain College of Nursing, BS Norfolk State University, AS Norfolk State University, Chamberlain College of Nursing
- Emerson, Pat**, Part-Time Faculty (MCI/ECPI 2018) *Health Science*, PharmD Old Dominion University, MSE Walden University, BS Medical College of Virginia, Diploma Sentara School of Health Professions
- Fears, Pamela**, Part-Time Faculty (MCI/ECPI 2020) *Health Science*, MSE ECPI University, BS ECPI University, AAS ECPI University
- Foreman, Kelly**, Full Time Faculty (MCI/ECPI 2019) *Health Science*, BS Grand Canyon University, CERT Southside Regional Medical Center
- Gaborik, Susan**, Full Time Faculty (MCI/ECPI 2010) *Health Science*, MSE Old Dominion University, BS Old Dominion University, UG Thomas Nelson Community College, St. Joseph Hospital, Diploma Michigan Technological University
- Gardner, Danyell**, Full Time Faculty (MCI/ECPI 2017) *Health Science*, MA Trident University, BS Southern Illinois University, AS Community College of the Air Force
- Getz, Lorraine**, Full Time Faculty (ECPI 2014) *Health Science*, AS Tidewater Community College
- Greenaway, Calise**, Full Time Faculty (MCI/ECPI 2019) *Health Science*, MSE Old Dominion University, BS Norfolk State University, AAS Medical Careers Institute
- Hickerson, Megan**, Full Time Faculty (MCI/ECPI 2019) *Health Science*, MSE University of Iowa
- Hicks, Ronda**, Part-Time Faculty (MCI/ECPI 2020) *Health Science*, MBA Colorado Technical University, BS John Jay College of Criminal Justice, AAS Tidewater Community College
- Hohmann, Melissa**, Part-Time Faculty (MCI/ECPI 2018) *Health Science*, MSE Ithaca College, BS Ithaca College
- Hunt, Ana**, Full Time Faculty (MCI/ECPI 2019) *Health Science*, MSE Wilkes University, BS Old Dominion University, AAS ECPI University
- Jones, Quanta**, Full Time Faculty (MCI/ECPI 2018) *Health Science*, BS Texas State University
- Kasunich, Norman**, Part-Time Faculty (MCI/ECPI 2017) *Health Science*, DC National College of Chiropractic, BS University of Pittsburgh
- Kilgore, Brittany**, Part-Time Faculty (MCI/ECPI 2014) *Health Science*, MSE Hampton University, BS North Carolina A&T State University
- Kunze, Ann**, Full Time Faculty (MCI/ECPI 2005) *Health Science*, BA Lynchburg College, Diploma Medical Careers Institute
- Lally, Dawn**, Part-Time Faculty (MCI/ECPI 2018) *Health Science*, BS American Intercontinental University, AS ECPI University, AS Broward Community College

Lawrence, Erin, Full Time Faculty (ECPI 2018) *Arts & Sciences*, BS Hampton University

Marroletti, Lynda, Part-Time Faculty (MCI/ECPI 2019) *Health Science*, MSE Vanderbilt University, MSE Western Governors University, BS Western Governors University, AS Excelsior College, CERT Camden County College, Tidewater Community College

Marshall, Patricia, Part-Time Faculty (MCI/ECPI 2018) *Health Science*, BS University of Phoenix, Thomas Nelson Community College, Salve Regina University, Diploma Ohio Valley General Hosp. School of Nursing

McKinley, Kirk, Part-Time Faculty (MCI/ECPI 2016) *Health Science*, AS ECPI University

Mills, Kandy, Full Time Faculty (MCI/ECPI 2017) *Health Science*, DPT Neumann University, BS Keystone College, AS Penn State University

Minx, Humphrey, Part-Time Faculty (ECPI 2013) *Arts & Sciences*, PhD University of Missouri, Columbia, MSE Pittsburgh State University, BS Northwest Missouri State University

Moring, Steven, Full Time Faculty (MCI/ECPI 2018) *Health Science*, MPA Northwestern University, BS George Washington University, AS Richard Bland College, Capella University

Olson, Megan, Full Time Faculty (MCI/ECPI 2020) *Health Science*, PharmD Capella University, BA Colorado Mesa University

Orie, Pam, Part-Time Faculty (MCI/ECPI 2015) *Health Science*, MSE Hampton University, BS Hampton University

Pankoke, Sheila, Part-Time Faculty (MCI/ECPI 2019) *Health Science*, MSE American Sentinel University, BS Chamberlain College of Nursing, Diploma Riverside School of Health Careers

Pettis, Robin, Full Time Faculty (MCI/ECPI 2019) *Health Science*, BS University of Phoenix, AAS College of Lake County, Saint Leo University

Pouncil, Diamond, Part-Time Faculty (MCI/ECPI 2020) *Health Science*, BS South University, AS ITT Technical College

Primich, Jen, Full Time Faculty (MCI/ECPI 2018) *Health Science*, BS Weber State University, AS College of Eastern Utah, AS Weber State University

Richards-Myles, Cindy, Full Time Faculty (MCI/ECPI 2014) *Health Science*, MSE King's College, PGC Walden University, BA Chaminade University of Honolulu, AS Chaminade University of Honolulu

Richardson, Kimberly, Part-Time Faculty (MCI/ECPI 2010) *Health Science*, BA Randolph-Macon College, BS Virginia Commonwealth University

Roberts, Felicia, Part-Time Faculty (MCI/ECPI 2020) *Health Science*, BS Metropolitan State University, AAS Community College of Denver, Colorado State University-Global

Robertson, Auriel, Part-Time Faculty (MCI/ECPI 2020) *Health Science*, BS University of the Incarnate Word

Rose, Michele, Full Time Faculty (MCI/ECPI 2015) *Health Science*, BA University of Cincinnati, AS Swedish Institute

Ross, Lajuana, Part-Time Faculty (ECPI 2015) *Health Science*, MSE Western Governors University, BS Western Governors University, AS Drury University, Diploma Cox College

Sanchez, Christina, Part-Time Faculty (MCI/ECPI 2017) *Health Science*, MSE Walden University, BS ECPI College of Technology, AS ECPI College of Technology

Schubert, Karen, Full Time Faculty (MCI/ECPI 2014) *Health Science*, DM Uniformed Services University, BA College of Notre Dame of Maryland, UG Notre Dame College, Diploma Sanford-Brown Institute

Shrader, Ashley, Part-Time Faculty (MCI/ECPI 2015) *Health Science*, BS Chamberlain College of Nursing, UG Thomas Nelson Community College, AS ECPI University

Simpson, Edward, Full Time Faculty (MCI/ECPI 2005) *Health Science*, BA University of Richmond, Diploma ECPI College of Technology, Diploma Virginia Career Institute

Staley, Elizabeth, Part-Time Faculty (ECPI 2014) *Arts & Sciences*, MSE University of North Carolina @ Greensboro, BS Ohio Northern University

Tate, Traci, Full Time Faculty (MCI/ECPI 2020) *Health Science*, MSE Walden University, BS Walden University, BS Hampton University, AAS Paul D. Camp Community College

Thomas, Lucious, Full Time Faculty (ECPI 2015) *Arts & Sciences*, MSE Hampton University, BS North Carolina Central University

Thompson, Kim, Part-Time Faculty (MCI/ECPI 2019) *Health Science*, BS Shippensburg University, BS Bryant & Stratton College, AAS Community College of the Air Force-CCAF, AAS Bryant & Stratton College

Townsend, Julie, Part-Time Faculty (MCI/ECPI 2020) *Health Science*, PharmD Nova Southeastern University, MSE Florida State University, BS University of Florida

San Antonio

Campus President:	Lisa Zerbonia
Campus Director of Academic Affairs:	

Faculty

Moses, Kristilyn, Full Time Faculty (MCI/ECPI 2019) *Health Science*, MSE Capella University, MSE University of Phoenix, Capella University, BS Kaplan University, AAS Inver Hills Community College, Diploma Medical Institute of Minnesota

Ramirez, Elizabeth, Part-Time Faculty (ECPI 2019) *Arts & Sciences*, MA University of the Incarnate Word, BA Texas State University

Smith, Dalyn, Part-Time Faculty (ECPI 2019) *Arts & Sciences*, MA Texas State University, BA Schreiner University

Tan, Wilhelmina, Part-Time Faculty (ECPI 2020) *Arts & Sciences*, MSE Georgetown University, BA Boston University, Medical Education Training Campus

Virginia Beach-Health Sciences

Campus President:	Michael Heck
Campus Director of Academic Affairs:	Vicki Brett

Faculty

Barnhart, Lori, Part-Time Faculty (MCI/ECPI 2017) *Health Science*, BS South University, AS Medical Careers Institute

Beard, Randal, Full Time Faculty (MCI/ECPI 2006) *Health Science*, MA Norfolk State University, BS George Washington University, AS University of Phoenix

Buckley, Jennifer, Full Time Faculty (MCI/ECPI 2020) *Health Science*, MSE Jacksonville University, BS Jacksonville University, AAS Tidewater Community College, AAS ECPI University

Burnette, Linda, Part-Time Faculty (MCI/ECPI 2019) *Health Science*, MBA Central Michigan University, BS Old Dominion University

Butler, Jessica, Part-Time Faculty (MCI/ECPI 1900) *Health Science*, BS Old Dominion University

Cebrelli, Hemowatee, Part-Time Faculty (MCI/ECPI 2017) *Health Science*, MSE Northcentral University, BS ECPI University, Diploma MedTech Healthcare

Coelho, Rebecca, Part-Time Faculty (MCI/ECPI 2018) *Health Science*, MSE Old Dominion University, BS Old Dominion University

Decker, George, Part-Time Faculty (MCI/ECPI 2013) *Health Science*, MBA University of Phoenix, MSE University of Phoenix, BS University of Phoenix, BS Washington State University

Drake, Thomas, Part-Time Faculty (MCI/ECPI 2019) *Health Science*, BD Regent University, BS Old Dominion University, AS ECPI College of Technology

Edwards, Lou, Part-Time Faculty (MCI/ECPI 2018) *Health Science*, DHA University of Phoenix, MBA University of Phoenix, BS University of Phoenix

Evans, Lisa, Full Time Faculty (MCI/ECPI 2004) *Health Science*, MSE Walden University, BBA Christopher Newport University

Green, Kimberly, Part-Time Faculty (MCI/ECPI 2020) *Health Science*, BS University of Phoenix, AAS ECPI University, University of Phoenix, Diploma ECPI University

Hall, Katia, Part-Time Faculty (MCI/ECPI 2020) *Health Science*, PharmD Frontier Nursing University, George Washington University, MSE Old Dominion University, BA Virginia Wesleyan College, Diploma Sentara School of Health Professions

Hammond, Loleta, Part-Time Faculty (MCI/ECPI 2012) *Health Science*, MSE Kaplan University, BS Old Dominion University, UG Virginia Commonwealth University

Hill, Larry, Full Time Faculty (MCI/ECPI 2006) *Health Science*, MSE Walden University, BS George Washington University

Hogins, Laura, Part-Time Faculty (MCI/ECPI 2020) *Health Science*, BS University of Colorado, Colorado Springs, AAS Pikes Peak Community College

- Keith, Nadirah**, Part-Time Faculty (MCI/ECPI 2014) *Health Science*, MSE Hampton University, BS North Carolina A&T State University
- Little, Kimberly**, Part-Time Faculty (MCI/ECPI 2015) *Health Science*, TC United States Naval Academy
- Lucas, Rhonda**, Part-Time Faculty (MCI/ECPI 2016) *Health Science*, BS Old Dominion University, AS Tidewater Community College
- Mack, Margaret**, Full Time Faculty (MCI/ECPI 2020) *Health Science*, PhD Medical College of Georgia, University of South Carolina - Columbia, MSE University of South Carolina - Columbia, BS University of South Carolina - Columbia
- Magnussen, Georgianna**, Part-Time Faculty (MCI/ECPI 2020) *Health Science*, BS Chamberlain College of Nursing, AS Rockingham Community College, Walden University
- Mahon, Kirsten**, Part-Time Faculty (ECPI 2018) *Arts & Sciences*, Med Old Dominion University, BS Virginia Tech
- McAfee, Bill**, Full Time Faculty (ECPI 2013) *Arts & Sciences*, EdD University of South Carolina - Columbia, MSE Florida State University, MSE Medical University of South Carolina, BA University of Virginia
- McDuffie, Barbara**, Full Time Faculty (MCI/ECPI 2007) *Health Science*, BS Virginia Commonwealth University
- Miller, Tanya**, Part-Time Faculty (MCI/ECPI 2018) *Health Science*, PharmD University of Cincinnati, University of Massachusetts-Boston, MSE University of Cincinnati, BA Mount Saint Mary College, BS Mount Saint Mary College, AA Ulster County Community College
- Morgan, Tracy**, Full Time Faculty (MCI/ECPI 2006) *Health Science*, MSE University of Phoenix, BS Virginia Commonwealth University, AS Florida Keys Community College
- O'Brien, Kathleen**, Part-Time Faculty (ECPI 2015) *Health Science*, BS Norfolk State University, AS Medical Careers Institute, Diploma Medical Careers Institute
- O'Neil, Meghan**, Full Time Faculty (MCI/ECPI 2016) *Health Science*, MPH Eastern Virginia Medical School, BA College of the Holy Cross
- Ortiz, Marie**, Full Time Faculty (MCI/ECPI 2010) *Health Science*, PharmD Walden University, MSE Troy University-Hampton Roads, MSE Walden University, BS Norfolk State University
- Paul, Michelle**, Part-Time Faculty (MCI/ECPI 2018) *Health Science*, MSE Western Governors University, BS Western Governors University, Diploma Worcester City Hospital School
- Richardson, Loretta**, Part-Time Faculty (MCI/ECPI 2019) *Health Science*, MSE Regent University, BS Old Dominion University, AAS Tidewater Community College
- Roeder, Yvonne**, Part-Time Faculty (MCI/ECPI 2019) *Health Science*, BS Old Dominion University
- Segura, Veronica**, Part-Time Faculty (MCI/ECPI 2018) *Health Science*, MPH American Military University, BS Sullivan University, BS Western Kentucky University
- Shapiro, Michelle**, Full Time Faculty (MCI/ECPI 2020) *Health Science*, MSE Chamberlain College of Nursing, BS Chamberlain College of Nursing, AS Northern Virginia Comm College-Springfield
- Siegel, Ellis**, Full Time Faculty (MCI/ECPI 2017) *Health Science*, MSE Old Dominion University, BS Virginia Commonwealth University
- Smith, Amber**, Part-Time Faculty (MCI/ECPI 2013) *Health Science*, MSE Walden University, BS Western Governors University, AS Medical Careers Institute, Tidewater Community College

Smith, Shelia, Part-Time Faculty (MCI/ECPI 2018) *Health Science*, BS Norfolk State University, AS Norfolk State University, Paul D. Camp Community College

Stavish, Stephanie, Full Time Faculty (MCI/ECPI 2019) *Health Science*, PharmD Marymount University, MSE George Mason University, Diploma Louise Obici Memorial School of Nursing

Thomas, Shauna, Part-Time Faculty (MCI/ECPI 2019) *Health Science*, MSE Drexel University, BS Hampton University

Thorpe, Linda, Full Time Faculty (MCI/ECPI 2006) *Health Science*, MReg Tabernacle Baptist College & Seminary, BA Free Will Baptist Bible College, BS Free Will Baptist Bible College, AS Belmont University

Tiangco, David, Full Time Faculty (ECPI 2011) *Arts & Sciences*, PhD Old Dominion University, MSE Old Dominion University, BS Old Dominion University, BS Virginia Polytechnic Institute and State Univ

Valentin, Jennifer, Part-Time Faculty (MCI/ECPI 2017) *Health Science*, MSE George Washington University, BS University of Phoenix, AS Medical Careers Institute

Van Dyke, Larissa, Part-Time Faculty (ECPI 2013) *Arts & Sciences*, MSE St. Petersburg State University - Russia, BA Pyatygorsk University of Foreign Languages, BS St. Petersburg State University - Russia

Vishneski, Sonia, Part-Time Faculty (MCI/ECPI 2018) *Health Science*, PharmD Case Western Reserve University, MSE Vanderbilt University, BS Troy University

Warrington Jr., Bill, Full Time Faculty (MCI/ECPI 2019) *Health Science*, PhD University of Florida, MSE Georgetown University, MSE University of Phoenix, BS California State University, Fullerton

White, Ronald, Part-Time Faculty (ECPI 2006) *Arts & Sciences*, PhD Hampton University, MA Norfolk State University, PGC Regent University, BS Norfolk State University

Williams, Stephen, Part-Time Faculty (MCI/ECPI 2017) *Health Science*, MPA Troy University, BA University of the State of New York, AS CUNY @ College of Staten Island

Wood, Judy, Part-Time Faculty (MCI/ECPI 2018) *Health Science*, MSE Wheeling Jesuit University, BS Wheeling Jesuit University, AAS Central Florida Community College

Wyckoff, Caleb, Part-Time Faculty (ECPI 2018) *Arts & Sciences*, MSE Old Dominion University, BS Old Dominion University

Zabel, Jennifer, Part-Time Faculty (MCI/ECPI 2013) *Health Science*, MSE Saint Joseph's University, BA Nova Southeastern University, AS Tunxis Community College

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About ECPI University

- Accreditation and Approvals
 - Accreditation and Approvals
 - Programmatic Accreditation

Programmatic Accreditation

ECPI University has met the standards of accreditation for the following specialized or programmatic accreditation agencies that are recognized by the Council of Higher Education Accreditation and/or the US Department of Education. Copies of the accreditation approvals are available for inspection during regular business hours at the respective local campus.

