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Robert Morris University offers professional, career-focused education in a collegiate setting to diverse communities.

Robert Morris University is an independent, not-for-profit, multi-location institution offering associate, baccalaureate, and graduate degree programs that focus on integrating theory and applications. Robert Morris University prepares students to be practitioners in their chosen fields, socially responsible to their communities, and foundations for their families.

**Institutional Description & Characteristics**

**Mission**

**School of Study & Department Missions**

**Operational Objectives**

**Foundational Elements & Standards**

**Core Values**

**Commitment to Teaching:** The University is committed to remaining a teaching-focused institution.

**Applied Context:** The University delivers programs that are professional, contextual, and immersed in career disciplines.

**Committed Leadership:** Serving the community, creating opportunity through experiential teaching.

**Student Centered:** The University champions student success by tailoring services and resources to student's individual academic, athletic, artistic, and career goals.

**Accessibility:** The University assists students in overcoming geographical, temporal, cultural, and financial barriers to academic and professional opportunities.

**Collaboration:** The University fosters external engagement, which mutually benefits the University and local communities.

**Honor:** To appreciate the individuals who create our shared identity

**Challenge:** To consider alternatives to one's own practice

**Guide:** To inspire change

**Discover:** To achieve something unforeseen

Robert Morris University is dedicated to:

**Growth:** To provide the opportunity for an RMU education to an increasing number of students.

**Improvement:** To continually improve program offerings and the delivery of services.

**Viability:** To manage scarce resources with efficiency.

**Enrichment:** To enrich the personal and professional lives of students, faculty, staff, alumni, and the communities we serve.
Institutional Credentials

Organization and Governance
Robert Morris University is a private, independent, not-for-profit institution of higher education. It is incorporated and operated under the provisions of the General Not-for-Profit Corporation Act of the State of Illinois and is declared tax exempt by the U.S. Department of the Treasury 501(c) (3).

Overall institutional policy is established by the University’s Board of Trustees.

Approvals
Robert Morris University is approved by the Illinois Board of Higher Education and is authorized to award the following degrees: Master of Business Administration, Master of Information Systems, Master of Management, Master of Science in Human Performance, Bachelor of Business Administration, Bachelor of Applied Science in Graphic Design, Bachelor of Science in Accounting, Bachelor of Science in Nursing, Bachelor of Science in Psychology, Bachelor of Applied Science in Computer Studies, Bachelor of Professional Studies, and the Associate in Applied Science. Medical Assisting Diplomas are earned along with the Associate Degree requirements.

In addition, Robert Morris University is:
- Approved for foreign students by the U.S. Justice Department. The University is authorized under federal law to enroll non-immigrant alien students.
- Approved for Veteran’s Administration educational benefits. Servicepersons and veterans should contact the Associate Registrar for information.
- Approved for Social Security by the Department of Health and Human Services.
- Approved by the Illinois Department of Vocational Rehabilitation Training.
- Approved by the American Bar Association for the Paralegal Program.

Accreditation
Robert Morris University is accredited by the Higher Learning Commission and is a member of the North Central Association, 30 North LaSalle Street, Suite 2400, Chicago, Illinois 60602, (312) 263-0456.

Robert Morris University has received specialized accreditation for its business programs through the International Assembly for Collegiate Business Education (IACBE), located in Lenexa, Kansas. The Business programs in the following degrees are accredited by the IACBE:

- Master of Business Administration with specializations in Accounting, Management, Human Resources, and Finance;
- Bachelor of Business Administration in Accounting;
- Bachelor of Business Administration in Management;
- Associate of Applied Science in Business Administration

The Robert Morris University Medical Assisting Diploma program is accredited by the Commission on Accreditation of Allied Health Education Programs (www.caahep.org) upon the recommendation of Medical Assisting Education Review Board (MAERB).

The Robert Morris University Surgical Technology program is accredited by the Commission on Accreditation of Allied Health Education Programs (CAAHEP) upon recommendation of the Accreditation Review Council on Education in Surgical Technology & Surgical Assisting (ARC-STSA).


The baccalaureate degree program in Nursing at Robert Morris University IL is accredited by The Commission on Collegiate Nursing Education (CCNE)

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

Accreditation: National Accrediting Agency for Clinical Laboratory Sciences (NAACLS)

The MLT Program at Robert Morris University is actively seeking accreditation by NAACLS.

National Accrediting Agency for Clinical Laboratory Sciences (NAACLS)
5600 N. River Road, Suite 720
Rosemont, IL 60018
773-714-8880
www.naacls.org

Board of Certification Examination:

Students upon successfully completing the MLT program are eligible to sit for the national certification examination ASCP-BOC (upon NAACLS accreditation), administered by American Society of Clinical Pathology. Successful completion of this exam is required to practice as a certified professional and is also required by most clinical laboratory employers.

Certification information may be obtained from the American Society of Clinical Pathology.

ASCP Board of Certification
33 W. Monroe, Suite 1600
Chicago, IL 60603
312-541-4999
www.ascp.org

Granting the AAS degree in Medical Laboratory Technology is not contingent upon the student passing any type of external certification or licensure examination.
Robert Morris University
Degree Programs

Master of Business Administration Degree
Concentrations:
- Accounting
- Human Resource Management
- Management

Dual Concentrations:
- Accounting/Finance
- Management/Finance
- Management/Marketing
- BS/MBA Accounting

Bachelor of Applied Science Degree in Networking
Bachelor of Applied Science Degree in Graphic Design

Bachelor of Professional Studies
Concentrations:
- Advanced Culinary & Hospitality Management
- Health & Wellness
- Architectural Technology
- Law Enforcement Management
- Law Office Administration
- Organizational Communication & Leadership

Bachelor of Science in Accounting
Bachelor of Science in Nursing
Bachelor of Science in Psychology
Bachelor of Science in Exercise, Nutrition & Health Science

Dual Degree Programs
- BAS/MIS
- BBA/MBA
- BPS Health & Wellness/MM
- BS/MBA
- BS (ENHS)/MS HP

Associate Degree
Majors:
- Business Administration
- Drafting & Design Technology
- Computer Network Systems
- Culinary Arts
- Exercise & Sports Studies
- Graphic Arts
- Medical Assisting
- Paralegal
- Surgical Technology
- Medical Laboratory Technology
- Multi-Skilled Healthcare Technician
The Robert Morris University Center for Advancement provides RMU students and alumni from every discipline enhanced opportunities for academic, personal, and professional growth through industry-leading internships, high-impact integration center projects, and focused career strategy development.

The Center for Professional Advancement is the product of our belief that career preparedness can be best achieved through experience-based learning that takes place within and beyond the classroom. We have refined educational expectations based on what employers demand by immersing students into the real world, while adding experience to their resume.

Opportunities through the “Center” include:

- Integration Center (ICenter)
- Internships
- Career Coaching
- Career Strategy
- Career Workshops
- Career Connect Training
- Career Fairs
- Resume Assistance
- Mock Interviews
- Professional Networking
- Alumni Connections
- Corporate Partnerships
First-Year Program

Objectives
The first-year program is designed to assist new students in making a successful transition to Robert Morris University, both academically and personally. The careful nurturing by freshman faculty and staff enables students to claim their education by developing their own plan for personal, academic, and career success through self-evaluation, social networking, assigned readings, guided class discussions, experienced-based learning activities, and service learning opportunities. Students will find out about the many campus resources available to them like peer mentoring, academic workshops, guest speakers, extensive tutoring options, personalized advising, and a cohort-education system that allows them to maintain their engagement with the same career-focused community of students with whom they started the program.

To enhance skill integration into their major, three of the first-year courses will constitute the first-year curriculum, EBL 100, HUM 115 and SSC 115, which allows them to explore the cultural opportunities of one of the world’s greatest cities – Chicago. These courses aim to foster a sense of belonging, promote engagement in the life of the University, and articulate to students the benefits and responsibilities of a higher education. These courses are designed to help students develop and apply essential study skills to enable their academic success, enhance critical thinking and communication skills to make informed choices, and explore their personal interests to become motivated lifelong learners. Throughout the first year, students will gain an intellectual confidence that builds on the expectation of academic success. Students will develop an understanding of the value of a Liberal Arts foundation in a career-focused degree and learn to communicate their accomplishments through a credential transcript, which articulates their academic success for future careers in the workforce and their local communities.

First-Year Program Objectives

Academic Success
- Enhance critical thinking, communication, and writing skills essential for analyzing and solving academic and personal problems.
- Identify and explain the value of higher education for the individual and for society in creating a positive impact for future generations.
- Become part of a scholarly community by understanding the importance of active involvement in the educational process and engaging in scholarly activities such as group discussion, conducting research, working collaboratively in diverse communities, and synthesizing materials to lead to career success.

Campus Involvement
- Learn about college customs, attend events on/off campus, become comfortable meeting with the academic advisor, financial aid advisor, professors, and other members of the RMU community.
- Find and use appropriate information resources and academic support resources to negotiate the acclimation to college life, which supports academic and co-curricular interests and goals, allowing students to find their purpose and fit in the larger community.
- Develop and apply skills that contribute to building positive and lasting relationships with peers, faculty, and staff members.

Community Engagement
- Demonstrate an understanding of the nature of urban life in a global city as a hybrid creation of different peoples and cultures.
- Broaden the educational experience through involvement in co-curricular and service-learning activities that demonstrate principles of responsible citizenship beyond the campus community and commitment to integrity, equity and justice.
- Respect the beliefs and values of other cultures by working effectively and cooperatively with others, and incorporating diverse points of view in making decisions and solving problems.

Self-Reflection
- Achieve a productive learning experience by identifying change and addressing the anxieties and stresses involved in the transition to university life.
- Assess strengths and weaknesses in basic academic skills, identify personal learning styles and needs, and develop strategies to become active, independent learners while understanding the ways in which each individual is an agent in their own academic success.
- Take greater personal responsibility and gain more control over the outcomes and experiences created in college by learning to better manage time, energy and money to accomplish academic and personal goals.
The Liberal Arts curriculum at Robert Morris University is designed to provide students seeking applied degrees with a coherent background in the major fields of human knowledge: the Humanities, the Social Sciences, Fine Arts, and the Natural & Physical Sciences. Students practice various modes of inquiry as they analyze and integrate the ideas, cultural traditions, and technological developments that have shaped and will continue to shape the world in which they live. Interdisciplinary themes of oral and written communication, critical thinking, and cultural appreciation reinforce vital knowledge and key skills. This structured program prepares students to compete effectively in the workplace and cope with an environment increasingly characterized by rapid change and diversity.

Students of Robert Morris University earn applied degrees in various majors in the fields of Business Administration, Health Studies, Art & Design, Computer Studies, Culinary Arts, and the Behavioral Sciences. Liberal Arts Education at Robert Morris University complements these programs with a core of specific course choices delivered in conjunction with initiatives in several interdisciplinary themes. Students collaborate, apply and integrate applied knowledge through experience-based learning activities and experiences inside and outside the classroom, and reflect on their value and impact on them and society. This approach gives students pursuing diverse career paths a uniformly broad, but directed, foundation in intellectual inquiry.

The Liberal Arts Core Curriculum offers all students opportunities to expand their knowledge of the world, their immediate communities, and themselves. It addresses common themes amid the diversity of human experience and promotes discourse on the fundamental issues that define the contemporary world. These include communicating effectively across cultural barriers, evaluating alternative viewpoints objectively to solve problems, making ethical decisions and supporting them rationally, adopting technology as a tool for the pursuit and explication of knowledge, and experiencing the world’s cultural heritage. Students develop perspectives, knowledge, and cognitive skills that find application in their professional education and careers as well.

The program of Liberal Arts challenges students to change, to venture away from the safety of easy answers, to take on new ways of looking, seeing, doing and thinking. In this way, students awaken to the power of ideas. This awareness is the heart of what makes us human and connects us to what the world has been; what it is, and what it can be. A liberal arts education creates a shared experience built from diversity and enjoins us to think critically and responsibly about how decisions affect the community and each individual’s unique role in it.

**Outcome Statements**

**Oral Communication** – communicate thoughts and ideas effectively in spoken form for a variety of purposes and audiences.

**Written Communication** – communicate thoughts and ideas effectively in written form for a variety of purposes and audiences.

**Critical Thinking** – actively and skillfully conceptualize, apply, analyze, evaluate, and/or synthesize information to guide belief or action.

**Managing Information** – assess information from diverse sources in order to draw conclusions and determine validity.

**Quantitative Evaluation** – organize and manipulate quantitative information in problem-solving situations.

**Citizenship** - experiential and reflective learning leads students to a comprehension of the connectedness between individuals, cultures, and the environment.
**College of Liberal Arts**

The College of Liberal Arts challenges students to change, to venture away from the safety of easy answers, to take on new ways of looking, seeing, doing and thinking. In this way, students awaken to the power of ideas. This awareness is the heart of what makes us human and connects us to what the world has been; what it is, and what it can be. A Liberal Arts education creates a shared experience built from diversity and enjoins us to think critically and responsibly about how decisions affect the community and each individual’s unique role in it.

**English**

The Communication component of the core curriculum of the College of Liberal Arts consists of three courses, including a course in communications and two courses in rhetoric and composition. Through this sequence, students apply various rhetorical strategies in both speaking and writing, while they develop their skills in research and critical thinking. By employing these strategies in academic, professional and cultural contexts, students realize that speaking, writing, and media literacy afford them the power and responsibility to sustain their lives, their families, and their communities.

**Mathematics**

Mathematics promotes theoretical and practical numeracy, just as the communication component of the core curriculum cultivates critical and rhetorical literacy. To fulfill the quantitative reasoning requirement of the core curriculum in Liberal Arts, students complete one to three courses in mathematical methods and a course in quantitative evaluation. They practice formal quantitative analysis and problem solving and examine data in real-world applications and in case studies. Students use technology to solve problems, conduct research, and present meaningful quantitative information. In this way, students learn firsthand about the roles that quantitative reasoning skills and technology play in the organization and communication of information.

**Humanities**

Humanities courses in the core curriculum in Liberal Arts augment students’ awareness of past and present cultural movements, particularly in terms of artistic, literary and philosophical developments. Studying these developments enables students to understand the fine and performing arts, literature, and philosophy as different modes in which both cultural groups and individuals seek meaning and express their worldviews. Courses in these subjects equip students with the ability to think critically and articulate their own worldviews through reason, deliberation, and cultural appreciation. Students of the humanities also discover perspectives from which to examine complex relationships such as that between personal freedom and ethical duty.

**Social Science**

The Social Science component of the core curriculum in Liberal Arts consists of courses in behavioral science, history, political science, or economics. The focus of each course is to acquaint students with the principles of a particular discipline, and show them how to apply these concepts in personal, professional, and civic contexts. Students learn objective methodologies to generate and test hypotheses regarding historical and contemporary social issues, and to propose and evaluate alternative solutions to actual social problems. Simulations and opportunities for service learning further promote students’ consciousness of their own social responsibility.

**Sciences**

The Science component of the core curriculum in Liberal Arts consists of one life science and one physical science course. In these courses, students study the physical and biological processes of the universe and their interrelatedness. Through experiential exercises, they learn to apply the scientific method and use critical thinking skills to solve real-world problems and propose sustainable solutions. Students analyze global issues to evaluate their impact on humans and society, and create practical applications. A primary goal in all science classes is to provide students the information and critical thinking skills for making informed decisions in their daily lives. The study of science reveals to students the diversity and complexity of the world, while preparing them to engage in the important scientific issues of our time.

**Experience-Based Learning Career Courses**

The Experience-Based Learning curriculum is comprised of four courses that are an integral part of the College of Liberal Arts; these courses provide students with the tools to be successful in college and in their professional lives. Students will prepare for opportunities in service learning, working with real clients and creating tools they will utilize as they begin their job search or change career paths. These courses are comprised of high-impact projects combined with integrated learning embedded within the curriculum. This means that students will be working with community and business leaders inside and outside of the classroom, allowing them to not only create a resume, but build experiences into it. Students will understand what it takes to be competitive in today’s job market and how to work in a globally diverse environment, while building the tools and skills that are both relevant and important for their future career success.
General Education Requirements:
Bachelor of Business Administration Degree
Bachelor of Science Accounting Degree

COMMUNICATIONS (three courses) 12 Qtr. Hours
Speech (one course)
COM 101 Introduction to Communications
COM 256,356 Communications Internship
COM 302,319 Independent Study
Writing (two courses)
ENG 111 Foundations of Composition & Rhetoric
ENG 114 News Writing I
ENG 211 Foundations for Literature & Argument
ENG 214 News Writing II
ENG 219, 319 Independent Study
ENG 325 Writing for the Community
ENG 345 Advanced Creative Writing

ANALYTICAL REASONING 16 Qtr. Hours
Mathematical Methods (Three courses, one from each group, or two from Group B and one from Group C)
Group A:
MAT 170 Math for Nursing Practice
MAT 172 Quantitative Analysis & Problem Solving
Group B:
MAT 210 Finite Mathematics
MAT 220 Discrete Mathematics
MAT 240 Calculus for Business & Social Science
Group C:
MAT 305 Probability: The Science of Chance
MAT 320 Statistics for Business & Social Sciences
MAT 330 Statistical Methods for Behavioral Sciences

Computer Literacy (one course)
CIS 110 Quantitative Problem Solving

SCIENCE (two courses) 8 Qtr. Hours
Life/Laboratory Science (at least one course)
SCI 130 Human Anatomy & Physiology I
SCI 140 Biological Science
SCI 148 Nutrition, Health & The Environment
SCI 154 Microbiology for Healthcare Professionals
SCI 160 Physics
SCI 180 Microbes & Society
SCI 240 Animal Behavior

Science Electives
SCI 110 Earth Science
SCI 112 Environmental Science
SCI 115 Humans & Environment
SCI 170 Scientific Revolutions
SCI 201 Topics in the Sciences
SCI 219, 319 Independent Study

HUMANITIES (four courses) 16 Qtr. Hours
(one upper division course required)
Fine/Performing Arts (one course)
HUM 100 Humanities Through the Arts
HUM 125 Appreciating Theatre Arts
HUM 127 Film Studies: Dramatic Narrative
HUM 175 Cultural Exploration

Literature (one course)
HUM 120 Literary Studies
HUM 220 Metaphor in the Public Sphere
HUM 230 Introduction to Shakespeare
HUM 310 Contemporary Comparative Literature

Critical Thought (one course)
HUM 105 Comparative World Views
HUM 115 Moderating Self & Citizenship
HUM 130 Issues in Philosophy: Problems of Knowledge and Existence
HUM 253 Ethics & Law
HUM 320 Topics in Aesthetics

Creative Expressions (one course)
CRX 107 Creative Expressions: Digital Photography
CRX 108 Creative Expressions: Painting
CRX 109 Creative Expressions: Art Studio
CRX 112 Creative Expressions: Creative Writing
CRX 113 Creative Expressions: Cooking Techniques for the Non-Professional
CRX 225 Creative Studies
CRX 230 Critical Thinking About Self & Society
HUM 200 Topics in the Humanities
HUM 219, 319 Independent Study

SOCIAL SCIENCES (three courses) 12 Qtr. Hours
Behavioral Sciences (one course)
PSY 120 Introduction to Psychology
PSY 205 Social Psychology
PSY 220 Abnormal Psychology
SSC 225 Human Development
SSC 230 Contemporary Sociology
SSC 260 Cultural Anthropology
SSC 219, 319 Independent Study

History & Political Science (at least one course)
SSC 115 History of Social Media
SSC 140 Western Civilization to 1600
SSC 143 American History I
SSC 160 Western Civilization: 1600 to the Present
SSC 163 American History II
SSC 220 American Democratic Principles
SSC 225 History & Culture of Food
SSC 235 The Darwinian Revolution: The Theory of Evolution and Modern Life
SSC 240 Great Political Issues
SSC 248 The American Civil War

Economics
ECN 306 Principles of Microeconomics
ECN 307 Principles of Macroeconomics

Experienced-Based Learning Career Strategies 16 Qtr. Hours
(4 courses)
EBL 100 College as Career
EBL 200 Developing Professional Presence
EBL 300 Personal Narrative & Branding
EBL 400 Life-Long Career Strategy or
ICP 350 Intermediate ICenter Project or
ICP 450 Advanced ICenter Project

CLA Free Elective 4 Qtr. hours

TOTAL GENERAL EDUCATION 88 Qtr. Hours
Bachelor of Science in Psychology Degree

The Bachelor of Science degree in Psychology is a pre-professional program designed to enhance the understanding of human behavior. The proposed program prepares students for careers in a variety of mental health fields, human resources, business, or application to a graduate program in counseling, psychology, social work, business and human resources.

Program Objectives

The Bachelor of Science in Psychology at Robert Morris University will:

- Develop students’ understanding of the complexities of human behavior and thought with recognition of the factors that relate to individual differences among people.

  Students will be able to describe major theoretical approaches in psychology (i.e., behavioral, biological, cognitive, humanistic, psychoanalytic, and social) and explain the contributions of the major theoretical approaches in psychology.

- Develop students’ critical thinking and analytical reasoning skills in relation to the underlying principles of the scientific method in psychology.

  Students will be able to apply research methodologies, including design, data analysis, and interpretation in order to formulate ethical testable research hypotheses.

- Equip student to embrace and utilize the major theoretical approaches in psychology to reality-based educational, emotional, ethical, motivational, organizational, personal, and social issues.

  Students will be able to apply ethical solutions to problems encountered in human behavior, education, business and industry, and the environment.

- Develop students’ appreciation for individual differences among people and demonstrate an understanding of the influence of culture and diversity.

  Students will be able to identify the influence of sociocultural factors in human thought and behavior, psychological research, and will be able to demonstrate cultural competence.

Summary of Degree Requirements

<table>
<thead>
<tr>
<th>Summary of Degree Requirements</th>
<th>Qtr. Hours</th>
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<tbody>
<tr>
<td>Psychology Core</td>
<td>28</td>
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<tr>
<td>PSY 120 Introduction to Psychology</td>
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<td>PSY 205 Social Psychology</td>
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<td>PSY 210 Abnormal Psychology</td>
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<td>PSY 225 Human Development</td>
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<td>PSY 380 Biopsychology</td>
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<td>PSY 400 Pre-Professional Seminar for Psychology</td>
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<tr>
<td>PSY 450 History &amp; Systems of Psychology</td>
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<tr>
<td>Basis of Behavior Core</td>
<td>16</td>
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<tr>
<td>PSY 300 Understanding Diversity</td>
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<td>PSY 315 Cultural Basis of Behavior</td>
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<td>PSY 330 Learning, Motivation &amp; Emotion</td>
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<td>PSY 340 Psychology of Personality</td>
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<td>Scientific &amp; Quantitative Literacy</td>
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<td>MAT 305 Probability: The Science of Chance</td>
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<td>MAT 320 Statistics for Business &amp; Social Sciences</td>
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<tr>
<td>SCI 134 Life Science Biology</td>
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<td>SCI 240 Animal Behavior</td>
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<td>or</td>
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<td>SCI 270 Scientific Revolutions</td>
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<tr>
<td>SCI 410 Research Methods for Healthcare</td>
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<tr>
<td>Psychology Major Electives (must include)</td>
<td>32</td>
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<tr>
<td>PSY 260 Drugs &amp; Behavior</td>
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<td>PSY 285 Group Dynamics</td>
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<td>PSY 325 Sports Psychology</td>
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<td>PSY 350 Psychology of Social Justice</td>
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<td>PSY 370 Child &amp; Adolescent Psychology</td>
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<td>PSY 420 Psychological Testing &amp; Assessment</td>
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<td>PSY 480 Mental Health Counseling</td>
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<td>PSY 495 Psychology Internship</td>
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<td>or</td>
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<tr>
<td>PSY 498 Research Thesis</td>
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<tr>
<td>Electives:</td>
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<tr>
<td>PSY 321 Health &amp; Wellness Psychology</td>
<td></td>
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<tr>
<td>PSY 360 Death &amp; Dying</td>
<td></td>
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<tr>
<td>PSY 390 Industrial/Organizational Psychology</td>
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<tr>
<td>PSY 440 Human Sexuality</td>
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</table>

Total Major Requirements 100

General Education & Career Management Core 60

Upper Division Liberal Arts Electives 12

Electives 20

Bachelor Degree Requirements met 192
Bachelor of Professional Studies Degree

Law Enforcement Management Concentration

Bachelor of Professional Studies

The Bachelor of Professional Studies (BPS) is a degree-completion program designed specifically for students with a background in certain disciplines with certain emphasis areas/majors. The junior/senior coursework is designed as a “cap” and provides qualified students a seamless transition with little or no loss of credit to upper division.

The Professional Studies cap encompasses upper division coursework from a range of areas, thus the program’s multidisciplinary, applied focus. The program enables students to broaden their career expectations through development of skills and knowledge needed for multifaceted, public- or private-sector career roles related to their associate degree major. The Junior-Senior level curriculum groupings include coursework related to the areas of professional practice, the professional studies core; thematic sequences elective coursework; courses students select to address specific interests; and advanced courses in a concentration related to the student’s curriculum focus during freshmen/sophomore years.

During the program, students will complete the professional studies core which focuses on the foundations of professional practice including financial planning, marketing, project management and facilities management. Through the concentration and thematic sequences elective courses, they will develop advanced professional skills and abilities to complement those acquired in their first two years.

Program Objectives

The Bachelor of Professional Studies at Robert Morris University will:

- Equip students with knowledge about the common managerial elements of organizations.
  
  Students will develop competencies in general management, financial planning, marketing, project management and facilities management.

- Furnish students with a broad but directed foundation in intellectual inquiry to develop perspectives, knowledge, and cognitive skills that find application in the professional coursework.

Students will be able to integrate knowledge and skills from the multiple disciplines represented in the professional core, concentration, thematic sequences and general education courses.

- Provide undergraduates, through selection of a concentration relevant to previous associate degree level coursework, the opportunity to further develop proficiency related to that area of emphasis.

Students will expand their knowledge and experience in their chosen field of study through more advanced coursework and an internship in their selected concentration.

Concentration Objectives

Graduates of the Bachelor of Professional Studies Degree, Law Enforcement Management concentration will:

- Develop an understanding of the diverse aspects of administration and management in law enforcement.
  
  Students will develop skills in personnel and financial resource management, leadership, legal issues, human relations within an agency, and relations with the media and agency stakeholders.

- Identify contemporary public service issues/problems and apply appropriate criminal procedures.
  
  Students will develop criminal investigative techniques, public service methodologies, and critical thinking in order to bring a particular case to its logical conclusion.

- Identify and apply the appropriate procedures related to the collection of evidence and related investigatory data for a given case.
  
  Students will apply the appropriate procedures for the collection and evaluation of evidence and data in preparing criminal cases for law enforcement agencies.

Summary of Degree Requirements

<table>
<thead>
<tr>
<th>Professional Core</th>
<th>Qtr. Hours</th>
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<tbody>
<tr>
<td>BPS 320 Project Management</td>
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<tr>
<td>BPS 340 Role of the Professional in Society</td>
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<td>BPS 370 Service Marketing</td>
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<tr>
<td>BPS 380 Facilities Management</td>
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<tr>
<td>BPS 410 Financial Planning for Professionals</td>
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<tr>
<td>BPS 450 Professional Studies Strategy (Capstone)</td>
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<table>
<thead>
<tr>
<th>Concentration</th>
<th>Qtr. Hours</th>
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</thead>
<tbody>
<tr>
<td>LEA 310 Organization &amp; Administration in Law Enforcement</td>
<td>20</td>
</tr>
<tr>
<td>LEA 330 Social Issues in Criminal Justice</td>
<td></td>
</tr>
<tr>
<td>LEA 356 Advanced Internship</td>
<td></td>
</tr>
<tr>
<td>LEA 435 Criminal Law &amp; Procedure</td>
<td></td>
</tr>
<tr>
<td>LEA 445 Criminal Investigations</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Thematic Sequence Electives</th>
<th>Qtr. Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Thematic Sequence I</td>
<td>12 – Communication</td>
</tr>
<tr>
<td>Thematic Sequence II</td>
<td>12 – Quantitative</td>
</tr>
<tr>
<td>Thematic Sequence III</td>
<td>12 – People &amp; Society</td>
</tr>
<tr>
<td>Thematic Sequence IV</td>
<td>16 – Concentration Related</td>
</tr>
</tbody>
</table>

Thematic Sequences must include:

| EBL 300 Personal Narrative & Branding | |
| EBL 400 Life-Long Career Strategy or | |
| ICP 350 Intermediate iCenter Project or | |
| ICP 450 Advanced iCenter Project | |

In order to meet the 52 credit hour requirements in elective coursework, students will enroll in four thematic sequences. Each is a group of related courses selected under the direction of a faculty member, advisor, or Dean. The course selections will be guided by the student’s interests as well as education background.
# Bachelor of Applied Science Degree in Computer Studies

## COMMUNICATIONS (four courses)  12 Qtr. Hours

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>COM 101</td>
<td>Introduction to Communications</td>
</tr>
<tr>
<td>COM 256, 356</td>
<td>Communications Internship</td>
</tr>
<tr>
<td>COM 302, 319</td>
<td>Independent Study</td>
</tr>
</tbody>
</table>

## Writing (two courses)  8 Qtr. Hours

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENG 111</td>
<td>Foundations for Composition &amp; Rhetoric</td>
</tr>
<tr>
<td>ENG 114</td>
<td>News Writing I</td>
</tr>
<tr>
<td>ENG 211</td>
<td>Foundations for Literature &amp; Argument</td>
</tr>
<tr>
<td>ENG 214</td>
<td>News Writing II</td>
</tr>
<tr>
<td>ENG 325</td>
<td>Writing for the Community</td>
</tr>
</tbody>
</table>

## ANALYTICAL REASONING  16 Qtr. Hours

**Mathematical Methods (Three courses, one from Group A and two from Group B)**

<table>
<thead>
<tr>
<th>Group A:</th>
<th>Course</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>MAT 172</td>
<td>Quantitative Reasoning &amp; Problem Solving</td>
<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Group B:</th>
<th>Course</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>MAT 210</td>
<td>Finite Mathematics</td>
<td></td>
</tr>
<tr>
<td>MAT 220</td>
<td>Discrete Mathematics</td>
<td></td>
</tr>
<tr>
<td>CIS 110</td>
<td>Quantitative Problem Solving</td>
<td></td>
</tr>
</tbody>
</table>

## SCIENCE (two courses)  8 Qtr. Hours

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
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</thead>
<tbody>
<tr>
<td>SCI 140</td>
<td>Biological Science</td>
</tr>
<tr>
<td>SCI 148</td>
<td>Nutrition, Health &amp; The Environment</td>
</tr>
<tr>
<td>SCI 160</td>
<td>Physics</td>
</tr>
<tr>
<td>SCI 180</td>
<td>Microbes &amp; Society</td>
</tr>
<tr>
<td>SCI 240</td>
<td>Animal Behavior</td>
</tr>
</tbody>
</table>

## Science Electives  8 Qtr. Hours

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>SCI 110</td>
<td>Earth Science</td>
</tr>
<tr>
<td>SCI 112</td>
<td>Environmental Science</td>
</tr>
<tr>
<td>SCI 115</td>
<td>Humans &amp; Environment</td>
</tr>
<tr>
<td>SCI 170</td>
<td>Scientific Revolutions</td>
</tr>
<tr>
<td>SCI 201</td>
<td>Topics in the Sciences</td>
</tr>
<tr>
<td>SCI 219, 319</td>
<td>Independent Study</td>
</tr>
</tbody>
</table>

## HUMANITIES (four courses)  16 Qtr. Hours

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>HUM 100</td>
<td>Humanities Through the Arts</td>
</tr>
<tr>
<td>HUM 125</td>
<td>Appreciating Theatre Arts</td>
</tr>
<tr>
<td>HUM 127</td>
<td>Film Studies: Dramatic Narrative</td>
</tr>
<tr>
<td>HUM 175</td>
<td>Cultural Exploration</td>
</tr>
</tbody>
</table>

## Literature (one course)  4 Qtr. Hours

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>HUM 120</td>
<td>Literary Studies</td>
</tr>
<tr>
<td>HUM 220</td>
<td>Metaphor in the Public Sphere</td>
</tr>
<tr>
<td>HUM 230</td>
<td>Introduction to Shakespeare</td>
</tr>
<tr>
<td>HUM 310</td>
<td>Contemporary Comparative Literature</td>
</tr>
</tbody>
</table>

## Critical Thought (one course)  4 Qtr. Hours

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>HUM 105</td>
<td>Comparative World Views</td>
</tr>
<tr>
<td>HUM 115</td>
<td>Moderating Self &amp; Citizenship</td>
</tr>
<tr>
<td>HUM 130</td>
<td>Issues in Philosophy: Problems of Knowledge and Existence</td>
</tr>
<tr>
<td>HUM 136</td>
<td>Philosophy of Religion</td>
</tr>
<tr>
<td>HUM 253</td>
<td>Ethics &amp; Law</td>
</tr>
<tr>
<td>HUM 320</td>
<td>Topics in Aesthetics</td>
</tr>
</tbody>
</table>

## Creative Expressions (one course)  4 Qtr. Hours

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>CRX 107</td>
<td>Creative Expressions: Digital Photography</td>
</tr>
<tr>
<td>CRX 108</td>
<td>Creative Expressions: Painting</td>
</tr>
<tr>
<td>CRX 109</td>
<td>Creative Expressions: Art Studio</td>
</tr>
<tr>
<td>CRX 112</td>
<td>Creative Expressions: Creative Writing</td>
</tr>
<tr>
<td>CRX 113</td>
<td>Creative Expressions: Cooking Techniques for the Non-Professional</td>
</tr>
<tr>
<td>HUM 219, 319</td>
<td>Independent Study</td>
</tr>
</tbody>
</table>

## SOCIAL SCIENCES (three courses)  12 Qtr. Hours

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>PSY 120</td>
<td>Introduction to Psychology</td>
</tr>
<tr>
<td>PSY 205</td>
<td>Social Psychology</td>
</tr>
<tr>
<td>PSY 210</td>
<td>Abnormal Psychology</td>
</tr>
<tr>
<td>PSY 225</td>
<td>Human Development</td>
</tr>
<tr>
<td>SSC 130</td>
<td>Contemporary Sociology</td>
</tr>
<tr>
<td>SSC 260</td>
<td>Cultural Anthropology</td>
</tr>
<tr>
<td>SSC 219, 319</td>
<td>Independent Study</td>
</tr>
</tbody>
</table>

## History & Political Science (at least one course)  8 Qtr. Hours

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>SSC 115</td>
<td>History of Social Media</td>
</tr>
<tr>
<td>SSC 140</td>
<td>Western Civilization to 1600</td>
</tr>
<tr>
<td>SSC 143</td>
<td>American History I</td>
</tr>
<tr>
<td>SSC 160</td>
<td>Western Civilization: 1600 to the Present</td>
</tr>
<tr>
<td>SSC 163</td>
<td>American History II</td>
</tr>
<tr>
<td>SSC 220</td>
<td>American Democratic Principles</td>
</tr>
<tr>
<td>SSC 235</td>
<td>The Darwinian Revolution: The Theory of Evolution and Modern Life</td>
</tr>
<tr>
<td>SSC 240</td>
<td>Great Political Issues</td>
</tr>
<tr>
<td>SSC 248</td>
<td>The American Civil War</td>
</tr>
</tbody>
</table>

## Economics  4 Qtr. Hours

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>ECN 306</td>
<td>Principles of Microeconomics</td>
</tr>
<tr>
<td>ECN 307</td>
<td>Principles of Macroeconomics</td>
</tr>
</tbody>
</table>

## Experience-Based Learning Career Strategies  16 Qtr. Hours

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>EBL 100</td>
<td>College as Career</td>
</tr>
<tr>
<td>EBL 200</td>
<td>Developing Professional Presence</td>
</tr>
<tr>
<td>EBL 300</td>
<td>Personal Narrative &amp; Branding</td>
</tr>
<tr>
<td>EBL 400</td>
<td>Life-Long Career Strategy or</td>
</tr>
<tr>
<td>ICP 350</td>
<td>Intermediate ICenter Project or</td>
</tr>
<tr>
<td>ICP 450</td>
<td>Advanced ICenter Project</td>
</tr>
</tbody>
</table>

## CLA Free Elective  4 Qtr. Hours

## TOTAL GENERAL EDUCATION  84 Qtr. Hours
Bachelor of Applied Science Degree in
Graphic Design

COMMUNICATIONS (four courses)  12 Qtr. Hours
Speech (one course)
COM 101  Introduction to Communications
COM 256,356  Communications Internship
COM 302, 319  Independent Study
Writing (two courses)
ENG 111  Foundations for Composition & Rhetoric
ENG 214  News Writing II
ENG 340  Writing & Decision Making for Publications
ENG 350  Feature Writing (upper division)
ENG 360  Screenwriting (upper division)

ANALYTICAL REASONING  8 Qtr. Hours
Mathematical Methods (One Course)
MAT 172  Quantitative Reasoning & Problem Solving
MAT 210  Finite Mathematics
MAT 240  Calculus for Business & Social Science
Computer Literacy (one course)
CIS 110  Quantitative Problem Solving

SCIENCE (two courses)  8 Qtr. Hours
Life/Laboratory Science (at least one course)
SCI 140  Biological Science
SCI 148  Nutrition, Health & The Environment
SCI 154  Microbiology for Healthcare Professionals
SCI 160  Physics
SCI 180  Microbes & Society
SCI 240  Animal Behavior

Science Electives
SCI 110  Earth Science
SCI 112  Environmental Science
SCI 115  Humans & Environment
SCI 170  Scientific Revolutions
SCI 201  Topics in the Sciences
SCI 219, 319  Independent Study

HUMANITIES (four courses)  16 Qtr. Hours
(one upper division course required)
Fine/Performing Arts
HUM 100  Humanities Through the Arts
HUM 125  Appreciating Theatre Arts
HUM 127  Film Studies: Dramatic Narrative
HUM 175  Cultural Exploration
HUM 260  History of Architecture & Design I
HUM 261  History of Architecture & Design II

Literature (one course)
HUM 120  Literary Studies
HUM 220  Metaphor in the Public Sphere
HUM 230  Introduction to Shakespeare
HUM 310  Contemporary Comparative Literature

Critical Thought (one course)
HUM 105  Comparative World Views
HUM 115  Moderating Self & Citizenship
HUM 130  Issues in Philosophy: Problems of Knowledge and Existence
HUM 136  Philosophy of Religion
HUM 253  Ethics & Law
HUM 320  Topics in Aesthetics

SOCIAL SCIENCES (four courses)  16 Qtr. Hours
Behavioral Sciences (one course)
PSY 120  Introduction to Psychology
PSY 205  Social Psychology
PSY 210  Abnormal Psychology
PSY 225  Human Development
SSC 130  Contemporary Sociology
SSC 260  Cultural Anthropology
SSC 219, 319  Independent Study