Accrediting Bureau of Health Education Schools

The Medical Assisting programs at ECPI University are accredited by the Accrediting Bureau of Health Education Schools (ABHES) at the following ECPI University campuses: Newport News, Northern Virginia, Richmond, Roanoke, and Virginia Beach, Virginia; Charlotte, Greensboro and Raleigh, North Carolina; Charleston, Columbia, and Greenville, South Carolina; and San Antonio, Texas. This is a programmatic accreditation by ABHES, a recognized accrediting agency for allied health programs, including medical assisting. For more information, visit www.abhes.org.

The Surgical Technology programs are accredited by the Accrediting Bureau of Health Education Schools (ABHES) at the following ECPI campuses: Northern Virginia and Richmond, Virginia campuses. This is a programmatic accreditation by ABHES, a recognized accrediting agency for allied health programs including surgical technology. For more information, visit www.abhes.org.

Accrediting Bureau of Health Education Schools
7777 Leesburg Pike, Suite 314N
Falls Church, Virginia 22043
Telephone 703.917.9503

Accrediting Commission of the American Culinary Federation Education Foundation

The AAS in Culinary Arts degree is accredited by the Accrediting Commission of the American Culinary Federation Education Foundation (ACF) at the following ECPI University locations in Virginia: Norfolk and Newport News. This is a programmatic accreditation by ACF, a specialized accreditation agency for postsecondary educational programs in culinary arts and baking and pastry arts. For more information, visit www.acfchefs.org.

ACF requires assessment outcomes data to be available for all accredited programs, which can be found by clicking [here](#).

American Culinary Federation
180 Center Place Way
St. Augustine, Florida 32095
Telephone: (940) 824-4468

Commission on Accreditation for Health Informatics and Information Management Education

The Health Science/Health Information Management associate of applied science degree program is accredited by the Commission on Accreditation for Health Informatics and Information Management Education (CAHIIM) at ECPI University, Richmond, Virginia.

This is a programmatic accreditation by CAHIIM, a specialized accrediting agency for health informatics and health information management educational programs. For more information, visit www.cahiim.org.

Commission on Accreditation for Health Informatics and Information Management Education
233 N. Michigan Avenue; 21st Floor
Chicago, IL 60601-5800
Telephone: 312.233.1100

Commission on Collegiate Nursing Education

The Bachelor to Bachelor of Science in Nursing program is accredited by the Commission on Collegiate Nursing Education (CCNE) at the ECPI University Orlando, Florida campus. This is a programmatic accreditation by CCNE, an autonomous accrediting agency, contributing to the improvement of the public's health. For more information, visit <http://www.aacn.nche.edu/ccne-accreditation>.

The Master of Science in Nursing program is accredited by the Commission on Collegiate Nursing Education (CCNE) at the ECPI University Virginia Beach, Virginia campus. This is a programmatic accreditation by CCNE, an autonomous accrediting agency, contributing to the improvement of the public's health. For more information, visit <http://www.aacn.nche.edu/ccne-accreditation>.

Commission on Collegiate Nursing Education
655 K Street, NW, Suite 750
Washington, DC 20001
(202) 887-6791

Commission on Physical Therapy Education

The Physical Therapist Assistant program is accredited by the Commission on Accreditation in Physical Therapy Education (CAPTE) of the American Physical Therapy Association at the following ECPI campuses: Newport News and Richmond/ Emerywood, Virginia. This is a programmatic accreditation by CAPTE, a specialized accreditation agency for qualified entry-level education programs for physical therapists and physical therapist assistants. For more information, visit www.capteonline.org.

Commission on Accreditation in Physical Therapy Education
American Physical Therapy Association
3030 Potomac Ave., Suite 100
Alexandria, VA 22305-3085
Telephone 703.706.3245

Joint Review Committee on Education in Radiologic Technology

The Medical Radiography program is accredited by the Joint Review Committee on Education in Radiologic Technology at the following ECPI campuses: Newport News and Northern Virginia, Virginia. This is a programmatic accreditation by JRCERT, which is the only agency recognized by the United States Department of Education (USDE) and the Council for Higher Education Accreditation (CHEA), for the accreditation of traditional and distance delivery educational programs in radiography, radiation therapy, magnetic resonance, and medical dosimetry. For more information, visit <http://jrcert.org/>.

Joint Review Committee on Education in Radiologic Technology
20 N. Wacker Drive, Suite 2850
Chicago, IL 60606-3182
Telephone 312.704.5300, fax 312.704.5304
email: mail@jrcert.org

Graduates qualify to sit for the national exam of the American Registry of Radiologic Technologists (ARRT).

Accreditation Commission for Education in Nursing

The Bachelor of Science in Nursing (RN to BSN, degree completion program) at ECPI University is accredited by the Accreditation Commission for Education in Nursing (ACEN). This is a programmatic accreditation by ACEN, the specialized accreditation agency responsible for nursing education programs. For more information, visit <http://acenursing.org/>.

Accreditation Commission for Education in Nursing
3390 Peachtree Road NE, Suite 1400
Atlanta, Georgia 30326

ACEN formerly operated as NLNAC/National League for Nursing Accrediting Commission, Inc.

Commission on Accreditation of Allied Health Education Programs

The Emergency Medical Services - Paramedic program is accredited by the Commission on Accreditation of Allied Health Education Programs (www.caahep.org) upon the recommendation of the Committee on Accreditation of Educational Programs for the Emergency Medical Services Professions (CoAEMSP).

Commission on Accreditation of Allied Health Education Programs
9355 - 113th St. N, #7709
Seminole, FL 33775
727-210-2350
www.caahep.org

To contact CoAEMSP:

8301 Lakeview Parkway
Suite 111-312
Rowlett, TX 75088
214-703-8445
FAX 214-703-8992
www.coaemsp.org

The ECPI University Emergency Medical Services (EMS) program is accredited by the Virginia Department of Health Office of Emergency Medical Services (www.vdh.virginia.gov/emergency-medical-services) upon the recommendation of Division of Accreditation, Certification and Education.

Virginia Office of EMS
1041 Technology Park Drive
Glen Allen, VA 23059
804-888-9100
www.vdh.virginia.gov/emergency-medical-services

Campus Information

- Program Offerings by Campus
 - Virginia Campuses
 - [Virginia Beach](#)

Virginia Beach

Master of Science degrees

Computer and Information Science

[Cybersecurity, Cyber Operations concentration \(online\)](#)

[Cybersecurity, Cybersecurity Policy concentration \(online\)](#)

[Information Systems \(online\)](#)

Business Administration

[concentration in Business Management \(online\)](#)

[concentration in Information Technology Management \(online\)](#)

Management

[concentration in Homeland Security Management \(online only\)](#)

[concentration in Human Resources Management \(online only\)](#)

[concentration in Organizational Leadership \(online only\)](#)

Nursing

[concentration in Family Nurse Practitioner \(online only\)](#)

[concentration in Nursing Education \(online only\)](#)

Systems Engineering

[concentration in Mechatronics \(online\)](#)

[concentration in Software Engineering \(online\)](#)

Bachelor of Science degrees**Business Administration**

[concentration in Accounting \(online\)](#)

[concentration in Business Management \(online\)](#)

[concentration in Hospitality Management \(online only\)](#)

[concentration in IT Management \(online\)](#)

[concentration in Operations, Logistics, and Supply Chain Management \(online\)](#)

Computer and Information Science

[Cyber and Information Security Technology major, Cloud Computing track \(online\)](#)

[Cyber and Information Security Technology major, Cybersecurity track \(online\)](#)

[Cyber and Information Security Technology major, Digital Forensics Technology track \(online\)](#)

[Software Development major, Data Analytics track \(online\)](#)

[Software Development major, Mobile Development track \(online\)](#)

[Software Development major, Web Design & Development track \(online\)](#)

Criminal Justice

[concentration in Criminal Justice \(online\)](#)

[concentration in Crime & Intelligence Analysis \(online only\)](#)

[concentration in Digital Forensics \(online\)](#)

[concentration in Homeland Security \(online\)](#)

Cyber and Information Security Technology

[Cyber and Information Security Technology \(Degree Completion\)](#)

Electronic Systems Engineering Technology

[concentration in Electronic Systems \(online\)](#)

[concentration in Mechatronics \(online\)](#)

Food Service Management

[Food Service Management \(Degree Completion\)](#)

Health Science

[concentration in Healthcare Administration, Acute Care track \(online\)](#)

[concentration in Healthcare Administration, Long Term Care track](#)

[Radiologic Sciences \(Degree Completion - online only\)](#)

Mechanical Engineering Technology

[concentration in Mechanical Engineering Technology \(online\)](#)

Nursing

[Nursing, Traditional Track](#)

[Nursing, RN to BSN \(online only\)](#)

Organizational Leadership

[concentration in Operations, Logistics, and Supply Chain Management \(online only\)](#)

[concentration in Management, Human Resources Management track \(online only\)](#)

[concentration in Management, Leadership track \(online only\)](#)

[concentration in Management, Project Management track \(online only\)](#)

Associate of Science degrees**Computer & Information Science**

[concentration in Cyber and Information Security Technology \(online\)](#)

[concentration in Software Development \(online\)](#)

Electronics Engineering Technology

[concentration in Electronics Engineering Technology \(online\)](#)

[concentration in Mechatronics](#)

Engineering Technology

[Computer-Aided Drafting and Design](#)

Mechanical Engineering Technology

[concentration in Mechanical Engineering Technology \(online\)](#)

Associate of Applied Science degrees

[Baking and Pastry Arts](#)

[Culinary Arts](#)

[Culinary Arts and Applied Nutrition](#)

[Dental Assisting](#)

[Health Science, concentration in Health Information Management \(online only\)](#)

[Health Science-Medical Assisting](#)

Associate Degree in Nursing

Diplomas

[Baking and Pastry Arts](#)

[Culinary Arts](#)

[Medical Assisting](#)

[Practical Nursing](#)

Certificates

Business Administration

[Lean Methodology and Project Management \(online\)](#)

[Financial Literacy for Business Professionals \(online\)](#)

Computer and Information Science

[Technical Support \(online\)](#)

[Linux System Administration \(online\)](#)

[Windows System Administration \(online\)](#)

[Cyber Defense and Ethical Hacking \(online\)](#)

Criminal Justice

[Law Enforcement Management \(online\)](#)

[Digital Forensics \(online\)](#)

[Foundations of Law Enforcement \(online\)](#)

Culinary Arts

[Food Service Financial Management](#) (online)

[Food Service Leadership](#) (online)

Engineering Technology

[Manufacturing Processes and CNC Programming](#) (online)

[CAD, Prototyping, and 3D Printing](#) (online)

[Pre-Engineering Math and Software Applications](#) (online)

[Digital Logic Systems](#) (online)

Program Information

- College of Technology
 - Computer and Information Science
 - Computer and Information Science, Certificate
 - Computer and Information Science Certificate – Program Specific Policies
 - Engineering Technology
 - Engineering Technology, Certificate
 - Engineering Technology Certificate – Program Specific Policies
- College of Business
 - Business Administration, Certificate
 - Business Administration Certificate – Program Specific Policies
- College of Criminal Justice
 - Criminal Justice, Certificate
 - Criminal Justice Certificate – Program Specific Policies
- College of Health Science, Medical Careers Institute
 - Advanced Clinicals
 - Physical Therapist Assistant
 - Physical Therapist Assistant Program – Specific Policies

- Health Sciences
 - Medical Assisting
 - Medical Assisting, Associate of Applied Science in Health Science
- College of Nursing
 - Nursing, Bachelor of Science (Traditional Track)
 - Nursing Program – Specific Policies (applies to all campuses)
 - Nursing, RN to BSN
 - Nursing Program – Specific Policies
 - Nursing BS to BSN (quarter credit)
 - Orlando (Lake Mary) Nursing Programs – Specific Policies
- College of Culinary Arts, Culinary Institute of Virginia
 - Culinary Arts
 - Culinary Arts, Certificate
 - Culinary Arts Certificate – Program Specific Policies

Computer and Information Science Certificate - Program Specific Policies

Admissions Requirements. Admission is on a selective and competitive basis. ECPI University reserves the right to select those applicants who are deemed best qualified for the Computer and Information Science Certificate program. Entrance requirements include the following prerequisites:

- **Technical Support** – No pre-requisites
- **Linux System Administration** – [CIS106](#) Introduction to Operating Systems
- **Windows System Administration** – [CIS106](#) Introduction to Operating Systems, [CIS150](#) Introduction to Networking, and [CIS225](#) Network Protocols and Services
- **Cyber Defense and Ethical Hacking** – [CIS106](#) Introduction to Operating Systems, [CIS150](#) Introduction to Networking, and [CIS206](#) Linux Administration

Student Evaluation. Students' academic progress will be evaluated after each course grade has been awarded. In general and unless otherwise stated, the minimum grade to maintain satisfactory progress is 70% or C-.

A course may not be repeated more than once without approval of the designated academic official. Grades achieved in courses that are repeated due to course withdrawal (W, WP) or failure (F, WF) will replace previous withdrawal or failing grades. A student who is approved to repeat a course due to a failing grade (F, WF) must successfully pass the course by the third attempt. After three failed attempts the student will be academically dismissed (for appeal of academic dismissal, see [Appealing an Academic Dismissal](#)).

Engineering Technology Certificate - Program Specific Policies

Admissions Requirements. Admission is on a selective and competitive basis. ECPI University reserves the right to select those applicants who are deemed best qualified for the Engineering Technology Certificate program. Entrance requirements include the following prerequisites:

- **Manufacturing Processes and CNC Programming** – [MTH200](#) Precalculus, [PHY120](#) Physics, [EET192](#) & [EET192L](#) Introduction to 3D Modeling and Lab, and [MTH131](#) College Algebra
- **CAD, Prototyping, and 3D Printing** – [MTH131](#) College Algebra
- **Pre-Engineering Math and Software Applications** – No pre-requisites
- **Digital Logic Systems** – [MTH131](#) College Algebra

Student Evaluation. Students' academic progress will be evaluated after each course grade has been awarded. In general and unless otherwise stated, the minimum grade to maintain satisfactory progress is 70% or C-. Students must achieve a minimum term grade point average of 2.0.

A course may not be repeated more than once without approval of the designated academic official. Grades achieved in courses that are repeated due to course withdrawal (W, WP) or failure (F, WF) will replace previous withdrawal or failing grades. A student who is approved to repeat a course due to a failing grade (F, WF) must successfully pass the course by the third attempt. After three failed attempts the student will be academically dismissed (for appeal of academic dismissal, see [Appealing an Academic Dismissal](#)).

Business Administration Certificate - Program Specific Policies

Admissions Requirements. Admission is on a selective and competitive basis. ECPI University reserves the right to select those applicants who are deemed best qualified for the Business Administration Certificate program. Entrance requirements include the following prerequisites:

- **Lean Methodology and Project Management** – [BUS121](#) Introduction to Business
- **Financial Literacy for Business Professionals** – [CIS108](#) Office Applications

Student Evaluation. Students' academic progress will be evaluated after each course grade has been awarded. In general and unless otherwise stated, the minimum grade to maintain satisfactory progress is 70% or C-. Students must achieve a minimum term grade point average of 2.0.

A course may not be repeated more than once without approval of the designated academic official. Grades achieved in courses that are repeated due to course withdrawal (W, WP) or failure (F, WF) will replace previous withdrawal or failing grades. A student who is approved to repeat a course due to a failing grade (F, WF) must successfully pass the course by the third attempt. After three failed attempts the student will be academically dismissed (for appeal of academic dismissal, see [Appealing an Academic Dismissal](#)).

Criminal Justice Certificate - Program Specific Policies

Admissions Requirements. Admission is on a selective and competitive basis. ECPI University reserves the right to select those applicants who are deemed best qualified for the Criminal Justice Certificate program. Entrance requirements include the following prerequisites:

- **Law Enforcement Management** – [ENG110](#) College Composition, [CJ100](#) Introduction to Criminal Justice, and [CJ110](#) Law Enforcement Operations
- **Digital Forensics** – [CJ100](#) Introduction to Criminal Justice, [CJ106](#) Criminal Law I, [CJ107](#) Criminal Law II, and [CJ200](#) Investigations
- **Foundations of Law Enforcement** – [ENG110](#) College Composition

Student Evaluation. Students' academic progress will be evaluated after each course grade has been awarded. In general and unless otherwise stated, the minimum grade to maintain satisfactory progress is 70% or C-. Students must achieve a minimum term grade point average of 2.0.