History & Political Science (at least one course)
SSC 115  History of Social Media
SSC 140  Western Civilization to 1600
SSC 143  American History I
SSC 160  Western Civilization: 1600 to the Present
SSC 163  American History II
SSC 220  American Democratic Principles
SSC 235  The Darwinian Revolution: The Theory of Evolution and Modern Life
SSC 240  Great Political Issues
SSC 248  The American Civil War

Economics
ECN 306  Principles of Microeconomics
ECN 307  Principles of Macroeconomics

Experience-Based Learning Career  16 Qtr. Hours
Strategies
EBL 100  College as Career
EBL 200  Developing Professional Presence
EBL 300  Personal Narrative & Branding
EBL 400  Life-Long Career Strategy or
ICP 350  Intermediate ICenter Project or
ICP 450  Advanced ICenter Project

CLA Free Elective  4 Qtr. hours

TOTAL GENERAL EDUCATION  80 Qtr. Hours
<table>
<thead>
<tr>
<th>Associate in Applied Science Degree</th>
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</thead>
<tbody>
<tr>
<td><strong>COMMUNICATIONS (four courses)</strong> 12 Qtr. Hours</td>
</tr>
<tr>
<td>Speech (one course)</td>
</tr>
<tr>
<td>COM 101 Introduction to Communications</td>
</tr>
<tr>
<td>COM 256,356 Communications Internship</td>
</tr>
<tr>
<td>Writing (two courses)</td>
</tr>
<tr>
<td>ENG 111 Foundations for Composition &amp; Rhetoric</td>
</tr>
<tr>
<td>ENG 211 Foundations for Literature &amp; Argument</td>
</tr>
<tr>
<td>ENG 214 News Writing II</td>
</tr>
<tr>
<td><strong>ANALYTICAL REASONING</strong> 8 Qtr. Hours (two courses)</td>
</tr>
<tr>
<td>Mathematical Methods (one course)</td>
</tr>
<tr>
<td>MAT 142 Math for Culinary Arts</td>
</tr>
<tr>
<td>MAT 170 Math for Nursing Practice</td>
</tr>
<tr>
<td>MAT 172 Quantitative Reasoning &amp; Problem Solving</td>
</tr>
<tr>
<td>MAT 210 Finite Mathematics</td>
</tr>
<tr>
<td>MAT 220 Discrete Mathematics</td>
</tr>
<tr>
<td>MAT 240 Calculus for Business &amp; Social Science</td>
</tr>
<tr>
<td>Computer Literacy (one course)</td>
</tr>
<tr>
<td>CIS 110 Quantitative Problem Solving</td>
</tr>
<tr>
<td><strong>SCIENCE (one course)</strong> 4 Qtr. Hours</td>
</tr>
<tr>
<td>Life/Laboratory Science (one course)</td>
</tr>
<tr>
<td>SCI 110 Earth Science</td>
</tr>
<tr>
<td>SCI 112 Environmental Science</td>
</tr>
<tr>
<td>SCI 130 Human Anatomy &amp; Physiology I</td>
</tr>
<tr>
<td>SCI 134 Life Science Biology</td>
</tr>
<tr>
<td>SCI 140 Biological Science</td>
</tr>
<tr>
<td>SCI 145 Nutrition and the Science of Cooking</td>
</tr>
<tr>
<td>SCI 160 Physics</td>
</tr>
<tr>
<td>SCI 180 Microbes &amp; Society</td>
</tr>
<tr>
<td>SCI 240 Animal Behavior</td>
</tr>
<tr>
<td><strong>HUMANITIES (one course)</strong> 4 Qtr. Hours</td>
</tr>
<tr>
<td>Fine/Performing Arts/Creative Expressions</td>
</tr>
<tr>
<td>CRX 107 Creative Expressions: Digital Photography</td>
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<tr>
<td>CRX 108 Creative Expressions: Painting</td>
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<td>CRX 113 Creative Expressions: Cooking Techniques for the Non-Professional</td>
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<tr>
<td>CRX 225 Creative Studies</td>
</tr>
<tr>
<td>CRX 230 Critical Thinking About Self &amp; Society</td>
</tr>
<tr>
<td>HUM 100 Humanities Through the Arts</td>
</tr>
<tr>
<td>HUM 115 Moderating Self &amp; Citizenship</td>
</tr>
<tr>
<td>HUM 120 Literary Studies</td>
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<tr>
<td>HUM 125 Appreciating Theatre Arts</td>
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<tr>
<td>HUM 127 Film Studies: Dramatic Narrative</td>
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<td>HUM 130 Issues in Philosophy: Problems of Knowledge &amp; Existence</td>
</tr>
<tr>
<td>HUM 136 Philosophy of Religion</td>
</tr>
<tr>
<td>HUM 219, 319 Independent Study</td>
</tr>
<tr>
<td>HUM 220 Metaphor in the Public Sphere</td>
</tr>
<tr>
<td>HUM 230 Introduction to Shakespeare</td>
</tr>
<tr>
<td>HUM 253 Ethics &amp; Law</td>
</tr>
<tr>
<td><strong>SOCIAL SCIENCES (one course)</strong> 4 Qtr. Hours</td>
</tr>
<tr>
<td>Behavioral Sciences (one course)</td>
</tr>
<tr>
<td>PSY 120 Intro to Psychology</td>
</tr>
<tr>
<td>PSY 205 Social Psychology</td>
</tr>
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<td>PSY 225 Human Development</td>
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<td>SSC 140 Western Civilization to 1600</td>
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<tr>
<td>SSC 143 American History I</td>
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<tr>
<td>SSC 160 Western Civilization: 1600 to the Present</td>
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<tr>
<td>SSC 163 American History II</td>
</tr>
<tr>
<td>SSC 220 American Democratic Principles</td>
</tr>
<tr>
<td>SSC 225 The History of Culture of Food</td>
</tr>
<tr>
<td>SSC 240 Great Political Issues</td>
</tr>
<tr>
<td>SSC 248 The American Civil War</td>
</tr>
<tr>
<td>SSC 219, 319 Independent Study</td>
</tr>
<tr>
<td>SSC 260 Cultural Anthropology</td>
</tr>
<tr>
<td><strong>Experience-Based Learning Career</strong> 8 Qtr. Hours</td>
</tr>
<tr>
<td>Strategies</td>
</tr>
<tr>
<td>EBL 100 College as Career</td>
</tr>
<tr>
<td>EBL 200 Developing Professional Presence</td>
</tr>
<tr>
<td><strong>CLA Free Elective</strong> 4 Qtr. hours</td>
</tr>
<tr>
<td><strong>TOTAL GENERAL EDUCATION</strong> 44 Qtr. Hours</td>
</tr>
</tbody>
</table>
College of Liberal Arts Faculty

Shashank Atre, Natural & Physical Sciences

Division Chair
Curriculum Specialist, Science
B.S., Indore University
M.Sc. (Tech), School of Mines
M.S., University of Wisconsin-Madison

James Baltrum, English & Communications

Associate Dean of Faculty
Teaching Fellow
B.A., Illinois State University
M.A., DePaul University
Ph.D., Northern Illinois University

Joseph Barda, Social Science, English & Humanities

B.A. Loyola University of Chicago
M.A., Northeastern Illinois
M.A., Northwestern Illinois

Christina BaVone

B.A., Columbia College
M.A., National Louis University
M.A., University of Illinois-Chicago

Kathleen Buhe, Social Science

Adjunct Fellow
B.A., Loyola University-Chicago
M.A., Loyola University-Chicago

Edwin Campos, Physical & Natural Sciences

B.S., University of Costa Rica
M.S., McGill University
Ph.D., McGill University

Lynise Carr, Psychology & Career Strategies

Psychology Curriculum Specialist
B.A. University of Michigan
M.A., The Chicago School of Professional Psychology
Ph.D., The Chicago School of Professional Psychology

Thomas Croak

M.A., Southern Illinois University - Edwardsville
Ph.D., Eastern Michigan University

Gerard Dedera, Humanities

Senior Fellow
B.A., Northern Illinois University
M.F.A., Florida Atlantic University

Amy Dolhay, Communications & Career Management

B.A., Kalamazoo College
M.A., DePaul University

Melissa Gaddini, Mathematics

Curriculum Specialist
Assessment Chair, Mathematics
B.S., University of Illinois at Chicago
M.S., University of Illinois at Chicago

Darren Ganir

B.S., Elmhurst College
M.M., Robert Morris University-Illinois

Paul Gaszak, English & Communications

Associate Provost
B.A., Lewis University
M.A., DePaul University
M.A., Roosevelt University

Rachel Gregoire, Communications & Career Management

B.A., Illinois State University
M.A., DePaul University

Brian Hardy, Social Sciences

B.A., Indiana University
M.A., DePaul University

Thomas Herion, Law Enforcement Administration

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M.A., University of Illinois
Police Staff & Command Certificate, Northwestern University

Roslyn Lasillo, Natural & Physical Sciences

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B.S., Loyola University-Chicago
M.S., Loyola University-Chicago
M.A., St. Xavier University
Ed.D., Nova Southeastern University

Timothy Jauch, Social Science

B.S., Augustana College
M.A., Roosevelt University
Ph.D., Kennedy-Western University

Theresa Jones, Natural & Physical Science

B.S., Texas Chiropractic College
D.C., Texas Chiropractic College

Wesley Kusiak, Mathematics

B.S., Rzeszow University of Technology, Poland
M.S., Illinois Institute of Technology

Michael McMahon, English & Communications

Teaching Institute Coordinator
Senior Fellow
B.A., John Carroll University
M.A., DePaul University

Patricia McNicholas, Mathematics

B.A., St. Xavier University
M.B.A., St. Xavier University
M.S., University of Illinois-Chicago

Julie Miller, Physical Science

B.S., Bradley University
M.S., Ball State University

Lauren Miller, Social Science

B.S., University of Illinois Urbana-Champaign
M.A., Loyola University of Chicago
Ph.D., Loyola University of Chicago

Antonio Morgan

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M.S., University of New Orleans
Thomas Murphy, Law Enforcement Administration .......................... B.S., Calumet College of St. Joseph
M.S., Calumet College of St. Joseph

Patricia Nuccio, Natural & Physical Sciences ......................................
B.S., Elmhurst College
M.P.H., University of Illinois at Chicago
M.A., Indiana University at Chicago

David Pyle, English & Communications ..............................................
Sr. Fellow for Academic Practice
B.A., University of Georgia
M.Ed., Depaul University

Abdenour Sabir, Mathematics & Physical Science .............................
B.S., University of North Carolina
M.S., University of Puerto Rico
Ph.D., Florida Atlantic University

Kenneth Santiago, Communications ......................................................
B.S., University of Phoenix
M.B.A. North Park University
M.A., Northwestern University

Ghazi Sarhan, Mathematics .................................................................
B.S., Southern Illinois University
M.A., Depaul University

Vern Sims, English & Communications ............................................... Teaching Fellow
B.S., University of Illinois-Chicago
M.S., University of Illinois-Chicago

Nancy Smith-Irons, English & Communications .................................
B.S., University of Illinois-Urbana
M.A., Governors State University

Michael Stelzer Jocks, Social Science ..................................................
Curriculum Specialist, English, Humanities & Communication
Eagle Newspaper Coordinator
B.A., Michigan State University
M.A., Loyola University-Chicago

Peter Stern, Humanities & Social Science ............................................ Professor Emeritus
B.A., Tufts University
M.A., University of Chicago
Ph.D., New School for Social Research

Vonita Thomas, Communications & Career Management .................... B.A., Chicago State University
M.B.A., St. Xavier University
Ed.D., Concordia University-Chicago

Katamia Topalaov.................................................................................
B.S., Novisad University
M.S., University of Kansas
Ph.D., Indiana University

Osvaldo Valdez, Law Enforcement Administration ............................
B.A., Lewis University
M.S., Lewis University

Monika Vidmar, Mathematics ............................................................... B.S., Dominican University
M.S., DePaul University

Jane Wendoff-Craps, English & Communications ................................. Senior Fellow
A.A.S., Illinois Central College
B.S., Illinois State University
M.A., Western Illinois University

Gerard Wozek, English & Communications .......................................... B.A., Loyola University-Chicago
M.A., Northwestern University

Molly Zahorik, Social Science ............................................................... Senior Teaching Fellow
B.S., Eastern Illinois University
M.A. Eastern Illinois University

Judith Zaleski, Humanities ................................................................. B.A., Lehman College
M.S.W., University of Illinois at Urbana-Champaign

Lynda Zenati, Mathematics ................................................................. B.S., Illinois Institute of Technology
M.S., Northwestern Illinois University
Career Management Faculty

Kristy Aggarwal
M.B.A., Robert Morris University-Illinois
B.A., Robert Morris University-Illinois

Audrey Boyle
B.S., University of Tulsa
M.B.A., American Intercontinental University

Eddie Dixon
B.A., Wayne State University
M.B.A., Wayne State University
M.A., Garrett Seminary
Ed.D., Argosy University

John Jordan
M.B.A., Dominican University
B.A.S., Robert Morris University-Illinois

Sara Paes
M.M., Robert Morris University-Illinois
B.P.S., Robert Morris University

Carrie Roath, Communications
Experience-Based Learning Career Strategies Curriculum Specialist
B.A., Eastern Illinois University
M.A., Eastern Illinois University

Keisha Stoute, LPC
M.A., Argosy University
B.A., Bennett College for Women

Vonita Thomas
M.B.A., St. Xavier University
M.B.A., Chicago State University
B.A., Chicago State University
School of Business Administration

Consistent with the Robert Morris University mission, the School of Business Administration is committed to fully preparing our diverse student body for entry into the workforce, career advancement and/or the pursuit of graduate level education.

Bachelor of Business Administration Degree
The Bachelor of Business Administration (BBA) degree program is a broad-based general business curriculum with sound applied business components. The program’s educational objectives focus on the understanding of business and the development of accounting and management skills through the study of finance, management, marketing and economics. Graduates of the BBA program graduate with business skills utilizing current technology that can be applied toward a number of careers.

Robert Morris University has received specialized accreditation for its business programs through the International Assembly for Collegiate Business Education (IACBE), located in Lenexa, Kansas. The business programs in the following degrees are accredited by the IACBE:
- Master of Business Administration with specializations in Accounting, Management, Human Resources, and Finance;
- Bachelor of Science in Accounting;
- Bachelor of Business Administration in Management;
- Associate of Applied Science in Business Administration

Program Objectives
The Bachelor of Business Administration at Robert Morris University will:

- Equip students with a strong foundation to evaluate and integrate business theories and skills.

  Students will develop competencies in accounting, economics, finance, general management, management information systems, and marketing. These skills will culminate in a major project whereby students are expected to fully assess the threats and opportunities of the competitive environment and the strengths and weaknesses of an organization.

- Prepare students to research, frame, and defend business solutions within a managerial context, both on an individual basis and in a group setting.

  Students will acquire and apply research, analysis, professional communication, problem solving, and critical thinking skills through comprehensive projects. They will also demonstrate an awareness of ethical issues and the ability to incorporate ethical perspectives in organizational decision-making.

  (Also see the General Studies curriculum objectives.)

Bachelor of Professional Studies
The Bachelor of Professional Studies (BPS) is a degree-completion program designed specifically for students with a background in certain disciplines with certain emphasis areas/majors. The Junior-Senior course work is designed as a “cap” and will provide qualified students a seamless transition with little or no loss of credit.

The Professional Studies cap encompasses upper division coursework from a range of areas, thus the program’s multidisciplinary, applied focus. The program enables students to broaden their career expectations through development of skills and knowledge needed for multifaceted, public- or private-sector career roles related to their associate degree major. The Junior-Senior level curriculum groupings include coursework related to the areas of professional practice, the professional studies core (thematic sequences elective coursework, courses students select to address specific interest) and advanced courses in a concentration related to the student’s curriculum focus during the Freshmen/Sophomore years.

During the program, students will complete the professional studies core which focuses on the foundations of professional practice including financial planning, marketing, project management and facilities management. Through the concentration and thematic sequences elective courses, they will develop advanced professional skills and abilities to complement those acquired in their first two years.

Program Objectives
The Bachelor of Professional Studies at Robert Morris University will:

- Equip students with knowledge about managerial elements of organizations.

  Students will develop competencies in general management, financial planning, marketing, project management and facilities management.

- Furnish students with a broad but directed foundation in intellectual inquiry to develop perspectives, knowledge, and cognitive skills that find application in the professional coursework.

  Students will be able to integrate knowledge and skills from the multiple disciplines represented in the professional core, concentration, thematic sequences and general education courses.

- Provide undergraduates, through selection of a concentration relevant to previous associate degree level coursework, the opportunity to further develop proficiency related to that area of emphasis.

  Students will expand their knowledge and experience in their chosen field of study through more advanced coursework and an internship in their selected concentration.

Bachelor of Science in Accounting
The Bachelor of Science in Accounting is designed to develop the important technical, professional and interpersonal skills needed in this dynamic field. Over the last two decades, the field of accounting has changed dramatically in response to such explosive trends as the computer revolution, increased government regulations, frequent tax law changes, the globalization of business, and the on-going downsizing and restructuring of corporations. Course work will provide comprehensive coverage in these areas, as well as offering the opportunity to specialize in specific areas of financial accounting, cost accounting, auditing, forensics, governmental and not-for-profit accounting.

Program Objectives
The Bachelor of Science in Accounting at Robert Morris University will:

- Develop student’s understanding of the conceptual framework of accounting and the application of generally accepted accounting principles.

  Students will be able to explain and execute the accounting cycle, make decisions based on alternatives in accounting pronouncements, prepare and analyze financial statements, examine financial data and apply generally accepted auditing standards and be able to perform compliance work in US taxation as well as make recommendations regarding the Internal Revenue Tax Code.
Develop student’s critical thinking and analytic reasoning skills in relation to identifying how management and industry issues affect accounting principles and impact financial statements.

Students will be able to determine the position of both parties before making a business decision. In addition, students will be able to assess and recommend relevant management issues involving various decision processes, including Uniform Commercial Code issues.

Equip students to embrace and utilize a variety of technologies and applications to solve problems.

Students will be able to use personal computing software (e.g., Excel and Quickbooks); financial tools (e.g., TI83 calculator); and technological devices (e.g., I-Touch) to make sound business decisions.

Prepare students for an accounting specialty in a career that has strong regional and national growth potential.

Students will be able to pursue opportunities for additional, specific and higher level course work which better prepares them for graduate study in an area of accounting and/or counts towards fulfilling the basic requirements for sitting for certifications, such as the CPA, CMA and CFE.
Bachelor of Business Administration Degree

Finance Concentration

The Finance concentration for the Bachelor of Business Administration program is designed to include coursework and experience in intermediate and advanced topics in applied finance. The coursework addresses financial tools and techniques and quantitative reasoning that are highly regarded in many careers in business and government, including, but not limited to banking, financial markets, insurance, and not-for-profit organizations.

Program Concentration Objectives

The Finance BBA concentration at Robert Morris University will:

- Develop student’s ability to analyze the financial health of individuals, business and governments with a professional perspective.

  Students will demonstrate competencies in using financial tools techniques and financial modeling for quantitative reasoning to develop and evaluate business strategies in a domestic and global setting. In addition, students will be able to identify and quantify the costs and benefits (cost-benefit analysis) for a business in dealing with complex financial products to achieve the primary goal of stockholders’ wealth maximization.

Students may only pursue the Finance concentration as a second concentration.

Summary of Degree Requirements

<table>
<thead>
<tr>
<th>Summary of Degree Requirements</th>
<th>Qtr. Hours</th>
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<tbody>
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<td>Accounting</td>
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<td>ACC 111 Financial Accounting II</td>
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<td>ACC 200 Foundations of Managerial Accounting</td>
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<td>ACC 300 Managerial Accounting I</td>
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<td>Finance</td>
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<td>FIN 300 Principles of Finance</td>
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<td>Information Systems</td>
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<td>CIS 310 Management Information Systems</td>
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<td>Management</td>
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<tr>
<td>MGT 310 Contemporary Applied Management</td>
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<tr>
<td>MGT 450 Business Strategy &amp; Policy</td>
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<tr>
<td>MGT 340 Organizational Behavior</td>
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<td>MGT 350 Human Resource Management</td>
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<td>MKT 370 Global Marketing Principles</td>
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<td>Marketing</td>
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<td>MKT 305 Marketing Principles &amp; Analysis</td>
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<td>Finance Concentration Courses</td>
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<td>FIN 325 Investment Management</td>
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<tr>
<td>FIN 375 Financial Markets &amp; Institutions</td>
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<td>FIN 465 International Financial Management</td>
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<td>FIN 485 Financial Analysis &amp; Valuation</td>
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<tr>
<td>ICP 350 Intermediate ICenter Project</td>
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<td>BUS 356 Advanced Internship</td>
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<td>Major Electives</td>
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<td>Free Electives</td>
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<tr>
<td>EBL 300 Personal Narrative &amp; Branding</td>
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<tr>
<td>EBL 400 Life-Long Career Strategy or</td>
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</tr>
<tr>
<td>ICP 450 Advanced ICenter Project</td>
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</tr>
<tr>
<td>Bachelor Degree Requirements Met</td>
<td>188</td>
</tr>
</tbody>
</table>
Bachelor of Business Administration Degree
Management Concentration

This concentration is designed to provide coursework and experience in advanced topics in management and marketing. The concentration builds on many career specialties in business or related fields requiring managerial skills, including – but not limited to – business administration, accounting, business management, retailing, and marketing. Graduates with this concentration can obtain management and supervisory positions in business or related fields requiring strong managerial training.

Program Concentration Objectives
The Management BBA concentration at Robert Morris University will:

- Develop students' ability to analyze an organization from a strategic perspective.

Students will evaluate both external and internal environments using various analytical frameworks, formulate and evaluate different strategic alternatives, and choose a course of action.

Summary of Degree Requirements

<table>
<thead>
<tr>
<th>Accounting</th>
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<tbody>
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<td>ACC 300</td>
<td>Managerial Accounting I</td>
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</table>

| Finance | 4 |
| FIN 300 | Principles of Finance |

| Information Systems | 4 |
| CIS 310 | Management Information Systems |
| or |
| CIS 311 | Information Systems & Internal Controls |

| Management/Marketing | 8 |
| MGT 310 | Contemporary Applied Management |
| MGT 450 | Business Strategy & Policy |

| Marketing | 4 |
| MGT 305 | Marketing Principles & Analysis |

| Management Concentration | 24 |
| BUS 356 | Advanced Internship |
| MGT 340 | Organizational Behavior |
| MGT 350 | Human Resource Management |
| MGT 400 | Operations Management |
| MKT 370 | Global Marketing Principles |
| MKT 440 | Marketing Problems & Applications |

| Major Electives | 36 |

| Total Major Requirements | 96 |

| Free Electives | 12 |

| General Education courses must include: | 72 |
| EBL 300 | Personal Narrative & Branding |
| EBL 400 | Life-Long Career Strategy or |
| ICP 350 | Intermediate ICenter Project or |
| ICP 450 | Advanced ICenter Project |

Bachelor Degree Requirements Met | 188 |
Bachelor of Business Administration Degree

Marketing Concentration

This Marketing concentration for the Bachelor of Business Administration program is designed to include coursework and experience in applied marketing. The coursework provides training in market research methods and quantitative reasoning that are valued in many careers in business and government, including – but not limited to – business management, market research and social media.

Program Concentration Objectives

The Marketing BBA concentration at Robert Morris University will:

- Develop students’ ability to create an effective marketing strategy, including applying the four elements of marketing: price, product, promotion and placement/distribution.

  Students will develop competencies in using market research and other methods of quantitative and qualitative reasoning to develop and evaluate effective marketing strategies. In addition, students will be able to identify and quantify the components of an effective marketing strategy in a technology-based world.

Students may pursue the Marketing concentration as a second concentration.

Summary of Degree Requirements

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<td>MGT 350 Human Resources Management</td>
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<td>MKT 305 Marketing Principles &amp; Analysis</td>
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<td>MKT 440 Marketing Problems &amp; Applications</td>
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<td>Marketing Concentration</td>
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<td>BUS 356 Advanced Internship (Marketing)</td>
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<td>MKT 320 Consumer Preferences &amp; Choices</td>
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<td>MKT 331 Social Media Marketing</td>
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<td>MKT 400 Research Methods in Marketing</td>
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<td>MKT 430 Special Topics in Marketing</td>
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<td>ICP 350 Intermediate ICenter Project (Marketing Assessment)</td>
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</table>

| Major Electives                | 28         |
| Total Major Requirements       | 100        |
| Free Electives                 | 4          |
| General Education courses must include: | 92         |
| EBL 300 Personal Narrative & Branding |         |
| EBL 400 Life-Long Career Strategy or |         |
| ICP 450 Advanced ICenter Project |         |

Bachelor Degree Requirements Met 188
Bachelor of Professional Studies Degree

Law Office Administration Concentration

Program Objectives
The Bachelor of Professional Studies at Robert Morris University will:

- Equip students with knowledge about the common managerial elements of organizations.
  
  Students will develop competencies in general management, financial planning, marketing, project management and facilities management.

- Furnish students with a broad but directed foundation in intellectual inquiry to develop perspectives, knowledge, and cognitive skills that find application in the professional coursework.
  
  Students will be able to integrate knowledge and skills from the multiple disciplines represented in the professional core, concentration, thematic sequences and general education courses.

- Provide undergraduates, through selection of a concentration relevant to previous associate degree level coursework, the opportunity to further develop proficiency related to that area of emphasis.
  
  Students will expand their knowledge and experience in their chosen field of study through more advanced coursework and an internship in their selected concentration.

Concentration Objectives
The Law Office Administration BPS concentration at Robert Morris University will:

- Develop students’ ability to analyze crime evidence and civil disputes and prepare documents for hearings or trials.
  
  Students will evaluate and resolve disputes through alternative legal methods such as arbitration, mediation, negotiation and conciliation. Students will investigate crimes and civil disputes and analyze evidence within the evidentiary rules of sufficiency and admissibility in hearings or trials. Students will review cases and develop arguments through expanded research methods.

Summary of Degree Requirements

<table>
<thead>
<tr>
<th></th>
<th>Qtr. Hours</th>
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</thead>
<tbody>
<tr>
<td><strong>Professional Core</strong></td>
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<tr>
<td>BPS 320</td>
<td>Project Management</td>
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<tr>
<td>BPS 340</td>
<td>The Role of the Professional in Society</td>
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<tr>
<td>BPS 370</td>
<td>Service Marketing</td>
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<td>BPS 380</td>
<td>Facilities Management</td>
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<td>BPS 410</td>
<td>Financial Planning for Professionals</td>
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<td>BPS 450</td>
<td>Professional Studies Strategy (Capstone Course)</td>
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<td><strong>Concentration Courses</strong></td>
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<td>LOA 307</td>
<td>Law Office Technology</td>
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<tr>
<td>LOA 318</td>
<td>Fundamentals of the Law for the Office Administrator</td>
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<tr>
<td>LOA 356</td>
<td>Advanced Internship</td>
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<td>LOA 441</td>
<td>The Regulatory Environment of Business</td>
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<tr>
<td>LOA 480</td>
<td>Ethical &amp; Professional Issues in the Legal Environment</td>
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<tr>
<td>Thematic Sequence I</td>
<td>12 – Communication</td>
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<tr>
<td>Thematic Sequence II</td>
<td>12 – Quantitative</td>
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<tr>
<td>Thematic Sequence III</td>
<td>12 – People &amp; Society</td>
</tr>
<tr>
<td>Thematic Sequence IV</td>
<td>16 – Concentration Related</td>
</tr>
</tbody>
</table>

Thematic Sequences must include:

- EBL 300   Personal Narrative & Branding
- EBL 400   Life-Long Career Strategy or
- ICP 350   Intermediate IC|Center Project or
- ICP 450   Advanced IC|Center Project

In order to meet the 52 credit hour requirements in elective coursework, students will enroll in four thematic sequences. Each is a group of related courses selected under the direction of a faculty member, advisor, or Dean. The course selections will be guided by the student’s interests as well as education background.
Bachelor of Science in Accounting Degree

This degree is designed to provide coursework and experience in intermediate and advanced accounting topics. The degree builds on many accounting career specialties that have provided some prior training in accounting and business administration. Graduates with this degree can obtain positions in various accounting settings requiring specialized accounting skills as well as general business knowledge.

Degree Objectives
The B.S. in Accounting Degree at Robert Morris University will:

- Develop student’s understanding of the conceptual framework of accounting and the application of generally accepted accounting principles.

  Students will be able to explain and execute the accounting cycle, make decisions based on alternatives in accounting pronouncements, prepare and analyze financial statements, examine financial data and apply generally accepted auditing standards and be able to perform compliance work in US taxation as well as make recommendations regarding the Internal Revenue Tax Code.

- Develop student’s critical thinking and analytic reasoning skills in relation to identifying how management and industry issues affect accounting principles and impact financial statements.

  Students will be able determine the position of both parties before making a business decision. In addition, students will be able to assess and recommend relevant management issues involving various decision processes, including Uniform Commercial Code issues.

- Equip students to enhance and utilize a variety of technologies and applications to solve problems.

  Students will be able to use personal computing software (e.g. Excel and Quickbooks), financial tools (e.g. T183 calculator) and technological devices (e.g. I-Touch) to make sound business decisions.

- Prepare students for an accounting specialty in a career that has strong regional and national growth potential.

  Students will be able to pursue opportunities for additional, specific and higher level course work which better prepares them for graduate study in an area of accounting and/or counts towards fulfilling the basic requirements for sitting for certifications, such as the CPA, CMA and CFE.

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<td>MKT 305</td>
<td>Marketing Principles &amp; Analysis</td>
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Accounting Concentration | 52

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<tbody>
<tr>
<td>ACC 280</td>
<td>Intermediate Accounting I</td>
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<td>ACC 305</td>
<td>Individual Taxation</td>
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<td>ACC 310</td>
<td>Corporate Taxation</td>
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<td>ACC 311</td>
<td>Accounting Information Systems</td>
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<td>ACC 380</td>
<td>Intermediate Accounting III</td>
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<td>BUS 300</td>
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<td>BUS 356</td>
<td>Advanced Internship</td>
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Free Electives 12
General Education Courses 80 (must include the following courses)
- EBL 300 Personal Narrative & Branding
- EBL 400 Life-Long Career Strategy or
- ICP 350 Intermediate ICenter Project or
- ICP 450 Advanced ICenter Project

Bachelor Degree Requirements Met 188
Associate in Applied Science Degree

Program Concentration Objectives

Associate in Applied Science from the School of Business Administration will:

- Develop students’ ability to generate business solutions.
  
  *Students will be able to identify a problem, generate and evaluate different alternatives, and find applicable solutions incorporating ethical considerations.*

- Develop students’ ability to communicate in a business environment using appropriate technology, both individually and in a group setting.
  
  *Students will demonstrate presentation skills through the use of appropriate technology such as the Internet, presentation software, spreadsheets, databases, and word processing software.*

(Also see the General Studies curriculum objectives.)

Associate in Applied Science Degree

*Business Administration Program*

The Associate in Applied Science in Business Administration is for the student who wants a solid basic business education in accounting, management, and marketing. These skills can be applied to a wide variety of careers in today’s business environment.

Program Objectives

The Business Administration AAS at Robert Morris University will:

- Develop students’ abilities to analyze business functional areas.
  
  *Students will be able to differentiate key components of business functional areas, including management, marketing, accounting and the business legal environment. Students will identify managerial problems and develop feasible solutions.*

- Prepare students to evaluate business opportunities that could lead to the development of a business plan.
  
  *Students will apply their knowledge of business functional areas to create a business plan that capitalizes on market opportunities.*

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<tr>
<td>BUS 200</td>
<td>Legal Environment of Business</td>
</tr>
<tr>
<td>FIN 200</td>
<td>Introduction to Finance</td>
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<tr>
<td>MGT 101</td>
<td>Introduction to Business</td>
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<tr>
<td>MGT 280</td>
<td>Principles of Management</td>
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<tr>
<td>MGT 282</td>
<td>Critical Thinking for Managers</td>
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<tr>
<td>MGT 310</td>
<td>Contemporary Applied Management</td>
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<tr>
<th>General Education Core</th>
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<tr>
<td>Recommended Major Courses</td>
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<tr>
<td>MGT 285</td>
<td>Small Business Management</td>
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<tr>
<td>MKT 280</td>
<td>Integrated Marketing Communications</td>
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<th>Experience-Based Learning Career Strategies</th>
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<tr>
<td>EBL 100</td>
<td>College as Career</td>
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<tr>
<td>EBL 200</td>
<td>Developing Professional Presence</td>
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<tr>
<th>Free Electives</th>
<th>4</th>
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</table>

| Associate Degree Requirements Met | 92 |
Associate in Applied Science Degree

Paralegal Program

The Paralegal program emphasizes the knowledge and practical skills that will prepare students to perform as legal assistants in a variety of settings and to adapt to changes in the legal environment. Graduates will demonstrate proficiency in legal terminology, substantive and procedural rules of law, and research capabilities used in private law firms, courts, corporations, insurance companies, government offices, and other employers of paralegals.

The Robert Morris University Paralegal Associate Degree program is approved by the American Bar Association. The University is an institutional member of the American Association for Paralegal Education (AAFPE).

Program Objectives
The Paralegal AAS at Robert Morris University will:

- Prepare students to meet their career goals as paralegals or in another chosen field or to continue their education.
- Provide students with ethical standards as a framework for competent and professional decision-making.
- Equip students with knowledge of substantive law and procedural rules essential to functioning as a paralegal.
- Develop students’ skills in the use of a variety of research tools.
- Develop students’ ability to communicate effectively by developing thought and argument into logical written and oral form appropriate for a legal and/or business professional.
- Equip students with the ability to communicate ideas in a logical manner using appropriate legal and/or business strategies.
- Develop and enhance students’ critical thinking skills necessary to analyze issues and problems.

Paralegals may not provide legal services directly to the public except as permitted by law.

Summary of Degree Requirements

<table>
<thead>
<tr>
<th>Qtr. Hours</th>
<th>Major Requirements</th>
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<tbody>
<tr>
<td>36</td>
<td>Civil Litigation</td>
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<td>Legal Research &amp; Writing</td>
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<td>Torts &amp; Personal Injury</td>
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<td>Business Organizations</td>
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<td>Estates, Will &amp; Trusts</td>
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<td>Real Estate</td>
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<td>Domestic Relations</td>
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<td>Commercial Law</td>
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General Education Core 40

Major Courses 8

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<tr>
<td>PAR 280</td>
<td>Ethics &amp; Professional Responsibility</td>
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<tr>
<td>PAR 299</td>
<td>Advanced Legal Research &amp; Writing</td>
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Experience-Based Learning Career Strategies 8

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<td>EBL 100</td>
<td>College as Career</td>
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<td>EBL 200</td>
<td>Developing Professional Presence</td>
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</table>

Associate Degree Requirements Met 92
School of Business Administration Faculty

Najeeb Abboud
B.S., Bradley University
M.S., Colorado Tech.

Mfon Akpan
B.A., Illinois Institute of Technology
M.B.A., Keller, MAFM

Steven Baldwin
B.A., Loras College
M.B.A., North Carolina State University – Raleigh

Thomas Bednarck, C.P.A.

Eric Bennett, C.P.A.
B.S., University of Illinois-Urbana
M.B.A., Keller Graduate School of Management

Gregory Berezewski
Professor Emeritus
B.A., DePaul University
M.A., DePaul University

Margaret Berezewski, C.P.A.
Professor Emeritus
B.A., DePaul University
M.A., DePaul University
M.S., Governors State University

William Bodlak
B.A., University of Illinois-Chicago
B.S., University of Illinois-Chicago
M.M., Northwestern University

Audrey Boyle
B.S., University of Tulsa
M.B.A., American Intercontinental University

Sharon Braabon
Professor Emeritus
B.A., Northeastern Illinois University
M.A., Northeastern Illinois University

Ann Bresingham
Teaching Fellow
B.A., Loyola University-Chicago
J.D., John Marshall Law School

Patricia Brown
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B.A., DePaul University
J.D., DePaul University

Frank Bukowski
B.S., Northern Illinois University
M.B.A., DePaul University

Cynthia Byrd
Professor Emeritus
B.A., University of Illinois-Springfield
M.A., University of Illinois-Springfield

Judith Conrad
B.S., Western Illinois University
M.A., Governors State University

James Coughlin, C.M.A.
Senior Teaching Institute Fellow for Academic Practice
B.A., Loyola University-Chicago
M.S., Roosevelt University
M.B.A., Lewis University

Michael Crothers
B.B.A., Robert Morris University
M.B.A., Robert Morris University

Suresh Desai
B.M.E., University of Missouri-Rolla
M.S.M.E., University of Missouri-Rolla
M.B.A., University of Chicago

Larry Dionne, SPHR

Eddie Dixon
B.A., Wayne State University
M.B.A., Wayne State University
M.A., Garrett Seminary
Ed.D., Argosy University

Donna Driscoll
B.S., Illinois State University
M.B.A., California State University

Chad Fornoff
B.A., MacMurray College
B.A., University of Oxford-England
M.A., University of Oxford-England
J.D., University of Illinois-Urbana

William Froese
B.S., University of Illinois
M.B.A., Northern Illinois University

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Teaching Fellow
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M.S., Southern Illinois University

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M.B.A., Southern Illinois University
M.S., Roosevelt University
J.D., Chicago Kent College of Law

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B.S., Elmhurst College
M.B.A., Loyola University
Sylvia Giacomuzzi ................................. Assessment Chair, ABA
Adjunct Fellow
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J.D., DePaul University

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Teaching Fellow
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M.B.A., Lewis University
M.S., Governor State University

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M.S., Benedictine University

Aislinn Harris ....................................... Associate Dean of Curriculum & Assessment
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M.M., Robert Morris University
M.S.A., Roosevelt University

Monique Herard ................................... Associate Dean of Curriculum & Assessment
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M.B.A., Northwestern University
Ph.D., University of Illinois-Chicago

George Heroux ..................................... M.B.A., Florida Atlantic University
J.D., Albany Law School

DeShaun Jones ...................................... B.A., Robert Morris University
M.B.A., Robert Morris University

Edward Jones, P.M.P. ............................ B.S., Roosevelt University
M.B.A., Northern Illinois University
Ph.D., Walden University

Rashida Kadiani, C.P.A. ......................... B.S., Eastern Illinois University
M.A., University of Illinois

Laura Kelly ......................................... B.A., Northwestern University
J.D., Northwestern University

Janet Kirby ......................................... B.A., Drake University
M.S., Benedictine University
Ph.D., Benedictine University

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M.B.A., Keller Graduate School of Management
J.D., Chicago Kent College of Law

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M.B.A., Keller Graduate School of Management
Ed.D., Olivet Nazarene University

Mablene Krueger .................................. President
B.A., Sangamon State University
M.B.A., University of Illinois-Springfield