A course may not be repeated more than once without approval of the designated academic official. Grades achieved in courses that are repeated due to course withdrawal (W, WP) or failure (F, WF) will replace previous withdrawal or failing grades. A student who is approved to repeat a course due to a failing grade (F, WF) must successfully pass the course by the third attempt. After three failed attempts the student will be academically dismissed (for appeal of academic dismissal, see [Appealing an Academic Dismissal](#)).

Physical Therapist Assistant Program - Specific Policies

Physical Therapist Assistant Program - Specific Policies

Commission on Physical Therapy Education

The Physical Therapist Assistant program is accredited by the Commission on Accreditation in Physical Therapy Education (CAPTE) of the American Physical Therapy Association at the following ECPI campuses: Newport News and Richmond/ Emerywood, Virginia. This is a programmatic accreditation by CAPTE, a specialized accreditation agency for qualified entry-level education programs for physical therapists and physical therapist assistants. For more information, visit www.capteonline.org.

Commission on Accreditation in Physical Therapy Education
American Physical Therapy Association
3030 Potomac Ave., Suite 100
Alexandria, VA 22305-3085
Telephone 703.706.3245

Admissions. The selective admission process is based on the following: high school GPA, College GPA or GED scores, admission assessment exam scores, college Anatomy & Physiology, Physics and/or Chemistry GPA, college credits/degree, Physical Therapy hours, and professional references. Students must meet minimum application thresholds to be considered a qualified applicant.

- A high school or college GPA of 2.5, or GED

- Successful completion of the reading, math, science, and English assessment exam

Additional consideration will be given for prior college coursework, professional references, and Physical Therapy volunteer/technician hours.

Qualified applicants, who rank highest on the admissions criteria and successfully complete an interview with the PTA Program Director and/or Director of Clinical Education, are considered for admission to the program. A Review Committee makes the final decision for acceptance into the PTA program.

Attendance. A detailed record of student's attendance is maintained by the instructors and becomes a part of their permanent records. Every absence from class, no matter what the reason, is recorded and counted as such by the instructor, beginning with the first day of class. It is sometimes necessary for the school to give employment recommendations for a student. The employer often takes attendance into consideration.

Students are required to attend class regularly and on time. Therefore, missing scheduled classes is unacceptable. If an absence or tardiness is unavoidable, a student must notify the school prior to the start of the scheduled class and in addition, if the course is a clinical education one, scheduled at a clinical affiliated site, the student must also notify the site prior to the scheduled time. All missed clinical time must be made up.

Students with course absences greater than 15 percent of any course may have their records reviewed for the purposes of possible probation, termination, or suspension. A student may be dropped from a course if the student is absent more than 20 percent of the scheduled course hours. Arrangements with the Clinical Instructor and the student, to reschedule any missed clinical time, must be made as soon as possible, to avoid any of the above mentioned situations.

Clinical Education. The purpose of the clinical affiliation is to provide physical therapist assistant students the appropriate sequence of learning opportunities needed to:

- develop and extend their knowledge, skills, and attitudes in direct patient care
- improve communications and interpersonal relationships
- understand the delivery system in a clinical facility in a manner consistent with ethical and legal practices of physical therapy

PTA students are assigned to clinical affiliation sites for educational experiences only when they have met the minimum grade requirements of all prerequisite courses of the specific clinical internship course. The Director of Clinical Education selects the affiliation sites for the educational experiences of PTA students. Selection is based on site availability and educational goals. Physical therapist assistant students are required to satisfactorily complete a total of 540 clinical affiliation hours in order to meet the requirements of the PTA program. Each PTA student will have clinical experiences which can include acute care, long-term care, outpatient care, or specialty care such as pediatrics or inpatient rehabilitation. Students are responsible for providing their own transportation to and from the affiliation sites.

Physical therapist assistant students are expected to pursue increasing levels of responsibility as theoretical and technical abilities increase throughout their clinical experiences. Likewise, students are only expected to perform clinical duties they have addressed in their coursework, feel competent in

completing safely and that are approved by the American Physical Therapy Association and state practice guidelines.

Clinical Phase Absenteeism and Tardiness. Absenteeism on clinical days will not be tolerated. A student is expected to arrive at clinical prepared to administer patient care. If a student is unable to perform required duties due to health or other reasons, the student should not attend clinical. If for any reason the student cannot attend the clinical, the student must contact the Clinical Instructor and Director of Clinical Education no later than one hour before the scheduled start time.

Emergency messages will be conveyed from the school to the clinical area. At no time should family or friends call the healthcare facility where the student is assigned. If more than two clinical days are missed, the student must contact the PTA Program Director or Director of Clinical Education.

Program Philosophy. The program for physical therapist assistants is built on a foundation of academic coursework and technical education. Program faculty and staff are strongly committed to providing all students with an exciting, stimulating, and comprehensive learning experience. The program prepares a graduate to provide safe, effective, ethical, and legal care to persons of all ages and diverse backgrounds. The program develops the ability of the student to think independently, to understand fundamental theory, and to develop the skills necessary to become clinical practitioners who are enlightened decision makers.

Program Purpose. The physical therapy profession is involved in rehabilitation, prevention, health maintenance, and programs that promote health, wellness, and fitness. Physical therapist assistants are essential participants in the healthcare delivery system. The physical therapist assistant functions within the model of patient care through examination, evaluation, and treatment by providing physical therapy interventions and data collection. The physical therapist assistant will progress the rehabilitation process of a patient within the plan of care established by the supervising physical therapist. The physical therapist assistant education is a comprehensive program providing the correct mix of technical training and general education to ensure graduates are able to function effectively as highly skilled professionals within the healthcare system. A variety of instructional methods are utilized in program courses to support the learning style of each student, yet challenge the student to recognize and develop alternative learning styles.

Program Hours. Students are required to attend classes Monday through Friday 8:00 a.m. to 4:00 p.m. During the clinical education experience the student will be assigned to an off-site facility and follow the schedule as determined by the clinical instructor.

Student Evaluation. The faculty shall use the objectives of the Physical Therapist Assistant Program as criteria for student evaluation. The student's grades are determined by a combination of written examinations, laboratory practicals, and clinical competency checklists.

Physical Therapist Assistant technical skills and ability, attitude, and relationship with others are areas of clinical and laboratory evaluation. The achievement of the student in both theory and clinical performance is evaluated by the faculty at regular intervals and shared with the student. The student progresses to the next term when all prerequisite courses have been satisfactorily completed. Students must achieve a passing grade of B or better in Anatomy and Physiology I and II courses and a grade of C or better in all PTA courses and satisfactorily meet all clinical objectives. A final course grade of less than C or failure to meet clinical objectives, will result in failure of a course.

Written assignments must be submitted on time. Tests and assignments must be made up on the student's first classroom day back to school after an absence, unless the student makes alternate arrangements with the instructor.

Student success involves:

1. Faculty interested in teaching and learning
2. Students interested in learning and are accountable for their education
3. Effective feedback to allow the student to correctly monitor his/her progress within the curriculum
4. Professional behaviors are essential to an effective entry-level practitioner. Professional behaviors are learned through sharing and modeling effective practice. Professional behaviors include:

- Commitment to learning
- Interpersonal skills
- Communication
- Effective use of time and resources
- Stress management
- Use of constructive feedback
- Problem solving
- Responsibility
- Critical thinking
- Ethical choices and decisions

Students will interact with all levels of healthcare practitioners. Communication is essential for effective and safe practice within the healthcare system. Communication is emphasized throughout the curriculum in various activities and role modeling in the laboratory.

This program consists of 1,740 contact hours.

Medical Assisting, Associate of Applied Science in Health Science

Program Overview

This program offers an Associate of Applied Science degree in Health Science-Medical Assisting. It prepares the student to perform clinical and administrative functions in a physician's office or other medical setting. The Program includes didactic classroom instruction, extensive hands-on laboratory experience, and externship in a local area medical facility. Medical Assisting graduates are CPR certified.

Students graduating from this program may be eligible to become Certified Medical Assistants, Registered Medical Assistants, Certified Phlebotomy Technicians, and EKG Technicians.

Program Outcomes

- Demonstrate characteristics of self-direction and accountability with strong educational foundations for lifelong personal and professional growth.
- Demonstrate critical thinking skills to effectively address patient care and to adapt to the rapidly changing challenges in healthcare and medical assisting.
- Provide clinically competent, contemporary care that recognizes individual differences and promotes caring behavior in the health care community.
- Function as competent, beginning practitioner in both clinical and administrative procedures for the medical office.
- Be eligible to sit for the Certified Medical Assistant Exam offered through AAMA and/or the RMA exam by AMT.
- Program provides comprehensive preparation of graduates for work in the career field.

For additional information about the program link to: <http://www.ecpi.edu/medical/program/medical-assistant-associate-degree/>. To see the Student Consumer Information link to: <https://www.ecpi.edu/student-consumer-services> which provides additional information on the future careers, success, cost, and financing for this program. For information on the University Completion and Graduation Rates, please see [About ECPI University](#) on the ECPI website.

About Medical Assisting

Medical Assistants perform a combination of clinical and administrative duties. Clinical duties might include preparing the patient for a physician's examination, collecting and preparing specimens, performing basic laboratory tests and EKGs, removing sutures after surgery, changing dressings, sterilizing medical instruments, and administering injections. They also communicate extensively with patients and other healthcare providers. The administrative duties include scheduling appointments,

recording information in electronics medical records, completing insurance forms, arranging for referrals to other healthcare institutions, performing billing functions, and purchasing and maintaining supplies and equipment. These duties occur in a wide range of healthcare settings, such as doctors' offices, hospitals, clinics, urgent care, and other healthcare facilities.

For employment, students will generally need to pass a routine physical examination, background check, credit check, drug screening, and Mantoux test for tuberculosis and have current vaccinations, including Hepatitis B. Students must be able to comply with all federal regulations regarding HIPAA and OSHA.

Graduates could obtain employment as Medical Assistants, Phlebotomists, or EKG technicians, and they could be expected to work in any healthcare environment.

Recommended Certifications

Certifications are not required for completion of this program; however, ECPI encourages student to obtain all appropriate certifications to increase potential job opportunities. ECPI provides students in this program with vouchers which allow the student to take certification exams at a greatly reduced cost. Students graduating from this program may be eligible to become Certified Medical Assistants (CMA), Registered Medical Assistants (RMA), Certified Phlebotomy Technicians, and EKG Technicians. Students should also obtain their CPR certification.

Program Outline

To receive the Associate of Applied Science in Health Science, Medical Assisting, students must earn 61 semester credit hours. The program requires a minimum of four semesters, 15 months or 60 weeks of instruction.

Program Requirements

Core Curriculum

34 semester credit hours

MED104	Medical Terminology	3
MED112	Medical Coding & Billing I	2
MED143	Principles of Pharmacology	3
MED149	Medical Ethics	3
MED158	Phlebotomy & Laboratory Procedures	2
MED159	Patient Intake & Infection Control	2
MED160	Medical Office Procedures I	2
MED203	Pathophysiology	3
MED229	Advanced Procedures, Life Support & Specialties	2
MED232	Advanced Diagnostics & Testing	2
MED239	EKG Technician and Cardiology	2
MED254	Medical Office Procedures II	3

MED286	National Certification Exam Prep	1
MED295	Medical Assisting Externship	4

Arts and Sciences*

21 semester credit hours

BIO101	Human Anatomy & Physiology I	3
BIO104	Human Anatomy & Physiology II	3
COM115	Principles of Communication	3
ENG110	College Composition	3
HUM205	Culture and Diversity: Exploring the Humanities	3
MTH120	College Mathematics	3
PSY105	Introduction to Psychology	3

*For allowable substitutions of arts and sciences courses, see the Arts & Sciences Department page.

Self-Integration

6 semester credit hours

CIS108	Office Applications	2
COR191	Career Orientation	1
FOR110	Essentials for Success	3

Program includes a total of 1,170 contact hours.

^^The following courses are available online for Medical Assisting students: [CIS108](#), [COM115](#), [COR191](#), [ENG110](#), [FOR110](#), [HUM205](#), and [PSY105](#).

Nursing, Bachelor of Science (Traditional Track)

Program Overview

The BSN program prepares its graduates for the field of nursing at a baccalaureate entry to practice. The purposes of the BSN program are to provide undergraduate students with the ability to practice professional nursing as a generalist, and an academic foundation necessary to pursue graduate education. The BSN program is dedicated to providing educational opportunities for qualified students from diverse backgrounds in caring for individuals, families and communities and preparing graduates for the practice of professional registered nursing in a variety of health care settings. A foundation for life-long personal and professional learning is built upon a broad base of liberal arts and sciences, humanities, and nursing theory to assist students develop ethically reflective professional nursing skills that uphold the ideals of today's health care delivery system. Through evidence-based clinical decision making in nursing practice and the development of leadership skills, the professional registered nurse

will be educated to service and benefit a multicultural society across the lifespan. Students will participate in laboratory, simulation and clinical experiences. Students will submit a background check, provide a negative drug screen, complete CPR Basic Life Support for Health Care Providers certification and meet the essential nursing functions for practice.

For additional information about the program link to: <https://www.ecpi.edu/programs/accelerated-bachelor-of-science-nursing-absn>. To see the Student Consumer Information link to: <https://www.ecpi.edu/student-consumer-services> which provides additional information on the future careers, success, cost, and financing for this program. For information on the University Completion and Graduation Rates, please see [About ECPI University](#) on the ECPI website.

Program Outcomes

The curriculum leading to the Bachelor of Science in Nursing degree is designed to prepare a professional nurse who should be able to demonstrate the ability to:

- Provide holistic, safe, competent patient care by applying the nursing process and evidence-based practice to manage the health care needs of culturally diverse individuals, families, groups, and communities;
- Synthesize and apply knowledge from the humanities, the arts and letters, the social and natural sciences as a basis for clinical reasoning and decision-making in nursing practice;
- Effectively communicate using written, verbal and electronic methodologies;
- Collaborate as a member of the interdisciplinary health care team, in partnership with the individual, family, group, or community, to promote health and wellness, prevent disease, and to influence health care delivery;
- Apply theories of nursing, patient teaching, leadership and management, and legal and ethical principles to promote optimal care delivery with nurse-sensitive quality indicators;
- Contribute to the enhancement of nursing practice through the delivery of compassionate care, the evaluation of health outcomes, and the application of research to practice;
- Actively participate in the role of a professional nurse through practice, self-care, leadership and lifelong learning across the continuum of care.
- Apply knowledge of health care policy, finance, and regulatory environments to advocate for the provision of safe and equitable nursing care.

About Nursing

The BSN graduate can work in a variety of roles in community health, specialty bedside practice, informatics, and management, pursuing employment in a range of settings. The Bachelor of Science in Nursing program allows students to acquire the essential skills and knowledge needed to meet the preventative and restorative needs of patients. Students learn both the art and science of nursing.

Available job titles are Registered Nurse, Clinical Nurse Manager, Nurse Educator, Clinical Educator, Charge Nurse, or Community Health Nurse.

Recommended Licensure

All nurse graduates must apply for licensure through the state Board of Nursing. The Board of Nursing must deem the graduate eligible to test and the graduate must successfully pass the National Council Licensing Exam for Registered Nurses (NCLEX-RN) before being able to practice as a registered nurse.

Program Outline

To receive the Bachelor of Science in Nursing, the student must earn a minimum of 120 credit hours. The program requires a minimum of 8 semesters, 30 months and 120 weeks of instruction. The program requirements are as follows:

Program Requirements

Core Curriculum

80 semester credit hours

HCA400	Health Information Systems	3
HLT101	Nutrition	3
NUR219	Dosage Calculations	1
NUR221	Pathophysiology	3
NUR303	Essentials of Nursing Practice	3
NUR305	Concepts of Nursing I	2
NUR307	Concepts of Nursing II	3
NUR309	Concepts of Nursing III	3
NUR310	Pharmacology	3
NUR325	Health Assessment Across the Life Span	4
NUR347	Mental Health Nursing	4
NUR356	Medical-Surgical Nursing I	5
NUR357	Medical-Surgical Nursing II	5
NUR359	Community Health Nursing	5
NUR400	Nursing Research	3
NUR424	Maternal/Newborn Nursing	4
NUR426	Parent/Child Nursing	4
NUR457	Nursing Care of the Older Adult	4
NUR458	Acute Care Nursing	5
NUR470	Professional Leadership	3
NUR475	Transition to Practice I	3
NUR476	Transition to Practice II	4
NUR480	Senior Seminar	3

Arts and Sciences*

35 semester credit hours

BIO111	Anatomy & Physiology I w/Terminology	3
BIO111L	Anatomy & Physiology I with Terminology LAB	1
BIO116	Anatomy & Physiology II with Terminology	3
BIO116L	Anatomy & Physiology II with Terminology LAB	1
CAP480	Arts and Sciences Capstone	3
COM115	Principles of Communication	3
ENG110	College Composition	3
ENG120	Advanced Composition	3
HUM205	Culture and Diversity: Exploring the Humanities	3
MTH131	College Algebra	3
MTH140	Statistics	3
PSY105	Introduction to Psychology	3
PSY300	Human Growth & Development	3

*For allowable substitutions of arts and sciences courses, see the Arts & Sciences Department page.

Self-Integration

5 semester credit hours

CIS108	Office Applications	2
COR101	Freshman Orientation	1
COR191	Career Orientation	1
COR195	Study Skills	1

Nursing Program - Specific Policies (applies to all campuses)

Admissions Requirements

Admission is on a selective and competitive basis. ECPI University reserves the right to select those applicants who are deemed best qualified for the Bachelor of Science in Nursing program. The admission process includes the following:

- Successful completion of the entrance assessment exam: Test of Essential Academic Skills (TEAS IV)
 - Minimum score requirements are as follows:
 - Reading: 85+
 - Math: 60+
 - English: 65+
 - Science: 60+
 - The following criteria will be evaluated for entrance assessments:
 - Reading: 20% of exam values
 - Math: 30% of exam values
 - English: 20% of exam values
 - Science: 30% of exam values
- A minimum overall GPA of 2.5 is required from the last college attended (minimum of 9 credits) or high school GPA if no college has been attended. If the GPA is below 2.5, applicants can qualify by completing a minimum of 6 additional credits of biological science courses with a cumulative 2.5 GPA or greater in those courses. GED with a passing score meets the 2.5 GPA requirements.
- Applicants are required to provide official high school or General Education Diploma (GED) transcripts, as well as official college transcripts for completed college level course work. An educational history evaluation will be completed upon receipt of official transcripts. High School Honors and Advanced Placement Science courses will be considered.
- Relevant work history in the medical field, i.e. Practical Nursing, Military Corpsman, etc. is evaluated.
- Submission of an Entrance Essay (1-2 pages maximum length) on one of the following topics: (1) Academic Integrity; (2) The Art of Caring; (3) Managing College / Life Balance. Completion may increase your admission ranking.
- Qualified applicants who rank highest on the admissions criteria will be evaluated by an academic review committee of no less than three individuals, with representation from Nursing Administration or faculty. The academic review committee will determine final selection for admission to the BSN program.
- Graduates of ECPI University's Practical Nursing program who hold a current and unencumbered Practical Nursing (LPN) license may apply to the Bachelor in Nursing (RN) program without completion of the steps outlined above. Acceptance to the program is contingent on space availability; therefore, acceptance is not guaranteed. Applicants are required to successfully complete the LPN to RN Transition Orientation course.
- All applicants (including Licensed Practical Nurses) must submit to a criminal background check and drug screen.
- All applicants (including Licensed Practical Nurses) must possess the ability to meet the minimal level of essential functional abilities required to practice as a nurse, as described by the National Council of State Boards of Nursing.
- All applicants must submit a physical examination and immunizations including, but not limited to, documentation of negative TB status; Td/Tdap; complete series of MMR and Varicella vaccination or titers documenting immunity; Hepatitis B titer documenting immunity.

Financial terms as specified on enrollment agreements must be agreed upon in addition to meeting the academic acceptance criteria.

Applicants are required to pass a physical examination and provide proof of immunizations prior to the

commencement of skills labs/clinical experience. Conviction of a crime (other than a minor traffic violation) could make the student ineligible to take the licensing exam upon graduation, which is required by the profession. The student may be required to provide medical documentation of any disability or physical limitation prior to beginning classes. The rationale for these additional admission requirements is to provide reasonable assurance to the public that students are capable of performing duties required of a registered nurse upon graduation and successful preparation of the licensing exam.

Transfer of Credit Procedure for [BIO111/L](#) and [BIO116/L](#). The University will consider coursework for transfer of [BIO111/L](#) (4 credits) and [BIO116/L](#) (4 credits) courses in which the student achieved a B or better as the final grade, that were completed within the past two years, and that are established to be equivalent in content and objectives to courses offered at the University.

Essential Functional Abilities. Nursing is a profession that requires specific abilities. Students must be able to complete the minimal level of abilities to practice as a nurse as published by the National Council of State Boards of Nursing. RNs should be able to fully function in the following areas:

- Physical (gross and the fine motor, physical endurance, physical strength, mobility)
- Sensory (visual, tactile, olfactory, hearing)
- Cognitive (reading, arithmetic, analytical and critical thinking)
- Interactive (interpersonal, communicative)
- Contact the Program Director for questions or more information if you have questions about any one or all of the essential functional abilities. Also see the catalog section on Americans with Disabilities Act.

Philosophy of the Bachelor of Science in Nursing (BSN) Program

Faculty of the BSN program believe that:

- Baccalaureate nursing education is a basic preparation for professional nursing practice and establishes the foundation for life-long learning. The faculty members believe that the baccalaureate graduate is a generalist, prepared to provide clinical leadership in the assessment, planning, delivery and evaluation of health care for individuals, families and communities.
- The curriculum is structured to enable the student to demonstrate that they have developed an understanding and mastery of baccalaureate-level nursing and related concepts as they progress through their educational experience. Related concepts emphasized in the nursing curriculum include ethical decision-making, critical thinking, effective communication, leadership and management.
- As envisioned by the faculty members, the nursing paradigm includes:
 - **Person.** Each person is a unique being with basic rights and choices who experiences multiple stressors from their continually changing internal and external environments with varying degrees of adaptation. The ultimate goal that a person has is to find, establish and maintain balance with health. Clients of nursing care are composed of individuals, families, groups, and communities with diverse backgrounds, sharing common goals and values. Perceptions, attitudes, values, and goals are influenced by culture, race, spirituality, age, gender, and abilities.
 - **Environment.** The environment is a complex, open system existing in a dynamic state of change. Economic, political, environmental, and technological factors exert their effects on society. The nurse promotes an environment in which the person's needs may be met,

while respecting individual differences related to values, customs, and responses to life experiences.

- **Health.** Health is regarded as dynamic and multidimensional, with physical, mental, spiritual and social components that are all interrelated on the wellness-illness continuum, varying from a high level of wellness to varying degrees of illness. Health is influenced by both internal and external factors to the individuals' optimal level of functioning. When adaptive abilities are inadequate or stressed, the individual moves on the wellness-illness continuum toward a lower level of functioning. All people have the inherent right to make informed decisions regarding their health care, including self-determination.
- **Nursing.** Nursing is both an art and a science. Professional nursing provides comprehensive health care services to clients in an effort to support them in attaining their optimal level of independence and wellness through the promotion, maintenance, and restoration of health. The role of the nurse is multifaceted, conceptualized in three primary categories: provider of care, coordinator of care and member of the profession. Nursing education is an interactive process, allowing the adult learner to incorporate previously learned knowledge, building a foundation for providing holistic, outcomes-oriented care. The profession works collaboratively with other members of the health care interdisciplinary team to facilitate optimal client outcomes. The faculty believes that the baccalaureate degree is the professional degree for nursing, providing the groundwork for the graduate degree.
- **Learning.** Faculty members of the University believe baccalaureate education in nursing is the basis for professional practice as a nurse generalist and offers preparation for professional development and life-long learning. Baccalaureate nursing education, based upon a liberal arts education, is the synthesis of knowledge from a variety of disciplines, including humanities, social, behavioral, and natural sciences. Learning is a collaborative partnership between the student and the faculty member, promoted by critical thinking, problem-solving and effective decision-making. Learning occurs in a variety of settings, with each student responsible for maximizing his or her own experiences. Each student has unique life, educational and work experiences and therefore, has individual learning needs. Outcome assessments quantitatively and qualitatively measure achievement of programmatic goals.

Nursing, RN to BSN

Program Overview

The Bachelor of Science in Nursing is a degree completion program for registered nurses. The program provides a smooth transition for Registered Nurses furthering their education and careers, and serves the community and our society by meeting the need for increased numbers of highly skilled and knowledgeable nursing professionals. Program emphasis is on professional development in communication, critical thinking, community health, research, and leadership. Advanced standing credits are awarded for past nursing coursework. The program is delivered in an online format with a part-time or full-time option.

Program Outcomes

The objective of the curriculum is to produce baccalaureate-prepared, registered professional nurse graduates who can:

- Utilize critical thinking, clinical reasoning, and research in evidence-based decision making to improve nursing practice and patient outcomes across healthcare settings.
- Apply contemporary leadership and management concepts and theories to innovate practice environments, problem solve and effect change.
- Apply legal and ethical concepts, theories, and standards to professional nursing practice.
- Communicate with patients, families, and healthcare providers to coordinate care and advocate for vulnerable populations across healthcare settings.
- Integrate a variety of concepts related to trends and issues in contemporary nursing to foster professional role development.
- Analyze how advanced technologies may be used in practice to improve patient care.
- Contribute to the profession by performing as a team member, delegating effectively, and mentoring other nurses.
- Analyze the role of healthcare policy and politics in promoting healthy populations and the nursing profession.
- Apply theories, interventions, and health promotion and disease prevention strategies to promote physically safe and healthy environments for culturally diverse individuals, families, and groups in a variety of community settings and situations.
- Apply knowledge and skills specific to roles in education, clinical practice, or informatics for professional practice and career advancement.
- Demonstrate accountability and responsibility to nursing practice and value life-long learning and reflective practice.

For additional information about the program <http://www.ecpi.edu/medical/program/nursing-bachelor-degree/>. To see the Student Consumer Information link to: <https://www.ecpi.edu/student-consumer-services> which provides additional information on the future careers, success, cost, and financing for this program. For information on the University Completion and Graduation Rates, please see [About ECPI University](#) on the ECPI website.

About Nursing

The BSN-prepared graduate is eligible for roles in leadership and management, community health, informatics, and specialty bedside practice. Nurses holding a BSN degree may pursue advanced education that may lead to specialized practice. Graduates of this program can work in many different healthcare settings, such as hospitals, skilled nursing facilities, and community health facilities.

A state-issued license to practice as an RN, a background check, drug screening, up-to-date immunizations, TB testing, and CPR certification are all often required of BSN graduates in their careers.

Nurses who have a BSN degree are often placed in leadership positions after they have gained significant work experience. Some positions include: Case Manager, Charge Nurse, or Unit Manager.

Program Outline

To receive the Bachelor of Science in Nursing, the student must earn a minimum of 120 credit hours, which includes 70 advanced placement credits from the required associate degree or diploma in nursing. The degree completion program consists of 50 semester credits, which can be completed in a minimum of 3 semesters, 11 months or 45 weeks for the full-time option and 6 semesters for the part-time option. The Program requirements are as follows:

Program Requirements

Upper Level Program Curriculum

27 semester credit hours

NUR300	RN-BSN Orientation	1
NUR302	Foundations of Professional Nursing Practice	3
NUR321	Pathophysiology	3
NUR340	Health Assessment	4
NUR350	Nursing Research & Evidence-Based Practice	3
NUR430	Leading and Managing for Innovation	3
NUR443	Community Health Nursing	4
NUR443L	Community Health Practicum	1
NUR456	Senior Practicum	3
NUR490	Nursing Capstone	2

Upper Level Arts and Sciences

18 semester credit hours

CAP480	Arts and Sciences Capstone	3
COM115	Principles of Communication	3
ENG120	Advanced Composition	3
MTH140	Statistics	3
PSY300	Human Growth & Development	3
SOC100	Introduction to Sociology	3

**For allowable substitutions of arts and sciences courses, see the Arts & Sciences Department page.*

Interdisciplinary Studies

5 semester credit hours

CIS108	Office Applications	2
HCA400	Health Information Systems	3

Nursing Program - Specific Policies

Admissions Requirements. The RN to BSN Completion Program requires applicants to have an associate degree or diploma in nursing. All applicants must hold a valid, unencumbered license to practice registered nursing in their state of residence, and have a 2.5 GPA or better in the past nursing program. Students who do not meet the 2.5 GPA requirement may apply for admission to the RN to BSN program on a provisional status. Upon successful completion of the first semester of the nursing curriculum, a student may apply for a change of status from provisional admission to the full admission. All applicants are required to submit a resume demonstrating work experience as an RN.

The full-time program is 45 weeks (9, five-week terms) in length. The part-time option is 15 terms. The classes are delivered online. All of the upper level general education courses are available online. Two courses require practical experiences ([NUR443L](#) and [NUR456](#)) and one class requires lab practice ([NUR340](#)).

Students are required to successfully complete an Online campus' orientation before they are enrolled for classes. In addition, students are encouraged to take an online tutorial available via the internet at <http://ecpicollege.com/?id=test#>. These resources provide information on the nature of faculty/student interaction, prerequisite technology competencies, and skills, technical equipment requirements, and availability of academic support services information pertaining to technical requirements, etc.

Disclosure. Requirements regarding distance education and practicum experiences vary from state to state. The student's initial program application is reviewed using the address provided upon enrollment to determine individual ability to complete the program and practicum requirements in the student's state.

It is the responsibility of the student to inform the Program Director and ECPI University of address changes prior to relocation. Changing the state of residence during the course of the RN to BSN program may alter the ability of students to complete the RN to BSN program.

Attendance. Attendance and participation is required. The attendance policy requirements for online classes are documented in each individual course. For courses with a practical experience component, students will be required to attend scheduled experiences as described in their course syllabus. A student may be dropped from a course if the student is absent more than 20% of the scheduled total course hours (classroom and clinical).

Essential Functional Abilities. Nursing is a profession that requires specific abilities. Students must be able to complete the minimal level of abilities to practice as a nurse as published by the National Council of State Boards of Nursing. RNs should be able to fully function in the following areas:

- Physical (gross and the fine motor, physical endurance, physical strength, mobility)
- Sensory (visual, tactile, olfactory, hearing)
- Cognitive (reading, arithmetic, analytical and critical thinking)
- Interactive (interpersonal, communicative)
- Contact the Program Director for questions or more information if you have questions about any one or all of the essential functional abilities. Also see the catalog section on Americans with Disabilities Act.

Late Assignments. Written assignments must be submitted on time. All assignments will be submitted electronically to the classroom assignment page established for the assignment. If the classroom server is down, students may submit the assignment to the faculty member's ecpi.edu email address by the deadline and later post the assignment to the assignment page.

Make-up examinations are at the sole discretion of the course faculty member and are discouraged.

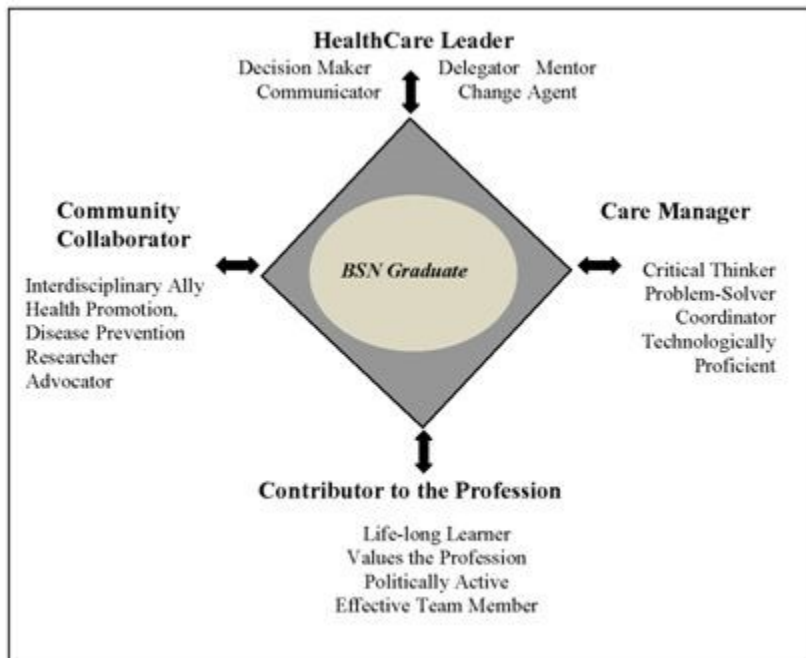
Program Purpose. The program is dedicated to providing education opportunities for qualified registered nurse students from diverse backgrounds in caring for individuals, families, and communities and preparing graduates for the practice in a variety of healthcare settings. A foundation for lifelong personal and professional learning is built upon a broad base of liberal arts and sciences, humanities, and nursing theory to assist students to develop ethically reflective professional nursing skills that will uphold the ideals of today's healthcare delivery system. Through evidence-based clinical decision-making in nursing practice the development of leadership skills, the professional registered nurse will be educated to service and benefit a multicultural society across the lifespan.