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B.S., Ryerson University of Technology, Poland
M.S., Illinois Institute of Technology

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B.S., Northern Illinois University
M.B.A., DePaul University

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M.B.A., Benedictine University

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M.B.A., Western New England College
Ph.D., University of Missouri-Columbia

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M.B.A., DePaul University

George Meier ...................................... Professor Emeritus
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M.B.A., University of Illinois-Chicago
Ph.D., University of Illinois-Chicago

Steve Mendelson ................................. B.S., Indiana University
M.B.A., Keller Graduate School of Management

Eric Missil .......................................... B.S., University of Illinois-Urbana
M.B.A., DePaul University

Jennifer Ann Muryn ................................ Division Chair, Business
Assessment Chair, ABA
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M.A., Loyola University
M.B.A., Loyola University
Ph.D., Chicago School of Professional Psychology

Karen Novey ...................................... Professor Emeritus
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M.B.A., Keller Graduate School of Management
M.S., Purdue University

Raman Patel ........................................ B.S., Sardar Patel University-India
M.S., Johns Hopkins University
M.S., Temple University
Ph.D., Temple University

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B.A., Loyola University-Chicago
M.S., University of Illinois-Urbana
J.D., John Marshall Law School

Pamela Randle-Spencer ......................... Adjunct Teaching Fellow
B.A., National Louis University
M.S., Roosevelt University

Don Rey .............................................. Adjunct Teaching Fellow
B.S., John Carroll University
M.B.A., Keller Graduate School

Carrie Roath ...................................... B.A., Eastern Illinois University
M.A., Eastern Illinois University
John Riley  B.S., Northern Illinois University  M.B.A., Minnesota State University – Mankato

Ken Santiago  B.A., University of Phoenix  M.B.A., North Park University  M.S.C., Northwestern University

John Santos  Curriculum Specialist, Economics  B.A., Knox College  M.S., University of Illinois-Urbana  Ph.D., University of Illinois-Urbana

John Sinsheimer  B.A., Rice University  M.B.A., Northwestern University

Donna Smith  B.S., Triton College  M.B.A., Robert Morris University

Catherine Stark  Teaching Institute Coordinator  B.S., University of Illinois-Chicago  M.S., National-Louis University  Ed.D., Olivet Nazarene University

Lateef Syed, C.P.A.  Curriculum Specialist, Finance  B.S., Osmania University-India  M.S., SV University-India  M.Phil., Osmania University-India  Ph.D., Osmania University-India


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Nancy Thammert  Professor Emeritus  Curriculum Chair-Marketing  B.S., Western Illinois University  M.B.A., Loyola University-Chicago  Int’l Marketing Certificate, University of South Carolina

Sheila Vinson  B.A., DePaul University  M.P.A., Roosevelt University  Ed.D., National-Louis University

Michael Viollt  Chancellor, Robert Morris University  B.S., Loyola University-Chicago  M.S.A., University of Notre Dame  M.Ed., University of Illinois

Kim Warford  Adjunct Teaching Fellow  B.S., Northern Illinois University  M.B.A., Creighton University

Michael Yates  M.P.M., Keller Graduate School of Management  M.I.S.M., Keller Graduate School of Management
Advisory Boards

Business – Northern Region

Vendetta Blow.................................................................
JLL, Vice President, Global Business Continuity

Alexander Boerema..........................................................
Director, Aurora Management Partners

Dr. Rich Bonaccorsi..........................................................
VP, International Operations, Harrison College

Anthony Bonaguro..........................................................
Senior Manager, Grant Thornton International, Ltd.

Michael Cholewinski......................................................
Financial Services, Hoops Group

Thomas Costello............................................................
Chief Executive Officer, TSC Consulting Services

Michael Crothers..........................................................
PT Instructor, RMU

Carolyn Feuer............................................................... Associate Director, Business Solutions at AbbVie

Dana Gerstenschlager..................................................... Sr. Advisor, @Properties, Inc.

James Kelly.................................................................
Partner, Senior Client Manager, Mercer

Michael Manna...............................................................
The Manna Consulting Group

Kimberly Mooring.........................................................
Vice President, First Midwest Bank

Maria Ramos.................................................................
Vice President of Operations, Junior Achievement of Chicago

Denise Robinson............................................................ CNA Insurance

Paralegal – Chicago

Brooke Schwandt.............................................................
Alumna, RMU

Robert Tenuta............................................................... Professor, RMU

Kate Antosz................................................................. Legal Secretary, Holland & Knight, LLP

Laura Henry.................................................................
HR Director, Office of the Chief Judge, Circuit Court of Cook County, Illinois

Sharrone’ Leach............................................................. Paralegal, State of IL Attorney General’s Office (Civil Appeals)

Margaret Loew............................................................. Curriculum Specialist, Paralegal Program, RMU

John McGivney............................................................. IT Manager, Illinois Institute of Art

C.J. Muller................................................................. Attorney, David Vleck

Cornelius Riordan......................................................... Partner, Riordan, McKee & Piper, LLC

Jean Watt................................................................. Paralegal & Project Assistant Manager, Vedder Price, P.C.

Elizabeth Wilson.......................................................... Attorney, CNA Corporation
College of Nursing & Health Studies

Each member of the College of Nursing & Health Studies plays an integral part in achieving the mission and purposes of Robert Morris University. The key to our success as a team is our commitment to each student and to each other. The College of Nursing & Health Studies provides its students with personalized attention, opportunities for personal and professional growth, and cultural and educational experiences that prepare them for a career in health care. The faculty help students understand their ethical, moral, and personal responsibilities as practitioners in the challenging and demanding field of health care.

As Nursing & Health Studies students, you are members of health professions that will be needed in times of natural disasters, war or attacks by terrorists. Your clinical experiences are in health care settings that are also activated in these conditions. If such an event occurs while you are in the clinical setting at an acute care hospital, the hospital will institute immediate lockdown procedures, making it impossible for you to leave the premises or for anyone else to get in. Therefore, it is your responsibility to develop an anticipatory plan that your family or caregivers for your children know about and will use if you cannot leave. Your children, family members and child care providers should be familiar with the plan and able to institute it without being contacted by you, should this event occur.

In the event of changes in health status, illness, surgery and/or exposure to communicable diseases:

- Students who are absent three or more consecutive days due to illness are required to submit a written release from their physician to the appropriate course faculty member prior to returning to class.
- If a student is pregnant, a signed written consent by the student’s physician stating the student may participate in class and clinical activities must be submitted to the course faculty member.
- Illness or injury which may interfere with the required educational experiences should be reported to the appropriate faculty member. A physician’s release to continue in the program is required.
- To prevent the spread of infections/communicable diseases to others:
  - The Center of Disease Control, OSHA and institutional policies will be used as guidelines for safe practice with exposure to or an actual illness.
  - Students who have communicable disease or have been exposed to risks of acquiring such a disease must report it if it will compromise their own or the ordinary safety or other students, faculty or clients.

Robert Morris University, like other institutions, has policies that govern students’ social conduct. The University expects that students act in an appropriate, professional manner at all times, at all University sponsored events both on and off campus, and follow the guidelines governing student conduct. Any student who violates any state, federal, or municipal law shall be subject to disciplinary action for said offense(s). The adjudication of such laws may proceed regardless and/or independent of any action taken by state, federal or municipal agencies.

Appearance, attitude and professional behavior are important elements of the student’s preparation and professional success. Students are expected to dress, speak, and exhibit professional behavior at all times. When a student’s appearance, behavior, and/or attitude are in opposition to the educational goals to which the University’s academic programs and employment assistance are dedicated, the student’s conduct may result in probation or dismissal. The consequences of such conduct are dependent on the seriousness of the offense that occurred, previous violations of policies and regulations by the student, and the attitude and cooperation of the student violator as determined by University administration.

The following are unacceptable:

- Wearing elaborate jewelry (e.g., bulky and large).
- Visible piercings, other than one smallest in ear lobes.
- Visible tattoos
- Excessive perfumes/colognes, elaborate hair styles, excessive cosmetics
- Chewing gum
- Long and artificial fingernails
- Smoking when in uniform
- Sandals, open-toe, heeled shoes

General appearance, hygiene and manners:

- Personal hygiene must be maintained, i.e. oral, general skin care, and deodorant
- Shoes and clothes must be clean, ironed, and neatly worn at all times
- Hair must be secured so as not to fall forward
- Courtesy titles are to be used

Students are expected to demonstrate evidence of personal and professional growth particularly as this relates to the development of positive interpersonal relationships and the delivery of safe care.

The following guidelines are used when assigning students to clinical activities:

- Students who are absent three or more consecutive days due to illness are required to submit a written release from their physician to the appropriate course faculty member prior to returning to class.
- If a student is pregnant, a signed written consent by the student’s physician stating the student may participate in class and clinical activities must be submitted to the course faculty member.
- Illness or injury which may interfere with the required educational experiences should be reported to the appropriate faculty member. A physician’s release to continue in the program is required.
- To prevent the spread of infections/communicable diseases to others:
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- Sandals, open-toe, heeled shoes

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- Shoes and clothes must be clean, ironed, and neatly worn at all times
- Hair must be secured so as not to fall forward
- Courtesy titles are to be used

Students are expected to demonstrate evidence of personal and professional growth particularly as this relates to the development of positive interpersonal relationships and the delivery of safe care.

Each student is expected to attend all scheduled learning experiences. Continued program enrollment depends on consistent attendance. In academic courses, grades are earned on the basis of the student’s attainment of the course objectives; regular and punctual attendance is expected. In lab and clinical courses, attendance is one of the factors that will be evaluated daily. “No Call, No Show” is grounds for social probation and may result in administrative withdrawal from the program. Students who must miss a class or clinical experience are expected to notify the instructor in advance according to the guidelines established for the course. The University may require documentation of illness. Students are expected to maintain their own medical insurance.
Students are expected to conduct themselves in a manner which is both ethical and professional while in the clinical agency or at any other time when the University is represented.

Students are expected to provide safe care during clinical assignments. They are to render care to patients without bias.

Students must submit required coursework, including research papers in classroom, clinical, or externship (practicum), when due and document references appropriately. Assigned work submitted after the scheduled due date will be penalized.

Student behaviors are expected to reflect ethical and legal accountability for actions taken in the course of professional practice. The ultimate attainment of professional behaviors is the responsibility of the student, but faculty assumes a mentoring role. Faculty accepts responsibility to evaluate, provide feedback, and initiate corrective action when necessary.

Safety is paramount. This includes students, peers, faculty, clinical instructors, members of the healthcare team and above all, the patient.

Patient confidentiality is highly important. If a violation of patient confidentiality is reported, the sanctions may be imposed upon the student up to dismissal from the program and/or clinical setting.

Refrain from participating in care if your physical or emotional condition is a threat to patients and others. Student health must be such that no potential harm can come to a patient from care provided by a student. If the clinical instructor/preceptor has reason to question a student’s ability to provide appropriate care, the student will be excluded from the clinical setting. The student may not be supervised by a relative when in the clinical setting.

Unprofessional practice shall be deemed to be behaviors demonstrated by the student which are inappropriate – patient interactions which may be taken to be unsafe practice or to reflect negatively upon the College of Nursing & Health Studies or Robert Morris University.

Examples of unprofessional behavior (not inclusive): verbal or non-verbal language, actions, or voice inflection which compromise rapport or working relations with patients, family members of patients, staff, physicians, or instructors which may compromise contractual agreements and/or working relations with clinical affiliates, or constitute violations of legal or ethical standards.

Violations of these standards are considered to be exceptionally serious. At the instructor’s discretion, the student may be removed from the clinical site immediately. Such violation will result in the student being placed on social probation and may result in withdrawal from the program.

Because of the varied demands the clinical programs require, there is considerable communication between the instructor, advisor and the student. Feedback comes in the form of grades, practical exams, clinical instruction, and student conferences. The student conference is for a student experiencing academic, attendance, or attitudinal difficulties. A written student conference form is provided for all conferences.

Students will be expected to attend clinical off-campus rotations to maximize educational opportunities. Students will be expected to provide their own transportation to the clinical facility. Students are responsible for clinical site parking fees. Robert Morris University and College of Nursing & Health Studies are not liable for any accidents during the off-campus rotations.
Bachelor of Science Degree
Exercise, Nutrition & Health Science (ENHS) Concentration

The Bachelor of Science in Exercise, Nutrition & Health Science (ENHS) is a twelve-quarter program designed for comprehensive study in combined disciplines of Exercise & Sport Science, Nutrition & Food Science, and Health Science. Students are prepared for a career in a variety of health, fitness, and sport settings such as exercise and health promotion, fitness program coordinator, personal trainer, exercise physiology, cardiac rehabilitation, nutrition therapy, community and public health, and personal and coach specific training and coaching.

In addition to the required general education, science specialization and career management core, the interdisciplinary nature of the program combines program coursework in anatomy and physiology, exercise science, human nutrition, biological and health science, fitness assessment and programming with hands-on clinical experiences. Students develop knowledge and skills to create realistic, measurable exercise and nutrition plans through evaluation of client needs, expectations and lifestyle assessments. Program, class, and laboratory experiences culminate in an undergraduate capstone project directly related to a student’s professional goals.

Graduates are prepared to become certified fitness professionals through the American College of Sports Medicine as a personal trainer and group fitness instructor. In addition, students begin the Coaching Principles certification and Sport First Aid certification offered through the Human Kinetics Coach Education Center prior to graduation.

Program Objectives
The Bachelor of Science in Exercise, Nutrition & Health Science (ENHS) prepares students to:

- Understand and incorporate communication strategies appropriate for professional setting.

  Students will be able to demonstrate effective oral and written communication using appropriate demonstrative verbal, non-verbal and written skills.

- Develop scientific proficiency using specialized methods to conduct evidence-based analysis for program evaluation.

  Students will be able to integrate knowledge and skills for exercise science, nutrition, and health science toward the application of skills necessary to exhibit proficiency in fitness assessment, program design and exercise implementation.

- Integrate applicable core knowledge in exercise science, nutrition, and health science by analyzing current qualitative and quantitative research.

  Students will apply knowledge in exercise science, human anatomy, physiology, biomechanics, nutrition, and health science and understand the application across disciplines.

Summary of Degree Requirements

<table>
<thead>
<tr>
<th>Course</th>
<th>Qtr. Hours</th>
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<tbody>
<tr>
<td>Core Requirements</td>
<td>72</td>
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<tr>
<td>General Education, Social Sciences and Humanities</td>
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<tr>
<td>Science Specialization</td>
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<tr>
<td>SCI 121 Anatomy &amp; Physiology</td>
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<td>SCI 133 Chemistry for Health Sciences</td>
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<td>SCI 134 Life Science Biology</td>
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<td>SCI 151 Exercise Physiology</td>
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<td>SCI 154 Microbiology</td>
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<td>SCI 260 Clinical Nutrition</td>
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<td>SCI 351 Advanced Exercise Physiology</td>
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<td>SCI 410 Research Methods in Healthcare</td>
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<tr>
<td>Exercise, Nutrition, Health Science Core</td>
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<tr>
<td>AHS 100 Medical Terminology</td>
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<td>AHS 235 Nutrition for Sport &amp; Wellness</td>
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<td>AHS 310 Contemporary Issues in Sport &amp; Recreation</td>
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<td>AHS 315 Nutrition Assessment</td>
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<td>AHS 320 Sport &amp; Safety Training</td>
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<td>AHS 325 Coaching &amp; Motivation in Sport</td>
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<td>AHS 330 Science of Food</td>
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<td>AHS 360 Foundations in Health Education</td>
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<td>AHS 375 Food Research &amp; Analysis</td>
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<tr>
<td>AHS 410 Exercise as Sports Medicine</td>
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<td>AHS 415 Exercise &amp; Sport Field Experience</td>
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<td>AHS 425 Food Experience</td>
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<tr>
<td>AHS 450 Exercise &amp; Nutrition Senior Capstone</td>
<td></td>
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<tr>
<td>FIT 100 Introduction to Exercise &amp; Nutrition</td>
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<tr>
<td>FIT 140 Human Performance for Various Populations</td>
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<tr>
<td>FIT 180 Fitness Assessment</td>
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<tr>
<td>FIT 192 Introduction to Athletic Training &amp; Taping</td>
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<tr>
<td>FIT 205 Kinesiology &amp; Biomechanics</td>
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<tr>
<td>FIT 275 Strength &amp; Conditioning</td>
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<tr>
<td>FIT 290 Exercise Program Design</td>
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<tr>
<td>PSY 325 Sports Psychology</td>
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<tr>
<td>Elective</td>
<td>4</td>
</tr>
<tr>
<td>Bachelor Degree Requirements Met</td>
<td>189</td>
</tr>
</tbody>
</table>
Bachelor of Professional Studies Degree

Health & Wellness Concentration

Bachelor of Professional Studies

The Bachelor of Professional Studies (BPS) is a degree-completion program designed specifically for students with a background in certain disciplines/with certain emphasis areas/majors. The junior/senior coursework is designed as a “cap” and will provide qualified students a seamless transition with little or no loss of credit.

The Professional Studies Cap encompasses upper division coursework from a range of areas, thus the program’s multidisciplinary, applied focus. The program enables students to broaden their career expectations through development of skills and knowledge needed for multifaceted, public- or private-sector career roles related to their associate degree major. The Junior-Senior level curriculum groupings include coursework related to the areas of professional practice, the professional studies core; thematic sequences elective coursework, courses students select to address specific interests; and advanced courses in a concentration related to the student’s curriculum focus during his/her freshman/sophomore years.

During the program, students will complete the professional studies core which focuses on the foundations of professional practice including financial planning, marketing, project management and facilities management. Through the concentration and thematic sequences elective courses, they will develop advanced professional skills and abilities to complement those acquired in their first two years.

Program Objectives

The Bachelor of Professional Studies at Robert Morris University will:

- Equip students with knowledge about the common managerial elements of organizations.

Students will develop competencies in general management, financial planning, marketing, project management and facilities management.

- Furnish students with a broad but directed foundation in intellectual inquiry to develop perspectives, knowledge, and cognitive skills that find application in the professional coursework.

Students will develop from foundational skills in basic and health-related sciences such as health, nutrition, sport and fitness specialization areas. As a result, students will be equipped to create, implement and manage health, fitness and sport programs in a variety of sectors.

- Discover an understanding of the diverse aspects of health & Wellness.

Students will develop from foundational skills in basic and health-related sciences such as health, nutrition, sport and fitness specialization areas. As a result, students will be equipped to create, implement and manage health, fitness and sport programs in a variety of sectors.

Concentration Objectives

The Health & Wellness concentration is flexible and students are able to select concentration courses from various health, nutrition, sport and fitness concentration areas to develop proficiency in that area. The multi-disciplinary programmatic approach combines the strength of traditional exercise science and health science curricula and enhances the content with business management classes and lab experiences.

- Provide undergraduates, through selection of a concentration relevant to previous associate degree level coursework, the opportunity to further develop proficiency related to that area of emphasis.

Students will expand their knowledge and experience in their chosen field of study through more advanced coursework and an internship in their selected concentration.