Philosophy of the RN to BSN Program. The RN to BSN program believes that:

- Each individual is a unique person having dignity and worth. Individuals, as members of the family and the community, are shaped by cultural, physiological, psychosocial, spiritual, and developmental forces. The family and the community influence early beliefs and values of individuals, and in turn individuals contribute to the effective functioning of the family and community.
- Nursing is both an art and a science grounded in a social context and related to experiences with people in need. It is based on a specific body of nursing theory and principles from behavioral and social sciences. Nursing is an interpersonal process and involves the application of knowledge, technical and collaborative skills, critical thinking, and creative problem-solving. The focus of nursing is on caring for individuals, families, or client groups. By using the nursing process, nurses promote, maintain, and restore clients' health as well as provide compassionate care to the dying. As healthcare providers, nurses engage in a collaborative practice that focuses on outcomes and adheres to practice guidelines that ensure quality and access.

- Professional values and value-based interventions are fundamental to nursing education. As the basis for professional nursing practice, values and value-based actions may be viewed as ethically reflective practice that the nursing student uses to interact with patients, healthcare professionals, and society.
- Teaching and learning are life-long interactive processes through which active inquiry and participation result in a change in behavior. A teaching/learning process is facilitated when the learner and teacher share responsibility for outcomes. Learning is facilitated when content is presented in an orderly sequential manner (i.e. simple to complex, known to unknown, normal or abnormal, general to specific).
- Critical thinking, clinical competence, accountability, and a commitment to the value of caring is necessary to maintain or restore clients to their optimum state of health and to provide the support which allows death with dignity. As the provider of care, the nurse's commitment to client/family-centered care will facilitate successful preparation for practice in various healthcare settings.
- It is essential that the nurse have current knowledge in nursing concepts, principles, processes, and skills. Supportive of that knowledge is an understanding of health, acute and chronic health deviations, nutrition, pharmacology, communication, human development, teaching-learning principles, current technology, humanities, and biological, social, and behavioral sciences.
- The RN to BSN program builds on the fundamental knowledge and skills acquired in associate degree and diploma nursing programs. The BSN graduate is prepared to care for individuals as well as families, groups and communities utilizing evidence-based practice. The BSN graduate will be prepared to serve in the roles of healthcare leader, care manager, community collaborator, and contributor to the profession of nursing.

Organizing Framework of the RN to BSN Program. This diagram represents the organizing framework of the RN to BSN program at ECPI University. The program is designed to build upon knowledge acquired in diploma and associate degree RN programs and offers courses that develop registered nurses to be healthcare leaders, community collaborators, care managers, and contributors to the profession. These four roles provide the basis for the program outcomes.



Prerequisite Courses. (Must be greater than or equal to 100 level College Courses Only)

- College English (3 credit hours)
- College Algebra (3 credit hours)
- Anatomy & Physiology I & II (8 credit hours)
- Psychology (3 credit hours)
- Humanities (3 credit hours)

Progression. Students must achieve a grade of C+ or higher in all NUR courses to progress. If a student fails a nursing course, they meet with the nursing program director. If a second failure occurs in any course in the program, the student is placed on probation. If a third failure occurs, the student is dismissed from the program. All catalog policies apply to RN to BSN students.

Students declare the part-time (PT) or full-time (FT) curriculum at the time of application. Students may request a one-time change from the FT to PT program by speaking to the nursing program director.

Student Evaluation. The faculty uses the objectives of the overall program and individual courses as criteria for student evaluation. A developmental student portfolio is created across the curriculum and submitted as evidence of accomplishment of the program outcomes in the final nursing course. Student grades are determined by a variety of formative and summative evaluation methods.

Nursing, BS to BSN (quarter credit)

Available at Orlando (Lake Mary) Florida Branch location

Program Overview

The mission of the University and the Bachelor of Science in Nursing program at the Orlando (Lake Mary), Florida location is to offer a quality educational program that provides its graduates with the educational foundation and skills necessary to achieve professional success in the field of nursing.

The University is committed to providing quality nursing education with the goal of developing clinical leaders with the ability to advance and promote the health of the diverse populations within the communities they serve, advocate on behalf of their clients, achieve and maintain their clinical competency, and provide service to the community and the profession.

The members of the faculty and administration of the University are dedicated to achieving the University's and the BSN program's mission.

Program Outcomes

The curriculum leading to the Bachelor of Science in Nursing degree is designed to prepare a professional nurse who should be able to demonstrate the ability to:

- Provide holistic, safe, competent patient care by applying the nursing process and evidence-based practice to manage the health care needs of culturally diverse individuals, families, groups, and communities;
- Synthesize and apply knowledge from the humanities, the arts and letters, the social and natural sciences as a basis for clinical reasoning and decision-making in nursing practice;
- Effectively communicate using written, verbal and electronic methodologies;
- Collaborate as a member of the interdisciplinary health care team, in partnership with the individual, family, group, or community, to promote health and wellness, prevent disease, and to influence health care delivery;
- Apply theories of nursing, patient teaching, leadership and management and legal and ethical principles to promote optimal care delivery with nurse sensitive quality indicators;
- Contribute to the enhancement of nursing practice through the delivery of compassionate care, the evaluation of health outcomes and the application of research to practice;
- Actively participate in the role of a professional nurse through practice, self-care, leadership and lifelong learning across the continuum of care.
- Apply knowledge of health care policy, finance and regulatory environments to advocate for the provision of safe and equitable nursing care.

For additional information about the program link to: <https://www.ecpi.edu/programs/accelerated-bachelor-of-science-nursing-bsn>. To see the Student Consumer Information link to: <https://www.ecpi.edu/student-consumer-services> which provides additional information on the future careers, success, cost, and financing for this program. For information on the University Completion and Graduation Rates, please see [About ECPI University](#) on the ECPI website.

About Nursing

The Bachelor to BSN graduate can work in a variety of roles in community health, specialty bedside practice, informatics, and management, pursuing employment in a range of settings. The Bachelor of Science in Nursing program allows students to acquire the essential skills and knowledge needed to meet the preventative and restorative needs of patients. Students learn both the art and science of nursing.

Program Requirements

A student transferring into the institution with a bachelor's degree will transfer the equivalent of 105 quarter credit hours from the previous baccalaureate degree, including: 46.5 quarter credit hours in general education courses, 30 quarter credits of which are in specific required general education courses; and 75 quarter credits in nursing, to meet the minimum total of 180 quarter credit hours. The program requires a minimum of 4 quarters, 12 months or 48 weeks of instruction. Nursing courses will not be available online. The program requirements are as follows:

Bachelor of Science in Nursing Curriculum

		Quarter Credit Hours
Subtotal Transfer - Bachelor's degree and required prerequisite courses including 42 general education prerequisites		105.0
NUR311	Pathophysiology	4 Quarter Credit Hours
NUR312	Pharmacology	4 Quarter Credit Hours
NUR313	Essentials of Nursing Practice	5 Quarter Credit Hours
NUR315	Health Assessment Across the Lifespan	5 Quarter Credit Hours
NUR316	Essentials of Nursing Practice Clinical	3 Quarter Credit Hours
NUR322	Nursing Care of the Adult Clinical	4 Quarter Credit Hours
NUR326	Nursing Care of the Adult	6 Quarter Credit Hours
NUR328	Public Health Nursing	3 Quarter Credit Hours
NUR329	Public Health Nursing Clinical	1 Quarter Credit Hour
NUR332	Topics in Professional Nursing	3 Quarter Credit Hours
NUR333	Pharmacologic Applications	2 Quarter Credit Hours
NUR433	Nursing Care of Women and Children Clinical	3 Quarter Credit Hours
NUR436	Mental Health Nursing Clinical	2 Quarter Credit Hours
NUR437	Nursing Research	3 Quarter Credit Hours
NUR438	Nursing Care of Women and Children	5 Quarter Credit Hours
NUR439	Mental Health Nursing	4 Quarter Credit Hours
NUR445	Professional Leadership	4 Quarter Credit Hours
NUR446	Nursing Care of the Older Adult	4 Quarter Credit Hours

NUR447	Nursing Care of the Older Adult Clinical	1 Quarter Credit Hour
NUR448	Transition to Practice	4 Quarter Credit Hours
NUR449	Senior Seminar	4 Quarter Credit Hours
NUR460	Clinical Applications Lab	1 Quarter Credit Hour

Designated General Education Prerequisites

Courses	Quarter Credit Hours
Anatomy and Physiology	12.0 (parts I and II, with labs)
Statistics	4.5
Social Science: Sociology or Psychology	4.5
Human Growth and Development or Development Psychology	4.5
English	4.5
General Education Elective	16.5
TOTAL	46.50

Orlando (Lake Mary) Nursing Programs - Specific Policies (Applicants also see Admissions Policies and Academic Policies for further details)

Class Scheduling / Hours of Operation. Classes will be held Monday-Friday and will be scheduled between 8:00 am and 6:00 pm. Clinical experiences can be scheduled at any time during the week, including weekends. Prospective students should also be aware that clinical experiences are scheduled for the convenience of the clinical site and may be held during evenings or nights. For example, a student may have a shift of 3:00 pm – 11:00 pm or 11:00 pm – 7:00 am. Due to the high-intensity nature of this program, it is advised that a student not have outside employment.

Administrative office hours may differ from scheduled class hours. Administrative office hours are generally Monday-Friday 9:00 am to 5:00 pm.

Classes are offered and scheduled by ECPI University in sequences or combinations to allow the student to complete the program in a timely manner. ECPI University reserves the right to alter schedules so that proper facilities, equipment, and faculty are available. As per the Florida Board of Nursing regulations, the maximum number of students in a clinical placement is 12 students to 1 faculty ratio and the maximum ratio for preceptored experiences is 18 students to 1 faculty ratio.

The sequence in which courses are taught during the program may change at the discretion of ECPI University. Prerequisites for all courses are listed in the Course Description section of this catalog.

Attendance Policy.

Class Time. It is an expectation that students attend all classes and all clinical experiences. The second-degree program is a full-time program, with students in class or clinical five days a week. Because of the high intensity of this program, outside employment is not recommended.

If a student is aware of the need to miss a class, he or she is to notify the faculty in advance, if possible. If a student misses a class, he or she is responsible for determining what materials were presented in the missed class and for making his or her own arrangements to obtain this information from available sources such as faculty, classmates, Moodle, or other on-line or reference sources.

ECPI University – Orlando faculty feel very strongly that it is important for students to attend all classes in order to achieve a full understanding of essential core content throughout the nursing curriculum. Attendance will be taken daily by the course faculty. Students who do not meet the attendance requirements, as stated by the course faculty, will be marked absent. Students who are absent for multiple class days will have points deducted from the final course grade as follows:

- Absent 1 day = no reduction in course grade
- Absent 2 days = 1 point
- Absent 3 days = 2 points
- Absent 4 days = 3 points
- Absent 5 days = 4 points
- Absent 6 days = 5 points
- Absent 7 days = 6 points
- Absent 8 days = 7 points
- Absent 9 days = 8 points
- Absent 10 days = 9 points
- Absent 11 days = 10 points

Exams. If the student anticipates missing a scheduled exam, he or she needs to notify the instructor. A different version of the missed exam may be administered at the faculty's discretion. Penalties for missing exams and quizzes will be applied as outlined in the course syllabi.

If the student anticipates missing a scheduled exam, he /she needs to notify the faculty member prior to the exam, unless it is an emergency situation without phone access. A five percent reduction will occur on any course make-up exam, while a ten percent reduction will occur on any make-up for a comprehensive final exam. For example, if a student scores a 93% on a course make-up exam, he/she will achieve an exam score of 88%. If a student scores a 93% on a comprehensive final make-up exam, he/she will achieve an exam score of 83%. If a student has missed an exam, another version of the exam is developed at the faculty member's discretion.

Students who miss an exam are not allowed to participate in the exam review for the missed exam. All make-up exams are scheduled during Week 12 and after final exams.

Clinical/Laboratory Time. A critical component of the nursing curriculum is that students demonstrate clinical competency (meeting the clinical evaluation criteria, either on-site in a skills laboratory or off-site at a clinical site).

“Clinical Time” means the time spent on-site at a clinical site or in a skills laboratory, including all required experiences, pre -/post-conferences and observations outlined by faculty.

“Clinical Absence” means the time scheduled at a clinical site or in a skills lab that the student does not attend.

Clinical Time schedules may be adjusted from time to time. Notice of schedule changes will be given to students as soon as reasonably possible after a schedule change has been made.

Attendance during the required amount of Clinical Time is mandatory in order to receive a passing grade. Accordingly, all Clinical Absences must be made up in accordance with the requirements set forth below, or the student will not be deemed to have passed the course:

- Students must be making satisfactory progress toward all course competencies in order to be eligible to make up a Clinical Absence.
- Students may be able to make up a missed clinical day. However, if more than one clinical day, or more than 20% of Clinical Time (whichever is greater) in a course is missed, the student will receive a failing grade.
- Tardiness and early departures constitute a Clinical Absence, and the time missed due to tardiness or early departure must be made up. A student who arrives to clinical more than 10 minutes late will be dismissed for the day and will have to make up the clinical time.
- For purposes of measuring the 20% of Clinical Time missed limitation, all missed Clinical Absences will be accumulated without regard to previous makeup time. (For example, if a student has missed 5% of the Clinical Time, has made up that 5%, and then misses another 16% of Clinical Time, the student will have exceeded the 20% missed Clinical Time limitation and will not be permitted to make up additional time and will fail the course.)
- A student who has not previously exceeded the 20% of Clinical Time missed limitation will be eligible to withdraw and not receive a failing grade only (a) due to extenuating circumstances approved in advance by the Dean, or (b) in the event of a genuine medical emergency of the student or an immediate family member. [Vacations, weddings, funerals (other than those of immediate family members), child care or other family care giving obligations will not be considered to be extenuating circumstances.]
- Faculty and course coordinators have the right to determine the nature of the experience that will be required for any Clinical Time that must be made up.
- Direct patient care is typically required in clinical instruction. If faculty and clinical sites are available, the student must attend the makeup Clinical Time at the clinical site on the scheduled makeup day. If patient experiences are not available, alternative assignments will be offered for makeup time. Students are not guaranteed patient experiences for makeup Clinical Time.
- If makeup Clinical Time is scheduled at a clinical site, all students with missed Clinical Time will be required to make up the missed Clinical Time on the scheduled makeup day. A student who misses scheduled makeup day may not be able to be scheduled for a

- second makeup day, and therefore may fail the course. All clinical makeup time must be completed before the end of the term. Makeup Clinical Time may routinely be schedule for Week 12, after final exams. Accordingly, it may not be possible to make up Clinical Time missed near the end of the term.
- Makeup Clinical Time is coordinated by the lead instructor for each clinical course. Other faculty, including clinical adjunct faculty, are not authorized to schedule makeup Clinical Time. It is the responsibility of the student to notify the lead instructor of any clinical course regarding missed clinical Time. The student will then be notified of the scheduled makeup opportunity.
 - If the makeup Clinical Time scheduled does not fall within the times that faculty is regularly scheduled at a clinical location, the student will be required to makeup Clinical Time. Makeup Clinical Time will be scheduled only to the extent that faculty and clinical space are available and there can be no assurance that makeup Clinical Time other than those scheduled by the college will be available.
 - If there is an emergency or illness resulting in absence, the student should notify his or her assigned clinical instructor at least one hour prior to the start of the scheduled Clinical Time
 - A student may be instructed to leave a clinical site if, in the opinion of the clinical instructor or clinical supervisor, the student's tardiness, preparedness, or other conditions render the student incapable of providing safe patient care or having been tardy to the extent that it adversely affects the student's ability to achieve the intended educational objective of the clinical experience. In the event the student is instructed to leave the clinical site, the student will be deemed to have a Clinical Absence for portion of the scheduled Clinical Time missed.

Program Purpose. The purposes of the Bachelor of Science in Nursing program are to provide undergraduate students with (1) Ability to practice professional nursing as a generalist, (2) the Academic foundation necessary to pursue graduate education.

Essential Functional Abilities. Nursing is a profession that requires specific abilities. Students must be able to complete the minimal level of abilities to practice as a nurse as published by the National Council of State Boards of Nursing. RNs should be able to fully function in the following areas:

- Physical (gross and the fine motor, physical endurance, physical strength, mobility)
- Sensory (visual, tactile, olfactory, hearing)
- Cognitive (reading, arithmetic, analytical and critical thinking)
- Interactive (interpersonal, communicative)
- Contact the Program Director for questions or more information if you have questions about any one or all of the essential functional abilities. Also see the catalog section on Americans with Disabilities Act.

Philosophy of the Bachelor of Science in Nursing (BSN) Program. The BSN program believes that:

- Baccalaureate nursing education is the basic preparation for professional nursing practice, and establishes the foundation for life-long learning. The faculty members believe that the baccalaureate graduate is a generalist, prepared to provide clinical leadership in the assessment, planning, delivery and evaluation of health care for individuals, families and communities.

- The curriculum is structured to enable the student to demonstrate that they have developed an understanding and mastery of baccalaureate-level nursing and related concepts as they progress through their educational experience. Related concepts emphasized in the nursing curriculum include ethical decision-making, critical thinking, effective communication, leadership and management.
- As envisioned by the faculty members of the University, the nursing paradigm includes:
- Person. Each person is a unique being with basic rights and choices who experiences multiple stressors from their continually changing internal and external environments with varying degrees of adaptation. The ultimate goal that a person has is to find, establish and maintain balance with health. Clients of nursing care are composed of individuals, families, groups, and communities with diverse backgrounds, sharing common goals and values. Perceptions, attitudes, values, and goals are influenced by culture, race, spirituality, age, gender, and abilities.
- Environment. The environment is a complex, open system existing in a dynamic state of change. Economic, political, environmental, and technological factors exert their effects on society. The nurse promotes an environment in which the person's needs may be met, while respecting individual differences related to values, customs, and responses to life experiences.
- Health. Health is regarded as dynamic and multidimensional, with physical, mental, spiritual and social components that are all interrelated on the wellness-illness continuum, varying from a high level of wellness to varying degrees of illness. Health is influenced by both internal and external factors to the individuals' optimal level of functioning. When adaptive abilities are inadequate or stressed, the individual moves on the wellness-illness continuum toward a lower level of functioning. All people have the inherent right to make informed decisions regarding their health care, including self-determination.
- Nursing. Nursing is both an art and a science. Professional nursing provides comprehensive health care services to clients in an effort to support them in attaining their optimal level of independence and wellness through the promotion, maintenance, and restoration of health. The role of the nurse is multifaceted, conceptualized in three primary categories: provider of care, coordinator of care and member of the profession. Nursing education is an interactive process, allowing the adult learner to incorporate previously learned knowledge, building a foundation for providing holistic, outcomes-oriented care. The profession works collaboratively with other members of the health care interdisciplinary team to facilitate optimal client outcomes. The faculty believes that the baccalaureate degree is the professional degree for nursing, providing the groundwork for the graduate degree.
- Learning. Faculty members of the University believe baccalaureate education in nursing is the basis for professional practice as a nurse generalist, and offers preparation for professional development and life-long learning. Baccalaureate nursing education, based upon a liberal arts education, is the synthesis of knowledge from a variety of disciplines, including humanities, social, behavioral, and natural sciences.
- Learning is a collaborative partnership between the student and the faculty member, promoted by critical thinking, problem-solving and effective decision-making. Learning occurs in a variety of settings, with each student responsible for maximizing his or her own experiences. Each student has unique life, educational and work experiences and therefore, has individual learning needs. Outcome assessments quantitatively and qualitatively measure achievement of programmatic goals

Prerequisite Courses. Applicants must have successfully completed all prerequisite courses, with no more than two being allowed to be in progress at the time of application. A science prerequisite GPA of at least 2.75 is needed to apply to the program. Students not meeting the GPA requirement may be considered for admission after review by the APG committee. Required prerequisite courses are:

Anatomy and Physiology (8 semester / 12 quarter credits, Parts I and II, with labs)

Statistics (3 semester / 4.5 quarter credits)

Human Growth and Development or Developmental Psychology (3 semester / 4.5 quarter credits)

Social Science: Sociology or Psychology (3 semester / 4.5 quarter credits)

English (3 semester / 4.5 quarter credits)

Additional General Education Electives (11 semester / 16.5 quarter credits)

Progression Policy. A numeric grade of 77 or better is required in all nursing courses to graduate from the nursing program. In order to receive a passing grade in the course, students are required to pass the clinical, lab, and theory portions of the course. Failure in the theory, lab, or clinical component requires repeating all aspects of the course. Academic progression in the nursing program is determined by a student's weighted exam average in each course without consideration for any additional assignments. The benchmark for passing each course is a weighted exam grade average of 77 or greater. Students who achieve a final course grade of less than 77 in any nursing course cannot enroll in subsequent clinical nursing courses. If the student does not pass the exam portion of the course with this average, other course requirements (such as papers and presentations) will not suffice to raise the grade to passing.

Only one nursing course may be repeated to raise an unsatisfactory grade. Students may not enroll in any course for which they do not have the necessary prerequisites as a result of course failure or course withdrawal. A Student who is unsuccessful in a course may be allowed to reattempt that course the next time it is offered, based on availability. In order to be considered to repeat the failed course, the student must write a letter to the Dean/Chief Nursing Administrator requesting permission to repeat the course. ECPI University's Nursing Admission, Progression, and Graduation Committee will determine reinstatements and reviews each case individually. Re-admission to the nursing program is not guaranteed.

A student who fails more than one course, or who fails one course twice, will be dismissed from the program and will not be eligible for re-enrollment.

Student Evaluation. At the completion of certain courses, students are required to complete a computerized, national examination that tests the student's comprehensive knowledge of the course content. Any fees for these examinations are included in the program costs.

Students are evaluated according to course-specific performance criteria designated on the syllabus. Students will receive a written evaluation in each clinical course at mid-term and at the completion of the clinical course. The instructor will review the evaluation with the student, and upon completion of the review, the student and the instructor will sign the evaluation. The student's signature does not constitute an acknowledgement that the student agrees with the instructor's evaluation, but serves as confirmation that the evaluation has been reviewed with and provided to the student. The student may make written comments in response to the evaluation, attaching it to the evaluation.

In the final quarter of the program, students are required to take a course entitled Senior Seminar and as a part of the course requirements, must pass a comprehensive computerized examination provided by ATI, containing questions similar to those found on the National Council Licensure Examination for Registered Nurses ("NCLEX-RN"). Students who fail to achieve a passing score of 70 or greater on the exam, as

graded by the testing service, will not pass the Senior Seminar course, and will not be eligible for graduation until they pass the Senior Seminar course. During the Senior Seminar course, students are given three (3) opportunities to achieve a passing score on the comprehensive computerized examination. Students who do not achieve a passing score on the ATI comprehensive computerized examination during the Senior Seminar course, will receive a failing grade for the course.

Culinary Arts Certificate - Program Specific Policies

Admissions Requirements. Admission is on a selective and competitive basis. ECPI University reserves the right to select those applicants who are deemed best qualified for the Culinary Arts Certificate program. Entrance requirements include the following prerequisites:

- **Food Service Financial Management** – [CIS108](#) Office Applications
- **Food Service Leadership** – No pre-requisites

Student Evaluation. Students' academic progress will be evaluated after each course grade has been awarded. In general and unless otherwise stated, the minimum grade to maintain satisfactory progress is 70% or C-. Students must achieve a minimum term grade point average of 2.0.

A course may not be repeated more than once without approval of the designated academic official. Grades achieved in courses that are repeated due to course withdrawal (W, WP) or failure (F, WF) will replace previous withdrawal or failing grades. A student who is approved to repeat a course due to a failing grade (F, WF) must successfully pass the course by the third attempt. After three failed attempts the student will be academically dismissed (for appeal of academic dismissal, see [Appealing an Academic Dismissal](#)).

Admissions Policies

- [Transfer of Credit and Advanced Academic Standing](#)

Transfer of Credit and Advanced Academic Standing

Official transcripts are required for the application of transfer credit to a student's degree program. A transcript is considered "Official" when delivered directly to ECPI University from the external institution. Transcripts received by the student or other third-party or transfer credits posted on another institution's transcript will not be accepted as official. ECPI University must receive all Official transcripts within a student's first semester or no transfer credits are granted. Under extenuating circumstances, an exception to the timeline may be granted. The transfer credit evaluation is conducted in consideration of corresponding degree program requirements and the academic standards set forth by the University.

Additional policies for students pursuing a graduate degree are included in this Catalog under the [Graduate Program Policies](#). Students pursuing health science programs at the ECPI University

College of Health Science, Medical Careers Institute, should refer to their program-specific handbook for additional policies.

ECPI University has established the following policies to ensure that all prior academic experience is evaluated appropriately for eligible University transfer credit opportunities.

Transfer of Credit Procedures. Applicants should discuss all previous experience and training with an advisor during the Admissions Interview. During the enrollment process, applicants will complete a Request for Official Transcripts form for each prior institution attended. The University will assist applicants with requesting transcripts from all prior institutions that allow third-party requests. Applicants are responsible for ensuring the University's receipt of official transcripts and any related fees required by the issuing institutions, within a student's first semester. Once official transcripts are received, an evaluation will be completed to determine the application of transfer credit towards the student's program. Applicants are notified once an evaluation is complete and will receive a Transfer Credit Evaluation Form via student email.

It may be necessary for students to forfeit some previously earned credit in the transfer process in order to ensure that transfer credits meet current academic and industry. ECPI University does not guarantee acceptance of credits from or to other institutions and evaluates credit based on standards set and approved by academic program leadership. If transfer credit is awarded, credit is posted to the student's official record accordingly, which may shorten the program length.

Sources of Transfer Credit. Depending upon the program of study, students may be awarded transfer credit or advanced standing for the following:

- Academic coursework from approved two- and four-year colleges and universities
- Military occupational specialties and experience, as evaluated by the American Council on Education
- Professional, vocational and technical courses and examinations approved through the American Council on Education (ACE) College Credit Recommendation Service
- Academic coursework from international institutions based on a required course-by-course international credit evaluation completed by a member of the National Association of Credential Evaluation Services (NACES; see www.naces.org) or the Association of International Credential Evaluators, Inc. (AICE; see <https://aice-eval.org>).
- Standardized College Level Examinations
- University Challenge Exams

University Transfer Guidelines. In applicable programs, transfer credits are granted for coursework applicable to the student's degree or diploma program; determined to be substantially equivalent in content to the ECPI University course; equivalent in credits to the ECPI University course; completed within the past ten years in which a grade of C or higher was earned (2.0 on a 4.0 scale). General education or arts and sciences coursework may be eligible to transfer without a time limitation. Courses graded on an alternate grading scale can be considered for transfer credit if there is documentation that the passing grade is equivalent to a 2.0 on a 4.0 scale. Developmental or remedial coursework is not accepted for transfer credit. Continuing education credits and most industry and professional certifications do not apply as direct transfer credit to fulfill degree requirements, however, they may qualify students for challenge exam eligibility. Applicants who have completed coursework at an

institution that uses quarter credits or units other than semester credits, will have their quarter credits/units converted to semester credits and credit will be evaluated accordingly.

Prior to granting transfer credit for any course, the University reserves the right to test applicants or request that they successfully pass an examination administered by an ECPI University faculty member.

Transfer and Advanced Academic Standing credits are counted as both hours attempted and hours completed within the Satisfactory Academic Progress Policy. Transfer credit does not hold any qualitative points, therefore transfer credit is not included in the calculation of the grade-point average for the purpose of determining a student CGPA or the CGPA requirement of the satisfactory academic progress.

Transfer Credit Limits. ECPI University requires that a student complete a minimum of 25% of their program of study at the University in order to receive the degree or diploma. Depending on the program of study, students may transfer up to a total of 75% of their program of study from combined sources of external credit. ECPI University will accept a maximum of 15 semester credit hours for any combination of standardized exams into an associate degree program and a maximum of 30 semester credit hours for any combination of standardized exams into a bachelor's degree program.

Academic Coursework from Colleges and Universities. Credit for courses from a regionally or nationally accredited institution listed by the Council for Higher Education Accreditation (CHEA) that are accepted for transfer must be substantially equivalent in content, credit amount and scope to courses offered at the University. Credit from other accredited institutions may be approved on a case-by-case basis.

American Council on Education (ACE). ECPI University will evaluate and award appropriate credit for military occupational specialties and experience as well as professional, vocational and technical courses and examinations based on college-level credit recommendations as evaluated by the American Council on Education (ACE). ACE assists students in achieving their college and career goals by validating learning and skills developed outside the classroom and helping students apply what they know toward a degree or other opportunity.

- **Military Evaluations.** In 1940, ACE founded the Program on Non-collegiate Sponsored Instruction to assist campuses in granting credit for what service members and veterans had learned while in the service. ACE's Military Evaluations Program continues to this day and ACE's credit recommendations appear in the Military Guide and on military transcripts. The Military Guide includes all evaluated courses and occupations from 1954 to the present. In addition, ACE offers detailed resources for institutions to help them support their military-connected students, as well as resources for service members and veterans. For more information, visit the ACE Military Programs website, <https://www.acenet.edu/militaryguide>.
- **CREDIT® Evaluations.** For 40 years, Fortune 500 companies, government agencies, and labor unions have relied on the American Council on Education's CREDIT® to connect workplace learning and corporate training programs with college credit. Programs that align with post-secondary educational expectations are issued recommendations for equivalent college credit that include the number of semester-hours, educational level, and subject area. These credit recommendations are represented on the ACE transcript. Participating organizations include corporations, professional and volunteer associations, schools, training suppliers, labor unions and government agencies. The results of ACE CREDIT® reviews appear in the National Guide. For more information, visit the CREDIT® Evaluations website, <http://www2.acenet.edu/credit/>.

- **Military Occupational Specialties and Experience.** Service members may apply college-level credits earned through military training and experience to complete a degree or diploma even sooner. ECPI University will evaluate and award appropriate credit for military occupational specialties and experience based on college-level credit recommendations as evaluated by the American Council on Education (ACE) as well as credits awarded through Air University (AU), the Community College of the Air Force (CCAF) and the Air Force Institute of Technology (AFIT). Credit that is accepted for transfer must meet the University transferability guidelines. Applicants who wish to have their military experience and/or training evaluated for college credit should complete a signed Request for Official Transcripts form during the enrollment process or make an Official request to have a copy of their Official transcript sent to ECPI. Each branch of the military will provide both unofficial and official copies of transcripts at no charge.
 - **Joint Services Transcript (JST).** The Joint Services Transcript will outline ACE credit recommendations for military training and experience obtained for anyone who served in the U.S. Military: Army, National Guard, Navy, Marines, and Coast Guard. To request an official JST, please visit the following website: <https://jst.doded.mil/official.html>.
 - **Air University (AU), Community College of the Air Force (CCAF) Transcript, and Air Force Institute of Technology (AFIT).** The Community College of the Air Force transcript will outline military training obtained for anyone who served in the United States Air Force, Air Force Reserve or Air Guard. To request an official CCAF, please visit the following website: <https://www.airuniversity.af.edu/Barnes/CCAF/Display/Article/803247/>.
- **Veterans Administration Benefits.** ECPI University campuses are approved for training of veterans and eligible veterans' dependents. Each student who is eligible for and desires to receive veterans' educational benefits must provide ECPI with the student's military discharge document DD214 or Certificate of Eligibility prior to their first scheduled class. Students receiving veteran's benefits have the responsibility to provide official transcripts from all previously attended post-secondary institutions for the evaluation of transfer credit within their first semester. Classes determined to be eligible for transfer from previous institutions are ineligible for certification. Students receiving veterans' benefits will be responsible for any costs associated with completing a course determined to be ineligible for certification. Applicants should contact each campus directly for further information.

The University maintains a written record of prior education and/or training of veterans and eligible persons. Appropriate credit will be granted for prior education and/or training, with the current education/training period shortened proportionately. The University notifies the student regarding the credit granted and the amount of time the education/training period has been decreased according to the amount of credits awarded. The transfer credit evaluation is made available to the Department of Veterans Affairs, upon request.
- **Professional, Vocational and Technical Courses and Examinations.** The American Council on Education's College Credit Recommendation Service (CREDIT®) connects workplace learning with colleges and universities by helping adults gain access to academic credit for formal courses and examinations taken outside the traditional classroom. ECPI University will evaluate and award appropriate credit for professional, vocational and technical courses, examinations and experience based on college-level credit recommendations as evaluated by the American Council on Education (ACE). Credit that is accepted for transfer must meet the University transferability guidelines. Applicants who wish to have their ACE CREDIT® transcript evaluated for college credit should notify their Admissions advisor and make a formal request for a transcript from the ACE CREDIT®, [Request a Transcript](#) website.
- **Coursework from International Institutions.** ECPI University will evaluate and award appropriate credit from international colleges/universities based on program specific requirements and college-level credit recommendations from a credential evaluation organization that is an active member of the National Association of Credential Evaluation Services (NACES; see www.naces.org) or the Association of International Credential Evaluators, Inc. (AICE;

see <https://aice-eval.org>). Credit that is accepted for transfer must meet the University transferability guidelines. Unofficial evaluations submitted by the evaluation organization may be used for admission purposes. Admission is official upon receipt of the official transcript.

- **Standardized College-Level Examinations.** Advanced Placement (AP), the College Level Exam Program (CLEP), Dantes Subject Standardized Test (DSST), and Excelsior College Examinations (ECE) are examples of standardized exams that can be considered for transfer credit through ECPI University. The University will evaluate and award credit based on the demonstrated learning outcomes of the exams. Credit that is accepted for transfer must be applicable to the student’s chosen degree program and meet all other university transferability guidelines.

ECPI University will accept a maximum of 15 semester credit hours for any combination of standardized exams into an associate degree program and a maximum of 30 semester credit hours for any combination of standardized exams into a bachelor’s degree program.