Summation of Degree Requirements

BPS Professional Core

BPS 320 Project Management
BPS 340 Role of the Professional in Society
BPS 370 Service Marketing
BPS 380 Facilities Management
BPS 410 Financial Planning for Professionals
BPS 450 Professional Studies Strategy (Capstone Course)

Health & Wellness Concentration Courses

(Choose 4 courses, plus 1 *Internship)

AHS 304 Law & Ethics in Healthcare Today
AHS 310 Contemporary Issues in Sport & Recreation
AHS 315 Nutrition Assessment
AHS 320 Sport & Safety Training
AHS 325 Coaching & Motivation in Sport
AHS 330 Science of Food
AHS 360 Foundations in Health Education
AHS 400 Global Health Practices
AHS 410 Exercise as Sports Medicine
AHS 415 *Exercise & Sport Field Experience
AHS 416 *Advanced Internship for Healthcare
MGT 335 Introduction to Sports Management
PSY 321 Health & Wellness Psychology
PSY 325 Sports Psychology

Thematic Sequence Electives

Thematic Sequence I 12 - Communication
Thematic Sequence II 12 - Quantitative
Thematic Sequence III 12 - People & Society
Thematic Sequence IV 16 - Concentration Related

Thematic Sequences must include:

EBL 300 Personal Narrative & Branding
EBL 400 Life-Long Career Strategy or
ICP 350 Intermediate IC Center Project or
ICP 450 Advanced IC Center Project

In order to meet the 52 credit hour requirements in elective coursework, students will enroll in four thematic sequences. Each is a group of related courses selected under the direction of a faculty member, advisor, or Dean. The course selections will be guided by the student’s interests as well as education background.
Bachelor of Science in Nursing
Nursing Program

Bachelor of Science in Nursing
The Bachelor of Science in Nursing Degree program will prepare students for professional careers in the Healthcare field as Registered Nurses (RNs). Students will earn a Bachelor of Science in Nursing Degree (BSN). This program prepares students to become registered nurses by taking the NCLEX-RN exam and obtain licensure from the Illinois Department of Financial & Professional Regulation (IDFPR), and meets crucial national, state, and local needs for Baccalaureate prepared nursing professionals.

In addition to the required general education and career management core, program coursework covers sciences for the profession including anatomy and physiology, healthcare, and organic chemistry, microbiology, and pharmacology. Introductory and advanced professional courses address the fundamentals of nursing care, mental health, maternal care, pediatrics, adult and critical care.

The baccalaureate degree program in Nursing at Robert Morris University IL is accredited by the Commission on Collegiate Nursing Education (CCNE).

Program Objectives
The Nursing Program at Robert Morris University will prepare students to:

1. Practice competent, patient-centered professional nursing care for a diverse group of individuals and populations across the health continuum in a variety of settings.
2. Utilize critical thinking, evidence-based practice and research findings in professional nursing practice within established ethical and legal boundaries.
3. Demonstrate cultural competence, caring, and collaboration with the healthcare team to meet the client’s needs.
4. Communicate effectively in writing, orally and electronically with clients, clients’ families, and members of the interdisciplinary healthcare team.
5. Commit to lifelong learning through participation in activities of the nursing profession that benefits the global community.

Nursing Program Philosophy
By advancing educational access for a diverse population of students, our Baccalaureate Nursing Program can contribute to a diverse nursing workforce to meet the healthcare needs of culturally and ethnically diverse populations. We stand ready to recruit, work together, and support a diverse group of nursing students to meet society’s need for diverse nursing professionals.

Learning Environment
Our Nursing Program is designed to function in accord with the Mission Statement of Robert Morris University. This program combines Liberal Arts and Career Management with Nursing education.

Education occurs in a diverse, stimulating environment that develops critical thinking skills in the application of the nursing process. Emphasis is placed on life-long learning and use of evidence-based practice. Our professors will act as coaches and mentors to our nursing students. Faculty are expert practitioners who utilize a variety of learning strategies to capture the varied student learning styles.

Nursing Program Requirements
- Students must complete the entire nursing program within eight consecutive calendar years.
- Students must complete all nursing courses within four consecutive calendar years and graduate, or must repeat the program in its entirety.
- The nursing courses must be taken in the order prescribed in the curriculum plan.
- Students must complete all examinations administered during the program, including HESI exams.
- Students are responsible for all HESI testing fees.
- For specific information regarding HESI testing and scores, please see the undergraduate policies and procedures section of the catalog.
- Students are responsible for all written/verbal information that is shared in scheduled classes, labs and clinicals.
- Students must sign and adhere to the College of Nursing & Health Studies Policies & Procedures and Nursing Student Handbook. Failure to sign or violate these can result in the student being dismissed from the program.
- Professional behavior is expected of student both on and off campus. Students will conduct themselves in a professional manner at all times; this includes theory, clinical and lab experiences.
- Students may not be on clinical units outside of scheduled clinical hours.

- Students are responsible for transportation to a variety of clinical site locations both in the city and suburbs of Chicago.
- Prior to clinical experiences, each student must have a completed student health form including annual physical, immunization verification, a drug screening, a criminal background check and fingerprint, two-step TB test, annual flu shot, BBP and current CPR provider level card.
- All students must show proof of health insurance prior to each clinical rotation.

FUNCTIONAL ABILITY REQUIREMENTS FOR NURSING STUDENTS

INTRODUCTION:
In order for safe nursing practice to occur and for students to be qualified to participate in and complete the Nursing program, all nursing students must be able to perform the following essential functions. The program will provide qualified disabled students with reasonable accommodations that are necessary to enable them to meet the nursing care standards required of them. The American Association of Colleges of Nursing (AACN) and the National Council of State Boards (NCSBN) have defined a thorough list of competencies necessary for the professional practice of nursing.

These competencies were defined from an extensive study of practicing nurses and can be defined in general terms as:
1. Ability to see, hear, touch, smell, and distinguish colors.
2. Oral and writing ability with accuracy, clarity, and efficiency.
4. Ability to learn, think critically, analyze, assess, solve problems, and utilize judgement.
5. Emotional stability and ability to accept responsibility and accountability.

All educational programs are dedicated to principles of non-discrimination. This includes a commitment not to discriminate against qualified disabled applicants and students. If a student cannot perform the function in the manner indicated, he or she will not necessarily be precluded from participating in the program, but will need to be able to perform the essential functions with or without reasonable accommodation. Specific functional abilities for nursing students are identified below.
## ESSENTIAL SKILLS AND FUNCTIONAL ABILITIES FOR NURSING STUDENTS

<table>
<thead>
<tr>
<th>Functional Ability</th>
<th>Standard</th>
<th>Examples of Required Activities</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Cognitive/Conceptual Abilities</strong></td>
<td>The student must be able to thoroughly, efficiently and reliably:</td>
<td>• Calculates accurate medication dosage given specific patient parameters.</td>
</tr>
<tr>
<td></td>
<td>• Recall information from reading material, lecture, discussion, patient evaluation;</td>
<td>• Collect, prioritize needs and data.</td>
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<td></td>
<td>• Interpret information from reading material, lecture, discussion, and patient evaluations.</td>
<td>• Recognize an emergency situation and respond effectively to safeguard the patient.</td>
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<td></td>
<td>• Apply information from reading material, lecture, discussion, patient evaluation;</td>
<td>• Transfer knowledge from one situation to another.</td>
</tr>
<tr>
<td></td>
<td>• Analyze information from reading material, lecture, discussion, and patient evaluations.</td>
<td>• Accurately process information on medication containers, and medication records.</td>
</tr>
<tr>
<td></td>
<td>• Synthesize information from reading material, lecture, discussion, and patient evaluations.</td>
<td>• Understand medical records and policy and procedure manuals.</td>
</tr>
<tr>
<td></td>
<td>• Evaluate or form judgments about information from reading material, lecture, discussion, and patient evaluations.</td>
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<tr>
<td></td>
<td>• Ability to react effectively in an emergency situation.</td>
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<tr>
<td></td>
<td>• Ability to gather data, to develop a plan of action, establish priorities and monitor and evaluate treatment plans and modalities.</td>
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</tr>
<tr>
<td><strong>Affective/Interpersonal/Emotional/Behavioral</strong></td>
<td>The student must be able to:</td>
<td>• Establish rapport with patients/clients and colleagues.</td>
</tr>
<tr>
<td></td>
<td>• Establish professional, trusting, empathetic relationships with a variety of individuals.</td>
<td>• Work with teams and workgroups.</td>
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<tr>
<td></td>
<td>• Demonstrate respect and engage in non-judgmental interactions regardless of individuals’ life-styles and cultures.</td>
<td>• Emotional skills sufficient to remain calm in an emergency situation.</td>
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<tr>
<td></td>
<td>• Accomplish work effectively in groups.</td>
<td>• Skills sufficient to demonstrate good judgment based on diagnosis.</td>
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<td></td>
<td>• Meet externally determined deadlines.</td>
<td>• Adapt to environmental changes.</td>
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<tr>
<td></td>
<td>• Be present at required activities in classroom, lab and clinical settings.</td>
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<tr>
<td></td>
<td>• Attend to cognitive, communication and psychomotor tasks for as long as four, and up to eight hours at a time.</td>
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<tr>
<td></td>
<td>• Ability to work constructively in stressful and changing environments with the ability to modify behavior in response to constructive criticism.</td>
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<td></td>
<td>• Capacity to demonstrate ethical behavior, including adherence to the professional nursing and student code.</td>
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</tr>
<tr>
<td><strong>Communication</strong></td>
<td>The student must be able to:</td>
<td>• Gives verbal direction to or follows verbal directions from members of the healthcare team and participate in healthcare team discussions of patient care.</td>
</tr>
<tr>
<td></td>
<td>• Hear the spoken word.</td>
<td>• Elicit information about health history, current health status and responses to treatment from patients or family.</td>
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<tr>
<td></td>
<td>• Listen and understand in a controlled manner, to various types of communication, including the spoken and written, and non-verbal communication.</td>
<td>• Convey information to clients as necessary to teach in an effective and timely manner.</td>
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<tr>
<td></td>
<td>• Speak intelligibly in English.</td>
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<tr>
<td></td>
<td>• Communicate intelligibly in English.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Communicate in writing, intelligibly in English.</td>
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</tbody>
</table>
### Psychomotor/Motor Abilities

<table>
<thead>
<tr>
<th>The student must be able to:</th>
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<tbody>
<tr>
<td>• Reliably inspect and observe the skin, facial expression, anatomical structures, posture, and movement of others, typically by sight.</td>
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<tr>
<td>• Assess blood pressure, lung and heart sounds, typically by listening with a stethoscope.</td>
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<tr>
<td>• Reliably read equipment dials and monitors, typically by sight.</td>
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<tr>
<td>• Feel pulses, skin condition, muscle and tendon activity, joint and limb movement, typically with hands and fingers.</td>
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<tr>
<td>• Negotiate level, ramps and stairs to assist patients/classmates appropriately, typically from an upright position.</td>
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<tr>
<td>• React and effectively respond quickly to sudden or unexpected movements of patients.</td>
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<tr>
<td>• Manipulate dials, knobs, electrodes and other small to large parts and pieces of equipment typically with the hands/fingers.</td>
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<tr>
<td>• Lift at least approximately 50 pounds in order to move dependent patients;</td>
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<td>• Move continuously throughout an 8 to 12 hour work day;</td>
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<tr>
<td>• Transport self from one room to another, from one floor to another.</td>
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<tr>
<td>• Don and doff clothing, including gowns, masks, gloves.</td>
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<tr>
<td>• Demonstrate motor skills sufficient for providing safe nursing care.</td>
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</tbody>
</table>

### Sensory Abilities

<table>
<thead>
<tr>
<th>The student must be able to:</th>
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<tbody>
<tr>
<td>• Have sensory/perceptual ability to monitor and assess clients.</td>
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</tbody>
</table>

### Established and Maintain Effective Working Relations with Patients

- Establish and maintain effective working relations with patients.
- Recognize and report pertinent information to multidisciplinary team and caregivers.
- Mobility sufficient to carry out patient care and procedures such as assisting with ambulating clients, administering CPR, assisting with lifting/turning patients.
- When providing care to patients, allow privacy at all times.
- Motor skills sufficient enough to handle small equipment such as, administering medications via all routes, Foley Catheter insertion and tracheostomy suctioning.

### Sensory Abilities

- Sensory abilities sufficient to hear alarms, and auscultatory sounds.
- Visual acuity to read calibrations, assess color such as cyanosis, pallor or redness.
- Tactile ability to feel pulses, temperature, and palpate veins.
- Olfactory ability to detect smoke or noxious odor.

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Adopted from:
Data adapted from “A Validation Study: Functional Abilities Essential for Nursing Practice” by Carolyn J. Yocom, National Council of State Boards of Nursing.
National Council of State Boards of Nursing website for more information:
http://www.ncsbn.org/regualtion/nursingpractice_nursing_practice_licensing.asp
<table>
<thead>
<tr>
<th>Summary of Degree Requirements</th>
<th>Qtr. Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Nursing &amp; Clinical Rotations</strong></td>
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<tr>
<td>NUR 190</td>
<td>Professional Nursing I</td>
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<tr>
<td>NUR 191</td>
<td>Professional Nursing II</td>
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<td>NUR 200</td>
<td>Health Assessment</td>
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<td>NUR 230</td>
<td>Nursing Fundamentals</td>
</tr>
<tr>
<td>NUR 231</td>
<td>Fundamental Nursing Assessment</td>
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<tr>
<td>NUR 270</td>
<td>Psychiatric/Mental Health Nursing</td>
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<tr>
<td>NUR 271</td>
<td>Nursing Assessment I</td>
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<tr>
<td>NUR 280</td>
<td>Adult Medical/Surgical Nursing I</td>
</tr>
<tr>
<td>NUR 281</td>
<td>Nursing Assessment II</td>
</tr>
<tr>
<td>NUR 290</td>
<td>Nursing of Childbearing &amp; Childrearing Families</td>
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<tr>
<td>NUR 291</td>
<td>Nursing Assessment III</td>
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<tr>
<td>NUR 320</td>
<td>Adult Medical/Surgical Nursing II</td>
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<tr>
<td>NUR 321</td>
<td>Nursing Assessment IV</td>
</tr>
<tr>
<td>NUR 340</td>
<td>Adult Medical/Surgical Nursing III</td>
</tr>
<tr>
<td>NUR 341</td>
<td>Nursing Assessment V</td>
</tr>
<tr>
<td>NUR 420</td>
<td>Adult Medical/Surgical Nursing IV</td>
</tr>
<tr>
<td>NUR 421</td>
<td>Nursing Assessment VI</td>
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<tr>
<td>NUR 435</td>
<td>Nursing Management &amp; Leadership</td>
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<tr>
<td>NUR 450</td>
<td>Community Nursing</td>
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<tr>
<td>NUR 495</td>
<td>NCLEX Review</td>
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</tbody>
</table>

| **General Education Core** | 76 |

| **Science Specialization & Non-Nursing Support** | 40 |
| SCI 130 | Human Anatomy & Physiology I |
| SCI 131 | Human Anatomy & Physiology II |
| SCI 133 | Chemistry for Health Sciences |
| SCI 154 | Microbiology |
| SCI 191 | Pharmacology I |
| SCI 192 | Pharmacology II |
| SCI 233 | Organic Bio Chemistry |
| SCI 260 | Clinical Nutrition |
| SCI 280 | Clinical Pathophysiology |
| SCI 410 | Research Methods in Healthcare |

| **Bachelor Degree Requirements Met** | 192 |

Standardized licensure-related testing is included in the curriculum and is a required part of the Nursing program through HESI examination. This occurs in NUR 230, 270, 290, 420 and 495. Students are responsible for the cost of the examination, and re-examination, if necessary. More specific information on this testing is found on page 132.
Medical Assisting Program

The Robert Morris University Medical Assisting Diploma program is accredited by the Commission on Accreditation of Allied Health Education Programs (www.caahep.org) upon the recommendation of Medical Assisting Education Review Board (MAERB).

Commission on Accreditation of Allied Health Education Programs:

Upon graduation, Medical Assistant students are eligible to sit for the Certified Medical Assistant (CMA-AAMA) exam administered by the American Association of Medical Assistants. All students sit for the Certified Clinical Medical Assistant (CCMA-NHA) exam administered by the National Health Career Association.

Convicted felons are not eligible to sit for the AMT certified Registered Medical Assistant exam unless granted a waiver by the respective sponsoring organization.

Prior to clinical practicum, clinical screening results including criminal background screen, drug test, current RMU health form, two-step TB screening, annual flu shot, and current CPR provider level card are required. Students are responsible for transportation to practicum. Students must show proof of health insurance prior to each clinical practicum.

Standardized certification-related testing is included in the curriculum. Students are responsible for the exam fee.

Associate in Applied Science Degree

Medical Assisting Program

Diploma Program Objective

- Prepare competent entry-level medical assistants in the cognitive (knowledge) psychomotor (skills) and affective (behavior) learning domains.

AAS Program Objective

- Prepare students for professional participation in the field of medical assisting.

The medical assisting program emphasizes the experiential and dynamic nature of the medical assistant in ambulatory care medical practice. The curriculum is designed to stimulate students’ awareness of, motivation for, and commitment to the need for continuing education in order to achieve and maintain competency in the field.

(Also see the General Education Studies curriculum objectives.)

Summary of Degree Requirements

<table>
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<th>Qtr. Hours</th>
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</thead>
<tbody>
<tr>
<td>Diploma/AAS Major Requirements</td>
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<tr>
<td>MAP 115 Communications &amp; Ethics</td>
</tr>
<tr>
<td>MAP 120 Foundations for Clinical Practice I</td>
</tr>
<tr>
<td>MAP 130 Foundations for Clinical Practice II</td>
</tr>
<tr>
<td>MAP 135 Medical Business Practices</td>
</tr>
<tr>
<td>MAP 150 Professional Certification</td>
</tr>
<tr>
<td>MAP 201 Medical Assisting Practicum I</td>
</tr>
<tr>
<td>MAP 211 Medical Assisting Practicum II</td>
</tr>
<tr>
<td>SCI 127 Anatomy &amp; Body Systems I</td>
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<tr>
<td>SCI 128 Anatomy &amp; Body Systems II</td>
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</tbody>
</table>

General Education Core

<table>
<thead>
<tr>
<th>Recommended Courses</th>
<th>20</th>
</tr>
</thead>
<tbody>
<tr>
<td>AHS 210 Electronic Health Records Integration</td>
<td></td>
</tr>
<tr>
<td>AHS 215 Emergency Preparedness &amp; Multi-Hazard Disaster Management</td>
<td></td>
</tr>
<tr>
<td>AHS 225 National Phlebotomy Certification</td>
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<tr>
<td>AHS 245 EKG Technician Certification</td>
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</tbody>
</table>

General Education Electives

| 20 |
| Includes |
| AHS 100 Medical Terminology | |
| PSY 121 Health Psychology | |
| SCI 134 Life Science Biology | |

Experience-Based Learning Career Strategies

| 8 |
| EBL 100 College as Career | |
| EBL 200 Developing Professional Presence | |

Free Elective

| 4 |

Associate Degree Requirements Met

| 92 |

All student activities associated with the curriculum, especially while students are completing his or her practicum, will be educational in nature. Students will not receive any monetary remuneration during this educational experience, nor will he or she be substituted for hired staff personnel within the clinical institution, in the capacity of a medical assistant.
Multi-Skilled Healthcare Technician

- The Multi-Skilled Healthcare Technician Associate Degree program is designed for individuals who wish to enter the healthcare field through a variety of career paths. This program provides an introduction to many healthcare environments and provides training in more than one healthcare skill in order to meet the ever-changing needs of the healthcare delivery system. Upon completion of this associate degree, students will have the skills needed to obtain employment in a variety of healthcare settings. Many of these healthcare areas have national certifications which students will earn through the program and coursework.