College-Level Examination Program (CLEP)

Test	Course/Credits	Requirements
American Government	SOCSCICORE1 (3 semester credits)	
American Literature	HUMCORE2 (3 semester credits)	
Analyzing & Interpreting Literature	HUMCORE2 (3 semester credits)	
Biology	NATSCICORE and LAB (4 semester credits)	
Calculus	MTH220 (3 semester credits)	
Chemistry	NATSCICORE and LAB (4 semester credits)	
College Algebra	MTH120 or MTH131 (3 semester credits)	
College Mathematics	MTH120 (3 semester credits)	
College Composition	ENG110 and ENG120 (6 semester credits)	
College Composition Modular	ENG110 (3 semester credits)	
English Literature	HUMCORE2 (3 semester credits)	
Financial Accounting	ACC160 (3 semester credits)	
History of U.S. I or II	HUMCORE2 (3 semester credits)	
Human Growth and Development	PSY106 , PSY108 , PSY300 , or SOCSCICORE1 (1-3 semester credits)	
Humanities	HUMCORE2 (3 semester credits)	

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Information Systems	CIS101 (3 semester credits)
Introductory Business Law	BUS225 (3 semester credits)
Introductory Psychology	PSY105 (3 semester credits)
Introductory Sociology	SOC100 (3 semester credits)
Introduction to Educational Psychology	SOCSCICORE1 (3 semester credits)
Natural Sciences	NATSCICORE and LAB (4 semester credits)
Pre-calculus	MTH200 (3 semester credits)
Principles of Macroeconomics	ECO201 (3 semester credits)
Principles of Management	BUSELE1 or BUSELE2 (3 semester credits)
Principles of Marketing	BUS314 (3 semester credits)
Principles of Microeconomics	ECO202 (3 semester credits)
Social Sciences and History	SOCSCICORE1 and HUMCORE2 (6 semester credits)
Western Civilization I or II	HUMCORE2 (3 semester credits)

DSST (formerly DANTES) Credit Awards

Test	Course/Credits	Required T
A History of the Vietnam War	HUMCORE2 (3 semester credits)	
Art of the Western World	HUMCORE2 (3 semester credits)	
Computing and Information Technology	CIS106 (3 semester credits)	
Criminal Justice	CJ100 (3 semester credits)	
Ethics in America	HUMCORE2 (3 semester credits)	
Ethics in Technology	CISELE1 (3 semester credits)	
Foundations of Education	HUMCORE2 (3 semester credits)	
Fundamentals of College Algebra	MTH131 (3 semester credits)	A mini
Fundamental of Cybersecurity	CIS212 (3 semester credits)	
General Anthropology	HUMCORE2 or SOCSCICORE1 (3 semester credits)	
Health and Human Development	SOCSCICORE1 (3 semester credits)	
History of the Soviet Union	HUMCORE2 (3 semester credits)	
Human Resource Management	BUS211 (3 semester credits)	
Introduction to Business	BUS121 (3 semester credits)	

Introduction to Geography	HUMCORE or SOCSCICORE (3 semester credits)
Introduction to Law Enforcement	CJ110 (3 semester credits)
Introduction to World Religions	HUMCORE2 (3 semester credits)
Lifespan Developmental Psychology	PSY106, PSY108, PSY300, or SOCSCICORE1 (1-3 semester credits)
Management Information Systems	BUS331 (3 semester credits)
Math for Liberal Arts	MTH120 (3 semester credits)
Money and Banking	BUSELE1 or BUSELE2 (3 semester credits)
Organizational Behavior	BUS321 (3 semester credits)
Personal Finance	BUSELE1 (3 semester credits)
Principles of Advanced English Composition	ENG120 (3 semester credits)
Principles of Public Speaking	COM115 (3 semester credits)
Principles of Supervision	BUS226, BUSELE1, or BUSELE2 (3 semester credits)
Principles of Statistics	MTH140 (3 semester credits)
Technical Writing	COMCORE1 (3 semester credits)
The Civil War Reconstruction	HUMCORE2 (3 semester credits)

College Board's Advanced Placement (AP) Examinations

Test	Course/Credits	Required
Art History	HUMCORE2 (3 semester credits)	
Biology	NATSCICORE and LAB (4 semester credits)	
Calculus AB	MTH220 (3 semester credits)	
Calculus BC	MTH320 (3 semester credits)	
Chemistry	NATSCICORE and LAB (4 semester credits)	
Chinese Language and Culture	HUMCORE2 (3 semester credits)	A minimum
Computer Science A	CIS218 (3 semester credits)	c
Computer Science Principles	CIS121 (3 semester credits)	
English Language and Composition	ENG110 and ENG120 (6 semester credits)	
English Literature and Composition	ENG110, ENG120, or HUMCORE2 (3 semester credits)	
Environmental Science	NATSCICORE and LAB (4 semester credits)	
European History, U.S. History, or World History	HUMCORE2 (3 semester credits)	
French Language and Culture	HUMCORE2 (3 semester credits)	
German Language and Culture	HUMCORE2 (3 semester credits)	
Government and Politics: Comparative	SOCSCICORE1 (3 semester credits)	
Government and Politics: United States	SOCSCICORE1 (3 semester credits)	

Human Geography	SOCSCICORE1 (3 semester credits)
Italian Language and Culture	HUMCORE2 (3 semester credits)
Japanese Language and Culture	HUMCORE2 (3 semester credits)
Latin	HUMCORE2 (3 semester credits)
Macroeconomics	ECO201 (3 semester credits)
Microeconomics	ECO202 (3 semester credits)
Music Theory	HUMCORE2 (3 semester credits)
Physics I or Physics 2	PHY120 and PHY120L (4 semester credits)
Physics B	PHY120 and PHY120L (4 semester credits)
Physics C: Mechanics or Electricity and Magnetism	PHY120 and PHY120L (4 semester credits)
Psychology	PSY105 (3 semester credits)
Spanish Language and Culture	HUMCORE2 (3 semester credits)
Spanish Literature and Culture	HUMCORE2 (3 semester credits)
Statistics	MTH140 (3 semester credits)

Excelsior College Examinations (ECE)

Test	Course/Credits	Required Test Score
Abnormal Psychology	SOCSCICORE (3 semester credits)	
Anatomy & Physiology II	BIO116, BIO117, or BIO118 (2-3 semester credits)	
Bioethics: Philosophical Issues	HUMCORE1 (3 semester credits)	
Business Ethics	BUS222 (3 semester credits)	
Business Law	BUS225 (3 semester credits)	
Calculus	MTH220 (3 semester credits)	
College Writing	ENG110 (3 semester credits)	
Contemporary Mathematics	MTH120 (3 semester credits)	
Cultural Diversity	HUM205 (3 semester credits)	A minimum exam score is required for credit.
English Composition	ENG110 (3 semester credits)	
Ethics: Theory & Practice	SOCSCICORE1 (3 semester credits)	
Financial Accounting	ACC160 (3 semester credits)	
Foundations of Gerontology	SOCSCICORE (3 semester credits)	
Human Resource Management	BUS211 (3 semester credits)	
Interpersonal Communications	COM115 (3 semester credits)	
Introduction to Computer Programming Using Java	CIS218 (3 semester credits)	
Introduction to Microeconomics	ECO202 (3 semester credits)	
Introduction to Macroeconomics	ECO201 (3 semester credits)	

Introduction to Music	HUMCORE1 (3 semester credits)
Introduction to Philosophy	SOCSCICORE1 (3 semester credits)
Introduction to Psychology	PSY105 (3 semester credits)
Introduction to Sociology	SOC100 (3 semester credits)
Juvenile Delinquency	CJ205 (3 semester credits)
Life Span Developmental Psychology	PSY106, PSY108, PSY300, or SOCSCICORE1 (1-3 semester credits)
Managerial Accounting	ACC161 (3 semester credits)
Operations Management	BUS227 (3 semester credits)
Organizational Behavior	BUS321 (3 semester credits)
Physics	PHY120 and PHY120L (4 semester credits)
Political Science	SOCSCICORE1 (3 semester credits)
Precalculus Algebra	MTH131 (3 semester credits)
Principles of Finance	BUS350 (3 semester credits)
Principles of Marketing	BUS314 (3 semester credits)
Psychology of Adulthood & Aging	SOCSCICORE (3 semester credits)
Quantitative Analysis	MTH140 (3 semester credits)
Research Methods in Psychology	PSY105 (3 semester credits)
Social Psychology	PSY105 or SOCSCICORE (3 semester credits)
Statistics	MTH140 (3 semester credits)
World Conflicts since 1900	HUMCORE2 (3 semester credits)
World Population	SOCSCICORE1 (3 semester credits)

University Challenge Exams. Challenge exams are available for a select number of courses to students who are able to demonstrate proficiency in the course learning outcomes through education or experience, but may be ineligible for direct transfer of credit (such as expired college credits, insufficient course credits, professional licensure/certifications, etc.). Challenge exam inquiries can either be initiated through direct student request or determined eligible as identified by academic staff. Requests to take challenge exams must be made by the student prior to the end of his/her first semester. Students must be approved by their academic advisor or program director, in order to attempt a challenge exam. Once approved, students are allowed one exam attempt per course and a minimum score of 80% is required to pass and be exempt from taking the class. The exam format, time limit, and requirements may vary depending upon the challenge exam. Students should refer to the [Tuition and Fees](#) section of the catalog for information regarding fees for challenge exams. Students must meet one or more of the following exam eligibility criteria, as determined by academic staff, prior to an exam being scheduled:

- Relevant professional or industry certifications
- Related course/insufficient credits/continuing education
- Expired transfer credit
- Related employment/field experience

Upon successful completion, students are awarded credit for the challenged course(s). Credits awarded for challenge exams do not impact a student's GPA, but will count towards credits attempted and earned.

ServSafe® Food Manager Certification. Students pursuing a degree or diploma within the School of Culinary Arts may apply for advanced standing credit for their ServSafe® Food Manager Certification. The student must have completed formal sanitation training and received a ServSafe® Food Manager Certification from the National Restaurant Association within two years of expected start date of the program and apply for advanced standing prior to matriculation. Students who meet this requirement will be given advanced standing credit for [CAA115](#) Kitchen Essentials. Students who receive this advanced standing may be required to demonstrate the knowledge, proficiency, and skill required in the course.

Financial Aid Implications of Transfer Credit. Students who are eligible to receive transfer credit or advanced standing may experience one or more terms in which the student's status, for the purposes of financial aid, may change, and the corresponding amount of financial aid may be reduced due to the decreased number of hours scheduled. Students should discuss the potential financial aid implications of transfer credit and advanced standing with a financial aid advisor.

Tuition and Fees

Tuition and Fees

TUITION AND FEES Undergraduate programs

The following Tuition and Fee charges are per semester for the academic year. The Tuition and Fees are subject to annual review, and ECPI reserves the right to make changes in Tuition and Fees.

UNDERGRADUATE*

Status	Credit hours per semester	Computer & Info. Science Cyber & Info. Security Tech Engineering Technology Mechanical Engineering Surgical Technology	Diagnostic Medical Sonography Physical Therapist Assistant Medical Radiography	Dental Assisting Healthcare Admin. Health Info Mgmt Medical Assisting Radiologic Sciences (BS)
Full Time ¹	(12-18 credits)	\$8,292	\$9,264	\$7,452
Three-Quarter Time	(9-11.5 credits)	\$6,219	\$6,948	\$5,589

Half-Time	(6-8.5 credits)	\$4,146	\$4,632	\$3,726
Less-Than-Half Time	(Less than 6 credits)	\$2,073	\$2,316	\$1,863
Status	Credit hours per semester	BS Nursing	Associate Degree in Nursing	Practical Nursing
Full Time ¹	(12-18 credits)	\$8,592	\$9,452	\$9,264
Three-Quarter Time	(9-11.5 credits)	\$6,444	\$7,089	\$6,948
Half-Time	(6-8.5 credits)	\$4,296	\$4,726	\$4,632
Less-Than-Half Time	(Less than 6 credits)	\$2,148	\$2,363	\$2,316
Status	Credit hours per semester	Food Service Management	Emergency Medical Services	Business
Full Time ¹	(12-18 credits)	\$7,452	\$5,256	\$8,292
Three-Quarter Time	(9-11.5 credits)	\$5,589	\$3,942	\$6,219
Half-Time	(6-8.5 credits)	\$3,726	\$2,628	\$4,146
Less-Than-Half Time	(Less than 6 credits)	\$1,863	\$1,314	\$2,073
Status	Credit hours per semester	Culinary Arts Culinary Arts and Applied Nutrition Baking and Pastry Arts	Criminal Justice	
Full Time ¹	(12-18 credits)	\$8,292	\$7,452	
Three-Quarter Time	(9-11.5 credits)	\$6,219	\$5,589	
Half-Time	(6-8.5 credits)	\$4,146	\$3,726	
Less-Than-Half Time	(Less than 6 credits)	\$2,073	\$1,863	
Status	Credit hours per semester	Massage Therapy Diploma		

Full Time ¹	(12-18 credits)	\$527.50/ credit \$450 Technology fee/ semester
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**Programs offered at the Northern Virginia campus are an additional \$240 per semester*

BS NURSING (RN to BSN only)		
Per credit		\$250 For the first six Arts and Sciences courses
Per credit		\$444 All NUR courses and Arts and Sciences (subsequent to the first six courses)
Technology Fee		\$450/ semester. <i>Includes use of mobile computing devices with damage insurance, learning platforms, technology support, and other technology equipment necessary to complete courses.</i>

TUITION DEPOSIT	
Tuition Deposit	\$135 required for Practical Nursing, Associate Nursing, and Traditional BS Nursing only. <i>If tuition is paid entirely by third party funding sources, providing that documentation satisfies the deposit requirements.</i>

To complete the Program requirements in a timely manner, student must be enrolled full-time and carry a minimum load of 12 semester credit hours and a maximum of 18 credit hours per semester. If student takes an academic overload consisting of more than 18 credit hours, this may change the eligibility for financial aid assistance in future semesters, which may result in greater out-of-pocket expenses. If student takes an overload of more than 18 credits, they will be assessed additional charges in that semester. Student is responsible for checking with the Financial Aid office to determine the impact of schedule changes.

Overload tuition charge calculation: Semester cost / 18 = per credit cost x the number of credits over 18 credits.

VETERANS AND ACTIVE DUTY

If Student receives benefits under the Veteran's Administration (VA) programs, the VA is charged per credit hour. This is calculated by dividing the above full time tuition by 12 credits, and Student will be billed up to a maximum of 12 credits in a semester. If Student attends three-quarter, half-time or less-than-half-time, then Student will be charged the semester rate divided by the number of credits applicable for that enrollment status which is nine (9) for three-quarter time, six (6) for half time, three (3) for less-than-half-time. The charge per credit amount is the same and will not exceed the maximum charge for that semester based on enrollment status with the exception that overload charges will apply as indicated above. Please see the VA coordinator for assistance with these benefits.

CERTIFICATE (MICRO-CREDENTIAL) TUITION

Per credit	\$389
Technology Fee ³	\$150 per term. <i>Includes use of mobile computing devices with damage insurance, learning platforms, technology support, and other technology equipment necessary to complete courses.</i>

OTHER FEES (all programs - required)

Application Fee	\$15 Non-refundable, one-time charge
Registration Fee	\$100
Background Check Fee, applicable programs	Fee Varies
High School, GED or College Transcript Request	Fee Varies
Textbooks ²	\$0 When required. <i>Use of textbooks and electronic textbooks for the time needed to complete your courses is provided at no cost. If you wish to permanently own your textbooks, you may purchase them from ECPI University's bookstore, or any other retailer you choose.</i>
Technology Fee ^{3^^}	\$450/ semester, \$510/ semester for Associate Degree in Nursing and Practical Nursing students. <i>Includes use of mobile computing devices with damage insurance, learning platforms, technology support, and other technology equipment necessary to complete courses.</i>

^^Laptop PC Option	\$500 additional, one-time fee. <i>Computer Science majors may choose the University Configured Laptop PC with support as their mobile device included in the Technology Fee, based on availability.</i>
California Student Tuition Recovery Fund ⁴	\$0.50 per \$1,000 of institutional charge. <i>Please see the footnote for details.</i>

OTHER FEES (medical programs - required)

Drug Screening	As required by states or campuses/price varies
Massage table (Massage Therapy students only)	\$100
Physical Exam / Shots / PPD	variable by location and insurance
BSN Traditional, ADN, PTA, and DMS prerequisite/individual subject courses (<i>PN at Charlotte campus</i>)	\$200/ each

OTHER FEES (culinary programs - required)

AAS or Diploma in Culinary Arts and Baking and Pastry Arts: Kitchen Uniform Fee, non-refundable fee of \$100 due prior to start of courses.