Program Objective

- Prepare to work as multi-skilled healthcare practitioners who perform a wide range of roles in a variety of healthcare delivery systems.
- Recognize appropriate communication using correct medical terminology.
- Perform administrative and computer skills with medical records keeping and documentation essential for today’s healthcare worker.
- Describe the structure and function of the major systems of the human body.
- Perform proficiency in a variety of technical healthcare skills and assessment.
- Demonstrate communication, ethical knowledge, and professional behaviors required in healthcare.
- Prepare to become nationally credentialed healthcare practitioners who will be viewed by the healthcare industry as vital partners in providing medical care.

The following certifications are embedded into program classes:

**National Health Career Association:**
- Phlebotomy Technician (CPT)
- EKG Technician (CET)
- Electronic Health Record Specialist (CEHRS)
- Patient Care Technician Assistant (CPCT/A)

**Illinois State Nursing Board:**
- Certified Nursing Assistant (CNA)

**American Heart Association:**
- CPR and BBP

Prior to clinical practicum, clinical screening results including criminal background screen, drug test, current RMU health form, two-step TB screening, annual flu shot, and current CPR provider level card are required. Students are responsible for transportation to practicum. Students must show proof of health insurance prior to each clinical practicum. Standardized certification-related testing is included in the curriculum. Students are responsible for the exam fees.

Summary of Degree Requirements

<table>
<thead>
<tr>
<th>Qtr. Hours</th>
<th>Science Core</th>
</tr>
</thead>
<tbody>
<tr>
<td>SCI 127</td>
<td>Anatomy &amp; Body Systems I</td>
</tr>
<tr>
<td>SCI 128</td>
<td>Anatomy &amp; Body Systems II</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Allied Health Science</th>
<th>Qtr. Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>AHS 100</td>
<td>Medical Terminology</td>
</tr>
<tr>
<td>AHS 210</td>
<td>Electronic Health Records</td>
</tr>
<tr>
<td>AHS 211</td>
<td>Electronic Health Records II</td>
</tr>
<tr>
<td>AHS 225</td>
<td>National Phlebotomy Certification</td>
</tr>
<tr>
<td>AHS 245</td>
<td>EKG Technician Certification</td>
</tr>
<tr>
<td>AHS 290</td>
<td>Medical Office Management</td>
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<table>
<thead>
<tr>
<th>AHS Elective Nursing</th>
<th>Qtr. Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>NUR 200</td>
<td>Introduction to Health Assessment &amp; Basic Nursing Skills</td>
</tr>
<tr>
<td>NUR 230</td>
<td>Nursing Fundamentals</td>
</tr>
<tr>
<td>NUR 231</td>
<td>Fundamentals Nursing Assessment</td>
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<tr>
<td>NUR 250</td>
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<th>General Education Electives</th>
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<td>CIS 110</td>
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<td>COM 101</td>
<td>Introduction to Communications</td>
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<td>Foundations for Literature &amp; Argument</td>
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<td>MAT 170</td>
<td>Math for Nursing</td>
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<td>SCI 134</td>
<td>Life Science Biology</td>
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<td>SSC 115</td>
<td>History of Social Media</td>
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<td>EBL 100</td>
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<td>EBL 200</td>
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<th>Free Elective</th>
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<tr>
<th>Degree Requirements Met</th>
<th>Qtr. Hours</th>
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</table>
**Associate in Applied Science Degree**

**Exercise & Sports Studies Program**

The A.A.S. in Exercise & Sports Studies is designed to prepare students for a professional career in a variety of fitness settings such as private health clubs, corporate fitness, community health and sports and recreation.

The Exercise & Sports program provides instruction and application of the theoretical components of health and exercise, and principles of fitness training. Coursework includes exercise science, anatomy and physiology, biomechanics, fitness assessment and programming, injury prevention, certification preparation. Graduates are prepared to become certified fitness professionals through the American College of Sports Medicine.

Students will participate in applied fitness and sports activities as part of their classes. Students will gain real world experience through field internships, work with RMU student athletes, and service learning projects and volunteer opportunities.

**Program Objectives**

The Exercise & Sports program at Robert Morris University prepares students to:

- Equip students with theories and principles of basic sciences to the fields of exercise science and sports studies.
  
  *Students will acquire knowledge in human anatomy, physiology, biomechanics, nutrition, health/wellness and understand application to physical activity and human performance.*

- Furnish students with fundamental concepts of applied science to the fields of exercise science and sports studies.
  
  *Students will be able to integrate knowledge and skills from exercise science and sports studies toward the application of skills necessary to exhibit proficiency in fitness assessment, program design and exercise implementation for healthy individuals, student athletes, and rehabilitative services.*

- Understand and incorporate appropriate application and communication techniques from exercise science and sports studies into exercise and sport environments.
  
  *Students will demonstrate the ability to function as a professional member of an exercise and sport team, integrating their knowledge and skills to promote health/wellness, and educate, train and motivate clients and athletes to pursue a self-directed healthy lifestyle.*

**Summary of Degree Requirements**

<table>
<thead>
<tr>
<th>Quarters 1-6</th>
<th>Qtr. Hours</th>
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<tbody>
<tr>
<td><strong>Major Requirements</strong></td>
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<tr>
<td>AHS 100</td>
<td>Medical Terminology</td>
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<td>AHS 235</td>
<td>Nutrition for Sport &amp; Wellness</td>
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<td>FIT 100</td>
<td>Introduction to Exercise Science</td>
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<td>FIT 140</td>
<td>Human Performance for Various Populations</td>
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<td>FIT 180</td>
<td>Fitness Assessment</td>
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<td>FIT 192</td>
<td>Introduction to Athletic Training</td>
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<td>FIT 205</td>
<td>Kinesiology &amp; Biomechanics</td>
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<td>FIT 225</td>
<td>Exercise &amp; Sport Internship</td>
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<td>FIT 290</td>
<td>Exercise Program Design</td>
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<td>SCI 121</td>
<td>Anatomy &amp; Physiology</td>
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<tr>
<td>SCI 151</td>
<td>Exercise Physiology</td>
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<tr>
<td><strong>General Education Core</strong></td>
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<td>EBL 100</td>
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<tr>
<td><strong>Associate Degree Requirements Met</strong></td>
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</tbody>
</table>
Associate in Applied Science Degree
Medical Laboratory Technology

The Associate of Applied Science Degree in Medical Laboratory Technology prepares individuals for professional careers that combine medicine and laboratory science to help doctors determine the right treatments for patients. This program offers a broad science background integrating general education and professional courses with hands-on experiences in a variety of clinical lab settings. Medical laboratory technicians use microscopes, cell counters, and other state-of-the-art laboratory equipment to determine the absence, presence, or extent of disease and provide data needed to evaluate the effectiveness of treatment in hospitals, clinics, physician’s offices, and commercial laboratories.

Accreditation: National Accrediting Agency for Clinical Laboratory Sciences (NAACLS)

The MLT Program at Robert Morris University is actively seeking accreditation by NAACLS.

National Accrediting Agency for Clinical Laboratory Sciences (NAACLS)
5600 N. River Road, Suite 720
Rosemont, IL  60018
773-714-8880
www.naacls.org

Board of Certification Examination:

Students upon successfully completing the MLT program are eligible to sit for the national certification examination ASCP-BOC (upon NAACLS accreditation), administered by American Society of Clinical Pathology. Successful completion of this exam is required to practice as a certified professional and is also required by most clinical laboratory employers.

Certification information may be obtained from the American Society of clinical Pathology.

ASCP Board of Certification
33 W. Monroe, Suite 1600
Chicago, IL 60603
312-541-4999
www.ascp.org

Granting the AAS degree in Medical Laboratory Technology is not contingent upon the student passing any type of external certification or licensure examination.

Program Objectives

After completion of the MLT Program, the student will be able to:

1. Demonstrate the entry-level knowledge and skills necessary to perform routine diagnostic laboratory testing accurately in the area of clinical chemistry, hematology/hemostasis, immunology, immunohematology/transfusion medicine, microbiology, urine/body fluid analysis and laboratory operations.
2. Interpret pre-analytical, analytical and post-analytical errors, evaluate quality control and correlate results to clinical significance and recommend appropriate action.
3. Apply all safety regulations and standards applicable to the clinical laboratory science field.
4. Communicate effectively with health care personnel, public and peers, to serve the needs of the patients.
5. Exercise principles and practices of professional conduct including judgment, integrity, honesty, dependability, accountability and professional composure in the performance of laboratory responsibilities.
MLT Program Essential Functions

In addition to the academic performance, MLT students are required to demonstrate the behavioral, cognitive and physical attributes necessary for a successful Clinical Laboratory Science professional. These essential functions are necessary for admission, continued enrollment and successful completion of the Program. These functions allow the student to perform diagnostic laboratory tests accurately and safely; comprehend information, report accurate results and maintain professional behaviors. All students must possess sufficient skills with or without accommodation, to be able to perform the following abilities or essential functions.

Cognitive Skills
1. Comprehend verbal and written information
2. Analyze and synthesize data
3. Calculate and measure (mathematical/statistical calculations)
4. Evaluate and apply information
5. Demonstrate ample judgment and reasoning skills to follow appropriate corrective action
6. Transfer knowledge accurately (critical information; verification of information)
7. Update relevant knowledge and skills
8. Recognize safe environmental conditions (contaminants, biological materials) and follow safe practices

Psychomotor/Sensory Skills
1. Handle objects, tools, adjust controls (operate and maintain microscopes, instruments, pipettes, centrifuges)
2. Move freely in laboratory and patient care settings
3. Attend to moderately taxing physical tasks over several hours
4. Possess the visual abilities to assess biological specimens (depth, texture, differentiate color)
5. Monitor alarms, feel veins and detect smoke and noxious odors

Communication Skills
1. Communicate effectively (written, verbal and electronic) with colleagues, patients and other professionals

MLT Program Requirements

Students with documented disabilities, who may require accommodation to meet these essential functions should contact the Office of Student Affairs/Director of Student Services & Special Programs for assistance.

MLT Program Requirements

Students must adhere to the policies and procedures in the College of Nursing & Health Studies and MLT Student Handbook.

Students must successfully complete the comprehensive exam to graduate from the program.

Prior to clinical experiences, each student must have a completed student health form including an annual physical, a drug screening, a criminal background check, two-step TB test, annual flu shot, and current CPR provider level card. Proof of health insurance is required. Students are responsible for transportation to a variety of clinical site locations both in the city and suburbs of Chicago.

Summary of MLT Degree Requirements

General Education Core

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
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<tr>
<td>CIS 110</td>
<td>Computer Problem Solving</td>
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<tr>
<td>COM 101</td>
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<td>ENG 211</td>
<td>Foundations for Literature &amp; Argument</td>
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<tr>
<td>HUM 115</td>
<td>Modifying self &amp; Citizenship</td>
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<tr>
<td>HUM 205</td>
<td>Intellectual Foundations of the Arts</td>
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<td>MAT 192</td>
<td>College Algebra</td>
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<td>PSY 225</td>
<td>Human Development</td>
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<tr>
<td>SCI 134</td>
<td>Biology for Health Care</td>
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Experience-Based Learning Career Strategies

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<tr>
<th>Experience-Based Learning Career Strategies</th>
<th>Qtr. Hours</th>
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<tbody>
<tr>
<td>EBL 100 College as Career</td>
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<td>EBL 200 Developing Professional Presence</td>
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Science Requirements

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<td>SCI 127 Anatomy &amp; Body Systems 1</td>
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<td>SCI 133 Chemistry for Health Sciences</td>
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<td>SCI 154 Microbiology for Health Professionals</td>
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<td>SCI 233 Organic Biochemistry</td>
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Major Requirements & Clinical Experience

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<td>MET 120 Laboratory Techniques</td>
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<td>MET 140 Urinalysis &amp; Body Fluids</td>
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<tr>
<td>MET 160 Clinical Chemistry</td>
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<td>MET 180 Immunology</td>
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<td>MET 200 Hematology/Hemostasis</td>
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<td>MET 201 Pre-professional Seminar for Medical Technology: Ethics &amp; Certification 1</td>
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<tr>
<td>MET 202 Pre-professional Seminar for Medical Technology: Ethics &amp; Certification 1</td>
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<td>MET 220 Clinical Microbiology</td>
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<td>MET 240 Immunohematology/Transfusion Medicine</td>
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<td>MET 250 Clinical Practicum 1</td>
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<tr>
<td>MET 251 Clinical Practicum 2</td>
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<tr>
<td>MET 260 Clinical Practice SIM Lab</td>
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</table>

Total Requirements Met 110
Associate in Applied Science Degree
Surgical Technology Program

The program is designed to prepare students to become allied health care professionals who work closely with surgeons, anesthesiologists, Registered Nurses, and other surgical personnel delivering patient care and assuming appropriate responsibilities before, during, and after surgery in the contemporary high-tech operating room (OR).

The Surgical Technology program is designed to prepare competent, entry-level surgical technologists in the cognitive (knowledge), psychomotor (skills), and affective (behavior) learning domains.

The Robert Morris University Surgical Technology Program is accredited by the Commission on Accreditation of Allied Health Education Programs (CAHHEP) upon recommendation of the Accreditation Review Council on Education in Surgical Technology & Surgical Assisting (ARC-STSA).

Students must sit for the Certified Surgical Technologist exam offered by the National Board of Surgical Technology and Surgical Assisting (NBSTSA) as a graduation requirement.

Standardized certification-related testing is included in the curriculum.

Students are responsible for exam fees.

Students are responsible for transportation to a variety of clinical site locations.

Program Objectives

The Surgical Technology program at Robert Morris University will prepare students to:

- Understand and incorporate appropriate medical terminology into all aspects of patient care as entry-level surgical technologists.

  Students will develop knowledge in the use and recognition of medical terminology as it relates to surgical instrumentation, operating room (OR) equipment and procedures, human anatomy and physiology, pharmacology and its application to patient care.

- Apply the theories and principles of basic and applied sciences including human physiology and surgical anatomy to the perioperative role of a surgical technologist.

  Students will acquire knowledge in anatomy and physiology, pharmacology, microbiology, and surgical procedures and understand their application in the OR and to perioperative patient care.

- Exhibit proficiency in the theoretical and practical application of surgical aseptic technique, surgical procedures, and all aspects of patient care.

  Students will master the skills necessary to maintain the sterile field, to understand the importance of ensuring that all members of the operating team adhere to aseptic technique, and to demonstrate the knowledge and skills necessary to prepare and apply sterile dressings following the procedure.

- Demonstrate by recognition and application fundamental concepts of pharmacology.

  Students will be able to recognize by name and by visual inspection a wide variety of current pharmaceuticals. They will understand the purpose and administration of a variety of pharmaceuticals and their application to a specific surgical case, including patient reaction, side effects, drug interactions, and safe handling and storage.

- Analyze the surgical case and environment and use this knowledge to identify and assume appropriate responsibility for patient care.

  Students will demonstrate an ability to function as a professional member of a surgical team, integrating their knowledge and skills to support other team members and provide all aspects of patient care. They will be able to communicate effectively with both the patient and all other health care professionals. They will be able to evaluate a surgical case to ensure the appropriate surgical environment and patient care is available. Students will know and adhere to all codes, laws, regulations, and procedures within the recognized scope of Surgical Technologists.

  (Also see the General Education Studies curriculum objectives.)

Motor Skills
1. Possess fine motor skills and eye-hand coordination (both hands)
2. Ability to bend, reach, push, pull, stand, stoop, walk and perform full-range of body motion
3. Possess physical health and stamina, able to lift and carry 50 pounds
4. Demonstrate visual acuity (with correction if necessary) within normal range, including peripheral and color vision
5. Demonstrate auditory acuity (with correction if necessary) within normal range

Emotional Stability
1. Ability to withstand unusual sights and smells
2. Ability to adapt to high-stress environments and/or irregular working hours using appropriate coping mechanisms

Behavior
1. Recognize the hazards of the work environment to patients, personnel and self; assumes responsibility for safety
2. Possess stable temperament, responsible, organized and patient

Intellectual/Conceptual Judgments
1. Ability to respond quickly and prioritize in routine and emergency situations
2. Ability to anticipate the needs of the surgical team and use critical thinking to problem-solve in unusual or unexpected situations

Communication
1. Ability to communicate in a rational and coherent manner both orally and in writing
2. Ability to use accurate written documentation objectively, concisely and legibly

Prior to each clinical practicum, clinical screening results including criminal background screen, drug test, current RMU health form, two-step TB screening, annual flu shot, CPR provider level card, and proof of health insurance are required.

Clinical Case Requirements

The clinical case requirement, defined in the current edition of the AST Core Curriculum for Surgical Technology, is:

The total number of cases the student must complete is 120.

- Students are required to complete 30 cases in General Surgery. Twenty of the cases must be in the First Scrub Role.

- Students are required to complete 90 cases in various surgical specialties. Sixty of the cases must be in the *First Scrub Role* and evenly distributed between a minimum of five surgical specialties. However, 15 is the maximum number of cases that can be counted in any one surgical specialty.
- Diagnostic endoscopy cases and vaginal delivery cases are not mandatory; however, up to 10 diagnostic endoscopic cases and 5 vaginal delivery cases can be counted towards *Second Scrub Role* cases.

All student activities associated with the curriculum, especially while students are completing his or her clinical rotations, will be educational in nature. Students will not be receiving any monetary remuneration during this educational experience, nor will he or she be substituted for hired staff personnel within the clinical institution, in the capacity of a surgical technologist.

### Summary of Degree Requirements

<table>
<thead>
<tr>
<th>Summary of Degree Requirements</th>
<th>Qtr. Hours</th>
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<tbody>
<tr>
<td><strong>Quarters 1-6</strong></td>
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<tr>
<td>SCI 127  Anatomy &amp; Body Systems I</td>
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<tr>
<td>SCI 128  Anatomy &amp; Body Systems II</td>
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<td>SCI 134  Life Science Biology</td>
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<td>SUR 125  Intro. to Surgical Technology</td>
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<td>SUR 130  Principles of Surgical Technology</td>
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<td>SUR 150  Surgical Technology I</td>
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<td>PSY 225  Human Development</td>
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<td>SCI 154  Microbiology for Healthcare Professionals</td>
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<td><strong>Experience-Based Learning Career Strategies</strong></td>
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<td>EBL 100  College as Career</td>
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<td>EBL 200  Developing Professional Presence</td>
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<td><strong>Associate Degree Requirements Met</strong></td>
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</table>
College of Nursing & Health Studies Faculty

Lora Timmons, MPH, CMA (AAMA), ACE

- Dean of Curriculum & Assessment
- B.S., Iowa State University
- MPH, Northern Illinois University

David Baker

- Teaching Fellow
- B.S., University of Illinois
- M.S., University of Pennsylvania

Sophie Bowerman, RN

- M.S.N., Chamberlain College of Nursing
- B.S.N., University of Illinois
- M.S.N., Olivet Nazarene University

Natalie Brounsuzian

- Curriculum Specialist, Science
- B.S., Oakland University
- M.S., Rush University

Michael Chapman

- Adjunct Teaching Fellow
- B.S., DePaul University
- M.S., Chicago State University
- Ph.D., Vanderbilt University

Chrisy Davis, MSN, APRN, FNP-C

- B.S.N., Lewis University
- M.S.N., Chamberlain College of Nursing

Amy Dolhay

- Adjunct Teaching Fellow
- B.A., Kalamazoo College
- M.S., DePaul University

Michael Free, MD

- B.S., Butler University
- MD, Indiana School of Medicine

Michael Galvin, Jr.

- B.S., University of Illinois-Chicago
- M.S., University of Illinois-Chicago
- MBA, Capella University

Robert Holmes

- B.A., Utah State University
- B.S., Illinois State University
- M.Ed., Illinois State University

Roslyn Iassilo

- Adjunct Fellow
- B.S., Loyola University-Chicago
- M.S., Loyola University-Chicago
- M.A., St. Xavier University
- Ed.D., Nova Southeastern University

Manoze Kaushal, M.D.