Dining Room Uniform including white shirt, tie and black pants (approximately \$50)

Stationery supplies including miscellaneous computer supplies (approximately \$8/month)

Work shoes: one pair (approximately \$40)

OTHER FEES (international students - required)

SEVIS fee \$350

Mailing fee (international applicants only, domestic international applicants do not pay) \$75

OTHER FEES (all programs - optional)

Change of Program Fee	\$100
Course Challenge Fee, per subject area	\$275 (\$200 refunded if credit is not awarded)
Re-entry Fee	\$100

Credit Reinstatement Fee	\$250/credit
Retake Fee for BS Nursing (RN to BSN only)	\$444/credit NUR courses, \$250/credit Arts and Sciences courses
Schedule Change Fee, per change	\$25
Licensing/Certification Exam Fees, per exam, first attempt only (technical programs)	\$15 <i>does not include Certificate programs</i>
Licensing/Certification Exam Fees, per exam, first attempt only (medical programs)	25% of certification costs
Transcript Fee, per copy	\$5 normal processing/ \$6 Parchment, shipping varies/ \$10 expedited

TUITION graduate programs

Status	Credit hours	Per semester	Per credit	Per semester	Per credit
Full Time ¹	9	\$6,480	\$720	\$4,896	\$544
Textbooks ²		\$0 When required. <i>Use of textbooks and electronic textbooks for the time needed to complete your courses is provided at no cost. If you wish to permanently own your textbooks, you may purchase them from ECPI's bookstore, or any other retailer you choose.</i>			
Technology Fee ^{3^^}		\$285 per semester (\$342 for MSN concentration in Family Nurse Practitioner). <i>Includes use of mobile computing devices with damage insurance, learning platforms, technology support, and other technology equipment necessary to complete courses.</i>			

^^Laptop PC Option

\$500 additional, one-time fee. *Computer Science majors may choose the University Configured Laptop PC with support as their mobile device included in the Technology Fee, based on availability.*

California Student Tuition Recovery Fund⁴ *Please see the footnote for details.*

OTHER FEES (graduate students)

Application Fee	\$15 Non-refundable, one-time charge
Registration Fee	\$35
Transcript Fee, per copy	\$5 normal processing/ \$6 Parchment, shipping varies/ \$10 expedited
Certification Fee	\$15 per certification (limit two)
Credit Reinstatement Fee	\$250/credit
Preparatory/Foundational Course(s)	\$250 per credit, after Graduate Admissions review. Student may be required to take one or more foundational courses.
MSN continuing education courses	\$940 per course for NUR608 , NUR609
Fast Track course(s)	\$100 per course
Master's Preparatory Course(s) Technology Fee	\$450 per semester, billed at the Undergraduate Technology Fee rate

TUITION Orlando (Lake Mary) (quarter hour programs)

The following Tuition and Fee charges are per quarter credit for the academic year. The Tuition and Fees are subject to annual review, and ECPI reserves the right to make changes to Tuition and Fees.

Bachelor of Science Nursing (quarter credit program)

Status	Credits to be completed	Per credit hour	Total Estimated Tuition for the Program
Full Time ¹	75	\$582	\$43,632**

OTHER FEES (Bachelor of Science Nursing program)

Application Fee	\$15 Non-refundable, one-time charge
Registration Fee	\$100

***Includes: books, uniforms, student activity fees, malpractice insurance, lab fees, and computer-assisted instruction.*

Master of Science in Nursing (quarter credit program)

Status	Credits to be completed	Per credit hour	Total Estimated Tuition for the Program
Full Time ¹	54	\$480	\$25,920.00

Textbooks² \$0 When required. *Use of textbooks and electronic textbooks for the time needed to complete your courses is provided at no cost. If you wish to permanently own your textbooks, you may purchase them from ECPI University's bookstore, or any other retailer you choose.*

Technology Fee³ \$285 per semester. *Includes use of mobile computing devices with damage insurance, learning platforms, technology support, and other technology equipment necessary to complete courses.*

OTHER FEES (Master of Science in Nursing program)

Application Fee	\$15 Non-refundable, one-time charge
Registration Fee	\$35
Transcript Fee, per copy	\$5 normal processing/ \$6 Parchment, shipping varies/ \$10 expedited
Certification Fee	\$15 per certification (limit two)
Credit Reinstatement Fee	\$166.67 / credit
Preparatory / Foundational Course(s)	\$250 per credit, after review by Graduate Admissions. A student may be required to take one or more foundational courses.

Master's Preparatory Course(s) Technology Fee	\$450 per semester, billed at the Undergraduate Technology Fee rate
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¹All students attend ECPI on a full time basis, unless an exception is approved by a campus official.

²As a result of ECPI University GREEN commitment and to provide the best value in education resources, ECPI University has implemented textbook recycling and extensive use of electronic textbooks. Arrangements have been made with publishers to access their content at heavily discounted rates and make it available to you at the start of each term. You will have extended access to core course textbooks. A STUDENT MAY OPT OUT AND ACQUIRE TEXTBOOKS ON THEIR OWN. If you prefer to own your textbook, they are available for purchase from the ECPI University bookstore, or other retailers. Federal regulations require that you be allowed to acquire books and supplies from other sources. Please notify the financial assistance department if you wish to acquire your own textbooks, and your account will be credited \$50/semester. You will be responsible for obtaining all required textbooks.

³Most courses have online resources available, and many courses utilize mobile computing devices such as tablets and notebook PCs. If a mobile device is unintentionally damaged and not lost/stolen, it may be repaired one time while enrolled at ECPI University without additional charge. Additional incidents or loss will incur actual repair or replacement cost. Students will be charged for any resources not returned within two weeks of when a return is required and this fee will be pro-rated for persons scheduled for only a portion of a semester.

⁴CALIFORNIA STUDENT TUITION RECOVERY FUND (CA residents only). The State of California created the Student Tuition Recovery Fund (STRF) to relieve or mitigate economic losses suffered by students in educational programs who are California residents or are enrolled in residency programs attending certain schools regulated by the Bureau for Private Postsecondary and Vocational Education. You must pay the state-imposed assessment for the Student Tuition Recovery Fund (STRF) if all of the following applies to you: (1) You are a student in an educational program, who is a California resident, or are enrolled in a residency program, and prepay all or part of your tuition either by cash, guaranteed student loans, or personal loans, and (2) Your total charges are not paid by a third-party payer such as an employer, government program, or other payer unless you have a separate agreement to repay the third party. You are not eligible for protection from the STRF and you are not required to pay the STRF assessment, if either of the following applies: (1) You are not a California resident, or are not enrolled in a residency program, or (2) Your total charges are paid by a third party, such as an employer, government program, or other payer, and you have no separate agreement to repay the third party. You may be eligible for STRF if you are a California resident or are enrolled in a residency program, prepaid tuition, paid the STRF assessment, and suffered an economic loss as a result of any of the following: (1) The school closed before the course of instruction was completed. (2) The school's failure to pay refunds or charges on behalf of a student to a third party for license fees or any other purpose, or to provide equipment or materials for which a charge was collected without 180 days before the closure of the school. (3) The school's failure to pay or reimburse loan proceeds under a federally guaranteed student loan program as required by law or to pay or reimburse proceeds received by the school prior to closure in excess of tuition and other costs. (4) There was a material failure to comply with the Act or this Division within 30 days before the school closed or, if the material failure began earlier than 30 days prior to closure, the period determined by the Bureau. (5) An inability after diligent efforts to prosecute, prove,

and collect on a judgement against the institution for a violation of the Act. However, no claim can be paid to any student without a social security number or a taxpayer identification number.

Course Descriptions

- [UNDERGRADUATE Programs](#)

DMS109 Sectional Anatomy

This course focuses on the detailed appearance of normal sectional anatomy in the transverse, longitudinal, and coronal planes used during sonographic examinations. Anatomy will be identified using cross-sectional cadaver images and correlated with sonographic images. Emphasis will be placed on the anatomy of the adult abdomen and pelvis which is seen sonographically. Structures are described according to their position and location in the body and their relationship to each other using medical terminology. Topics will also include basic organ function.

Credits

3

Prerequisite

[BIO116](#), [BIO116L](#)

HUM205 Culture and Diversity: Exploring the Humanities

This course is an interdisciplinary assessment of cultural, philosophical, and aesthetic factors critical to the formulation of values and the development of the individual and society. Students will learn about important contributions made to the humanities and examine their cultural and social significance. Upon successful completion of the course, students will be able to recognize interdisciplinary connections and critically examine diverse human perspectives.

Credits

3

Prerequisite

[ENG110](#)

NUR303 Essentials of Nursing Practice

This course introduces students to principles, theories, and concepts that provide the foundation for nursing practice. Students are introduced to nursing theory, research, and evidence-based practice. Legal aspects of practice and ethical issues are discussed along with health teaching and counseling skills. Health promotion and individual responses to health and illness in a multicultural society are developed. The nursing process is introduced as it applies to promoting wellness and health maintenance. Upon successful course completion, students will gain knowledge regarding fundamental principles, theories, and concepts that guide nursing practice.

Credits

3

Prerequisite[BIO116](#) and [BIO116L](#)

NUR305 Concepts of Nursing I

This course reinforces students to principles, theories and concepts that provide the foundation for nursing practice. Basic nursing skills necessary to deliver patient centered care in a multicultural society are developed. Skills related to infection control and activities of daily living are addressed. Learning opportunities are presented in the classroom and laboratory.

Credits

2

Prerequisite[NUR303](#)

NUR307 Concepts of Nursing II

This course further expands upon the principles, theories and fundamental nursing concepts introduced in previous nursing classes. Students have opportunities to develop more advanced nursing skills needed to address the biopsychosocial needs of individuals in a multicultural society. Learning opportunities are presented in the classroom, laboratory, simulation, and in supervised clinical experiences.

Credits

3

Prerequisite[NUR305](#)

NUR309 Concepts of Nursing III

This course further expands upon the principles, theories and fundamental nursing concepts introduced in previous nursing classes. Students are provided additional opportunities to develop advanced nursing skills needed to address the biopsychosocial needs of individuals in a multicultural society. Skills related to elimination, oxygenation, fluid and electrolytes, and laboratory diagnostics are addressed. Learning opportunities are presented in the classroom, laboratory, simulation, and in supervised clinical experiences.

Credits

3

Prerequisite

[NUR219](#), [NUR307](#), [NUR310](#), and [NUR325](#)

NUR310 Pharmacology

This course introduces and builds upon concepts necessary for sound judgment in the use of chemical agents. Students learn principles of safe and accurate medication administration. Nursing process guidelines are incorporated to assist in the attainment of knowledge and skills related to medication therapy. Included in discussions are concepts underlying the medical uses of medications including pharmacodynamics, pharmacokinetics, and pharmacotherapeutics. Upon successful completion of this course, students will gain knowledge regarding principles of safe medication administration and use of chemical agents.

Credits

3

Prerequisite

[NUR307](#)

NUR325 Health Assessment Across the Life Span

This course provides a foundation in physical assessment. Students learn how to assess major signs and symptoms of a variety of diseases across body systems. Upon successful course completion, students are able to use clinical reasoning skills to correlate physical exam findings with common disease processes. Learning opportunities are presented in the classroom and laboratory.

Credits

4

Prerequisite

[NUR307](#)

NUR347 Mental Health Nursing

This course introduces students to principles, theories and concepts used for providing and directing holistic care of individuals with mental health alterations. Legal aspects in mental health nursing practice are discussed along with methods to minimize risks. Students practice the use of therapeutic communication to establish and maintain therapeutic relationships. Students also practice interdisciplinary team functions including health teaching and develop counseling skills. Upon successful course completion, students are able to apply the nursing process with an emphasis on clinical reasoning to promote patient mental health. Learning opportunities are presented in the classroom, simulation, and in supervised clinical experiences.

Credits

4

Prerequisite[NUR309](#)

NUR356 Medical-Surgical Nursing I

This course introduces the student to setting priorities, communicating, planning and providing care for medical-surgical patients with multiple physiological and psychosocial needs in diverse healthcare settings. Students learn health promotion, maintenance, and restoration. Students engage in health teaching and counseling when caring for medical-surgical clients. Opportunities to identify best practices from selected sources of current nursing evidence are provided. Students communicate with the interdisciplinary team to initiate plan of care and participate in quality improvement processes. Upon successful course completion, students are able to utilize clinical decision-making and the nursing process to provide care for adults, from early adulthood through geriatrics. Learning opportunities are presented in the classroom, simulation, and in supervised clinical experiences.

Credits

5

Prerequisite[NUR347](#)

NUR357 Medical-Surgical Nursing II

This course continues to develop student abilities in setting priorities, communicating, planning and providing care for medical-surgical patients with multiple physiological and psychosocial needs in diverse health care settings. Students continue implementing principles of health promotion, maintenance, and restoration. Students engage in health teaching and counseling when caring for medical-surgical clients. Opportunities to identify best practices from selected sources of current nursing evidence are provided. Students communicate with the interdisciplinary team to initiate plan of care and participate in quality improvement processes. Upon successful course completion, students are able to utilize clinical decision-making and the nursing process to provide care for adults, from early adulthood through geriatrics. Learning opportunities are presented in the classroom, simulation, and in supervised clinical experiences.

Credits

5

Prerequisite[NUR356](#)

NUR359 Community Health Nursing

This course provides the theoretical foundation for the study of community health nursing. The client is viewed as the individual, the family, and the community within a social framework, with the goal of optimizing functioning. Historical, socioeconomic, environmental, political, and cultural indicators of the health of a community are explored. Students discuss legal aspects of practice that govern the care of vulnerable populations. Students engage in health teaching and counseling skills needed in various community health settings. The application of the nursing process is applied to diverse client scenarios with an emphasis on growth and development, health promotion, and the provision of holistic care to the client and family. Learning opportunities are presented in the classroom, simulation, and in supervised clinical experiences.

Credits

5

Prerequisite[NUR357](#)

NUR424 Maternal/Newborn Nursing

This course introduces students to the principles, theories, and concepts of caring for the childbearing individual with family in a multicultural society. Students use clinical decision-making to explore best practices that can enhance the patient's plan of care. Available sources of informatics are utilized in the care setting to organize and manage patient care. Students learn to apply health teaching and counseling concepts to the identified needs of the childbearing family with inclusion of cultural considerations. Students engage in discussions related to legal aspects governing maternal/newborn nursing practice. Learning opportunities are presented in the classroom, simulation, and in supervised clinical experiences.

Credits

4

Prerequisite[NUR357](#)

NUR426 Parent/Child Nursing

This course introduces the student to principles, theories and concepts of caring for children and their families in a multicultural society. Students study the effects of acute and chronic illness on growth and development and family dynamics. A key focus of this course is on health promotion, maintenance, and restoration. Integrated throughout this course is an overview of the common standards of parent/child health goals. Elements of evidence-based practice and available sources of informatics will be utilized in planning and implementing the interdisciplinary plan of care. Students participate in discussions related to laws governing pediatric nursing practice as well as the legal aspects of practice. Students engage in health teaching and counseling in various pediatric settings. Learning opportunities are presented in the classroom, simulation, and in supervised clinical experiences.

Credits

4

Prerequisite[NUR357](#)

NUR457 Nursing Care of the Older Adult

This course provides the theoretical foundation for the study of issues related to nursing care of older adults, focusing on the healthcare of well older adults and those with chronic health problems. Health promotion and preventative care are examined, as well as the implications of chronic illness, palliative, and end-of-life care. Students participate in discussions related to laws governing gerontological nursing practice as well as discuss the legal aspects of practice. Students engage in health teaching and counseling in various geriatric settings. Learning opportunities are presented in the classroom, simulation, and in supervised clinical experiences.

Credits

4

Prerequisite[NUR426](#)

NUR458 Acute Care Nursing

This course expands upon prior knowledge, nursing principles and health concepts to provide culturally sensitive patient-centered care for adults with multiple acute biopsychosocial needs. Clinical experiences increase in the level of complexity and acuity from previous nursing courses. Students explore human responses to emergencies, crisis, and life-changing events. Clinical decision-making and the nursing process are implemented to manage and modify care for high-acuity patients and their families. The course reinforces legal aspects of practice along with health teaching and counseling skills that are needed when caring for patients in the acute care setting. Learning opportunities are presented in the classroom, simulation, and in supervised clinical experiences.

Credits

5

Prerequisite[NUR426](#)

NUR475 Transition to Practice I

This course is part one of a two-part course that expands upon prior knowledge gained from previous coursework to prepare students for entry level nursing practice. Prioritization, delegation, and the ability to manage groups of individuals to enhance client outcomes are reinforced. Emphasis is placed on scope of practice, the culture of professional practice, communication, leadership and delegation, safety, legal aspects of practice, health teaching, counseling skills, and development of a strong sense of self-efficacy.

Credits

3

Prerequisite[NUR470](#)

NUR480 Senior Seminar

This course prepares students for the NCLEX-RN through analysis of information taught during previous didactic, laboratory, simulation, and clinical coursework through the use of lecture and computer laboratory exercises. Selected topics are reviewed, including those associated with nursing fundamentals, pharmacology, medical-surgical nursing, mental health nursing, pediatrics, obstetrics, and leadership. This course provides students with a systematic plan and structured study environment in preparation for the NCLEX-RN examination. Requirements for examination candidacy, application for licensure, testing procedures, study and review techniques, and examination taking techniques are addressed.

Credits

3

Prerequisite

[NUR476](#)