- Senior Fellow
- B-Tech Ordinary National Diploma, East Ham College of Technology
- M.D., Ross University

Renee Kessinger, ACSM

- B.S., University of Illinois-Urbana
- M.S., University of Illinois-Urbana

Tacora Love, RN

- B.S.N., Milliken University
- M.S.N., University of Phoenix

Natan Mendes, M.D., MBA, CST

- Surgical Technology Program Director
- Assessment Chair
- B.S., Loyola University
- M.B.A., Morris Graduate School of Management
- M.D., American University of Integrative Sciences - School of Medicine

Julie Miller, ACSM

- Curriculum Specialist, Human Performance
- Adjunct Fellow
- B.S., Bradley University
- M.S., Ball State University

Elaine Miyamoto, R.H.I.A., CMA (AAMA)

- B.A., Arkansas Technology University
- M.S., College of St. Francis
- M.S., University of Chicago

Carolyn Nawara, MD

- B.A., St. Xavier University
- M.D., Northwestern University

Janis Noone, MSN, RN, APRN

- Nursing Program Director
- B.S.N., University of Illinois – Springfield
- M.S.N., Northern Illinois University

Romaica Omaruddin, M.D. MLS (ASCP), CM

- Program Director, MLT
- B.S., MLS University of Vermont
- M.D., Nishtar Medical College

Erik Osborne

- B.S., Black Hills State University
- M.S., Illinois State University

Blase’ Romence, DC, MBA, CMA (AAMA), CPT, (ACSM)

- Curriculum Specialist, ENHS
- Senior Fellow
- B.S., Western Illinois University
- D.C., Logan College of Chiropractic
- M.B.A., Morris Graduate School of Management

Jay Shabed, M.D., CMA (AAMA), CPhT

- Division Chair, MA Program Director & Assessment Chair
- B.S., University of Illinois-Chicago
- M.D., University of Santiago
- M.B.A., Robert Morris University

Jill Teodoro, RCST

- Curriculum Specialist, Surgical Technology
- B.S., University of St. Francis
- M.Ed., University of St. Francis
Advisory Boards

**Medical Assisting (Northern Region)**

Lora Timmons, MPH, CMA (AAMA), ACE  Dean of Curriculum, RMU
Silvia Arnold  Senior Career Advisor, RMU
Rena Carrizoza, MHRM  Clinical Operations Manager, Center for Clinical Research
Amy Dolhay  Administrative Faculty, RMU
Kayla Jamaay  Student, RMU
Manoze Kaushal, MD  Clinical Faculty, RMU
Basim Khartabil  Dean of Instruction, RMU
Iris LaBoy, RMA  Clinical Research Coordinator
Caroline Nawara, MD  MD, Northwestern
Jay Shahed, MD  MA Program Director/Division Chair
Michael Shahed, MBA  President of IAC Acoustics, a Division of Sound Seal

**MLT Advisory Board**

Lora Timmons, MPH, CMA (AAMA), ACE  Dean of Curriculum, RMU
Said Abu Hasna  Medical Director ICU, Advocate Trinity Hospital
Merle Essex, MS, MT (ASCP)  IL Education Consultant, ACL Laboratories
Snober Khan  Laboratory Director, Advocate Trinity Hospital
Carolyn Nawara, MD  Medical Advisor, RMU, Physician, Private Practice & NWH
Romaica Omaruddin, M.D. MLS (ASCP), CM  RMU MLT Program Director
Raj Patel  Medstar Laboratory Inc.
Jay Shahed, MD  RMU CNHS Division Chair
Dinesh Shah  President, Alpha Medthrift Scientific Co.
Brandon Wolf  Immunology Technical Consultant, Abott Inc.

**Nursing Advisory Board**

Lora Timmons, MPH, CMA (AAMA), ACE  Dean of Curriculum
Jessica Arboleda  RN, BSN Alum
Sophie Bowerman  FT Nursing Faculty, RMU
Cynthia Gonzales  FT Nursing Faculty, RMU
Kimberly Kuta-Edmonds  RN, BSN Alum
Ricardo Fernandez, MA, LPC  Mental Health Program Coordinator, Norwegian American Hospital
Jessica Gonzalez  Current BSN Student
Caroline Nawara, MD  Private Practice, Northwestern Memorial Hospital
Janis Noone  Interim Director of Nursing, RMU
Georgie Perry, MSN, RNC-NIC, PWH, NICU  Education Coordinator, Northwestern Medicine
Raymond Sambo  RN, BSN Alum
Jennifer Stirrat  Patient Engagement Coach, Northwestern Memorial Hospital
Marek Warywoda  RN, BSN Alum
Surgical Technology Advisory Board

Lora Timmons, MPH, CMA (AAMA), ACE .................................
Dean of Curriculum

Mona Elgouhary ........................................................................
ST Student, RMU

Shannon Flynn ........................................................................
RMU Alum, Advocate Lutheran General Hospital

Carole Goodman ........................................................................
Advocate Christ Hospital

Marcos Lauria ...........................................................................
Allstar Sports Instruction, St. Charles, IL

Natan Mendes, MD, RCST, MBA ...............................................
Program Director & Clinical Coordinator

Breanne Murchie ........................................................................
Advocate Illinois Masonic Hospital

Matthew Nash, MD, FACOG .......................................................
Physician-Verified Non-Faculty

Kathy O’Donnell .........................................................................
University of Chicago Medical Center

Jill Theodoru ............................................................................
Professor, RMU

Clinical Partners

- Adventist Bolingbrook Hospital
  Bolingbrook, IL

- Advocate Christ Hospital
  Oak Lawn, IL

- Advocate Healthcare
  Chicago, IL & Chicago Suburbs

- Advocate Lutheran General Hospital
  Park Ridge, IL

- Lurie Children’s Hospital of Chicago
  Chicago, IL

- Ingalls Memorial Hospital
  Harvey, IL

- Mt. Sinai Hospital
  Chicago, IL

- Northshore Hospitals
  Chicagoland Area

- Northwestern Memorial Hospital
  Chicago, IL

- Norwegian American Hospital
  Chicago, IL

- Plymouth Place
  LaGrange Park, IL

- Presence St. Joseph Medical Center
  Joliet, IL

- Rush University Medical Center
  Chicago, IL

- Schwab Rehabilitation Hospital
  Chicago, IL

- The Clare at Water Tower
  Chicago, IL

- University of Chicago Medical Center
  Chicago, IL

- Vanguard Weiss Hospital
  Chicago, IL
Institute of Professional Arts

Art & Design

Art & Design offers experiential practice and project-based learning to provide students with the knowledge to become successful designers. Graduates will be effective visual communicators who are proficient across multiple media, including print, web, and interactive design.

Bachelor of Applied Science Degree in Graphic Design

The Bachelor’s program offers students a broad-based general education combined with an extensive design education that qualifies graduates to work across multiple media and disciplines. Through the integration of project simulations, internships and client-based experiences, students gain skills that are current with industry demand. Students complete the program with a professional grade portfolio that highlights the best examples of their work.

Program Objectives

The Bachelor’s Degree program at Robert Morris University will:

- Prepare undergraduates with a strong foundation in the theory and applied skills of graphic design.

  Students will develop the knowledge and skills necessary for effective visual presentation of verbal, photographic and graphic information. Students will gain knowledge of design theory through problem solving and research. The practical application of theory includes the development of skills and aesthetics for print, online, and interactive media.

- Prepare undergraduates to communicate ideas through the application of a developed aesthetic perspective.

  Students will learn to communicate visually and verbally by using an aesthetic perspective, which is developed through the study of design history and theory. By incorporating research, and using oral and written dialogue with faculty and peers, students will develop design strategies and interpersonal presentation skills to convey concepts and investigate ideas.

- Prepare undergraduates for participation in the field of design through study and applied knowledge of professional practices.

  The skill of turning concepts into products is developed through practical experience. Students will work individually or in teams to learn industry practices and experience successful interaction with peers and professionals. Students will create a portfolio of the best examples of their work.

- Provide undergraduates with professional experiences in the community and industry.

  Art & Design programs emphasize the experiential nature of design through project-based learning and through internship experiences with cultural institutions, business and even other colleges. Internship opportunities are identified, reviewed and supervised by the Institute of Professional Art faculty.

  (Also see the General Education Studies curriculum objectives.)

(Also see the General Education Studies curriculum objectives.)

Summary of Degree Requirements

<table>
<thead>
<tr>
<th>Category</th>
<th>Qtr. Hours</th>
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</thead>
<tbody>
<tr>
<td>Foundation</td>
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<td>ART 108 Video Production</td>
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<tr>
<td>ART 109 Exploring Design &amp; Media</td>
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<td>ART 130 Design, Color &amp; Composition Development</td>
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<tr>
<td>ART 150 Visualization &amp; Concept</td>
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<tr>
<td>ART 203 Digital Illustration</td>
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<td>ART 207 Digital Photography</td>
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<td>ART 235 Digital Imaging</td>
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<td>ART 270 Typography</td>
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<td>Design Major Requirements</td>
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<td>ART 245 Intro to Design Interaction</td>
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<td>ART 253 Design Interaction for Web</td>
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<td>ART 261 Graphic Design I</td>
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<td>ART 291 Graphic Design II</td>
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<tr>
<td>ART 307 Advanced Digital Photography &amp; Imaging</td>
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<tr>
<td>ART 315 Motion Graphics</td>
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<td>ART 337 Design Interaction for Mobile</td>
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<tr>
<td>ART 338 Video &amp; Sound Production</td>
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<td>ART 342 Advanced Typography</td>
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<td>ART 346 Advanced Digital Illustration</td>
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<td>ART 352 Publication Design</td>
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<td>ART 365 History of Graphic Design</td>
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<td>ART 380 Internship</td>
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<td>ART 411 The Business of Graphic Design</td>
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<tr>
<td>ART 420 Graphic Design III</td>
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<tr>
<td>ART 425 Sign &amp; Symbol</td>
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<td>ART 428 Digital Publishing</td>
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<td>ART 438 Interactive Digital Publication</td>
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<td>Total Major Requirements</td>
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<td>General Education Courses</td>
<td>48</td>
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<td>(Must include required Career Management courses)</td>
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<td>Experience-Based Learning Career Strategies</td>
<td>12</td>
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<tr>
<td>ART 440 Professional Portfolio Development</td>
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<tr>
<td>EBL 300 Personal Narrative &amp; Branding</td>
<td></td>
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<tr>
<td>ICP 350 Intermediate ICenter Project or</td>
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<tr>
<td>ICP 450 Advanced ICenter Project</td>
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<tr>
<td>Bachelor Degree Requirements Met</td>
<td>188</td>
</tr>
</tbody>
</table>
Bachelor of Professional Studies Degree

Architectural Technology Concentration

Bachelor of Professional Studies

The Bachelor of Professional Studies (BPS) is a degree-completion program designed specifically for students with a background in certain disciplines with certain emphasis areas/majors. The junior/senior coursework is designed as a “cap” and will provide qualified students a seamless transition with little or no loss of credit.

The Professional Studies cap encompasses upper division coursework from a range of areas, thus the program’s multidisciplinary, applied focus. The program enables students to broaden their career expectations through development of skills and knowledge needed for multifaceted, public- or private-sector career roles related to their associate degree major. The Junior-Senior level curriculum groupings include coursework related to the areas of professional practice, the professional studies core; thematic sequences elective coursework, courses students select to address specific interests; and advanced courses in a concentration.

During the program, students will complete the professional studies core which focuses on the foundations of professional practice, the professional studies core; thematic sequences elective coursework, courses students select to address specific interests; and advanced courses in a concentration related to the student’s curriculum focus during his/her freshmen/sophomore years.

Program Objectives

The Bachelor of Professional Studies at Robert Morris University will:

- Equip students with knowledge about the common managerial elements of organizations.
  
  Students will develop competencies in general management, financial planning, marketing, project management and facilities management.

- Furnish students with a broad but directed foundation in intellectual inquiry to develop perspectives, knowledge, and cognitive skills that find application in the professional coursework.

Students will be able to integrate knowledge and skills from the multiple disciplines represented in the professional core, concentration, thematic sequences and general education courses.

- Provide undergraduates, through selection of a concentration relevant to previous associate degree level coursework, the opportunity to further develop proficiency related to that area of emphasis.

Students will expand their knowledge and experience in their chosen field of study through more advanced coursework and an internship in their selected concentration.

Concentration Objectives

The Architectural Technology Concentration at Robert Morris University prepares students to:

- Design architectural exterior and interior space, and provide leadership in the implementation of a project.

  Students will be able to support architects and managers with space planning, and construction of commercial and residential building designs using architectural drafting and computer-assisted drafting skills. Students will have a foundation in construction methods, material and processes; building codes and standards; “green” construction; safety and accessibility.

Students must complete or transfer the equivalent of the following courses: ACT 105, ACT 151, ACT 204, ACT 125, ACT 155, and ACT 255

Summary of Degree Requirements

<table>
<thead>
<tr>
<th>Summary of Degree Requirements</th>
<th>Qtr. Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Professional Core</td>
<td>24</td>
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<tr>
<td>BPS 320 Project Management</td>
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<tr>
<td>BPS 340 Role of the Professional in Society</td>
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<td>BPS 370 Service Marketing</td>
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<td>BPS 380 Facilities Management</td>
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<tr>
<td>BPS 410 Financial Planning for Professionals</td>
<td></td>
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<tr>
<td>BPS 450 Professional Studies Strategy (Capstone Course)</td>
<td></td>
</tr>
</tbody>
</table>

Concentration Courses

| ACT 304 Design Studio 3       | 20         |
| ACT 322 Architectural Design  |            |
| ACT 356 Advanced Internship   |            |
| ACT 423 Construction Technology|            |
| ACT 431 Sustainable Design    |            |

Thematic Sequence Electives

| Thematic Sequence I | 12 – Communication |
| Thematic Sequence II| 12 – Quantitative  |
| Thematic Sequence III| 12 – People & Society |
| Thematic Sequence IV| 16 – Concentration Related |

Thematic Sequences must include:

| ACT 440 Portfolio            | |
| EBL 300 Personal Narrative & Branding | |
| ICP 350 Intermediate ICenter Project | |
| ICP 450 Advanced ICenter Project | |

Bachelor Degree Requirements Met

In order to meet the 52 credit hour requirements in elective coursework, students will enroll in four thematic sequences. Each is a group of related courses selected under the direction of a faculty member, advisor, or Dean. The course selections will be guided by the student’s interests as well as education background.
Associate in Applied Science Degree  
**Drafting & Design Technology**

The Associate in Applied Science Degree in Drafting & Design Technology prepares students to use critical thinking and problem solving in development and communication of design solutions. The curriculum can be broken down into three distinct sequences. The practical knowledge sequence includes concepts in architectural history, building materials and assemblies, and basic industry knowledge; the technical skills sequence consists of instruction in two- and three-dimensional computer-aided drafting and building information modeling; the studio sequence provides a platform upon which students apply knowledge and skills gained to the solution of complex design problems. Upon degree completion, students will be prepared for careers in computer-aided drafting, building information modeling, interior space planning and design, facilities and operations, and construction coordinating.

**Program Objectives**
The Drafting & Design Technology program at Robert Morris University prepares students to:

- Perform as a member of the interdisciplinary design team and use critical thinking to offer constructive feedback to peers.
- Apply appropriate representational media, including freehand drawing, manual technical drafting, and computer-aided rendering to assess two- and three-dimensional objects.
- Recall historically significant architectural styles and contributors and assess relationships with modern architectural climate.
- Use computer-aided drafting techniques to create construction documents, including two- and three-dimensional plans and pictorials.

**Summary of Degree Requirements**

<table>
<thead>
<tr>
<th>Major Requirements</th>
<th>Qtr. Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACT 105 Technical Drawing</td>
<td>48</td>
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<tr>
<td>ACT 113 Architectural Materials</td>
<td></td>
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<tr>
<td>ACT 125 Computer-Aided Drafting &amp; Design 1</td>
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<tr>
<td>ACT 151 Model Building</td>
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<tr>
<td>ACT 155 Computer-Aided Drafting &amp; Design 2</td>
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<tr>
<td>ACT 204 Design Studio 1</td>
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<tr>
<td>ACT 255 Computer-Aided Drafting &amp; Design 3</td>
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<tr>
<td>ACT 264 Design Studio 2</td>
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<tr>
<td>ART 109 Exploring Art &amp; Media</td>
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<td>ART 203 Digital Illustration</td>
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<td>ART 261 Graphic Design 1</td>
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<tr>
<td>HUM 160 Architectural History</td>
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</tbody>
</table>

**General Education Core**

| Experience-Based Learning Career Strategies | 36 |
| EBL 100 College as Career | |
| EBL 200 Developing Professional Presence | |

**Associate Degree Requirements Met**

| 92 |
Associate in Applied Science Degree

Graphic Arts Program

The Associate in Applied Science Degree in Graphic Arts prepares students with manual and computer skills to manipulate graphics, style text, and arrange visual elements for publishing, design and advertising studios and business organizations. Students will utilize industry-based software. Completion of this program prepares students for entry-level positions as digital production artists, assistant graphic coordinators.

Program Objectives
The program at Robert Morris University prepares students to:

- Apply principles of design to text, imagery and layouts for effective visual communications.

  Students will incorporate computer-based skills and techniques in producing design projects for the print and web industry. Students will coordinate text and image that demonstrates two-dimensional visual solutions to a variety of client needs.

(Also see the General Studies curriculum objectives.)

Summary of Degree Requirements

<table>
<thead>
<tr>
<th>Major Requirements</th>
<th>Qtr. Hours</th>
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</thead>
<tbody>
<tr>
<td>ART 108 Video Production</td>
<td>4</td>
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<tr>
<td>ART 109 Exploring Art &amp; Media</td>
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<tr>
<td>ART 130 Design, Color &amp; Composition</td>
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<tr>
<td>ART 150 Visualization &amp; Concept Development</td>
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<td>ART 270 Typography</td>
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<td>ART 291 Graphic Design II</td>
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General Education Core

<table>
<thead>
<tr>
<th>Experience-Based Learning Career Strategies</th>
<th>36</th>
</tr>
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<tbody>
<tr>
<td>EBL 100 College as Career</td>
<td></td>
</tr>
<tr>
<td>EBL 200 Developing Professional Presence</td>
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</tbody>
</table>

Associate Degree Requirements Met

<table>
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<tr>
<th>92</th>
</tr>
</thead>
</table>
Culinary Arts

Bachelor of Professional Studies Degree
Advanced Culinary & Hospitality Management

Bachelor of Professional Studies
The Bachelor of Professional Studies (BPS) is a degree-completion program designed specifically for students with a background in certain disciplines/with certain emphasis areas/majors. The junior/senior coursework is designed as a “cap” and will provide qualified students a seamless transition with little or no loss of credit.

The Professional Studies cap encompasses upper division coursework from a range of areas, thus the program’s multidisciplinary, applied focus. The program enables students to broaden their career expectations through development of skills and knowledge needed for multifaceted, public- or private-sector career roles related to their associate degree major. The Junior-Senior level curriculum groupings include coursework related to the areas of professional practice, the professional studies core; thematic sequences elective coursework; courses students select to address specific interests; and advanced courses in a concentration related to the student’s curriculum focus during his/her freshmen/sophomore years.

During the program, students will complete the professional studies core which focuses on the foundations of professional practice including financial planning, marketing, project management and facilities management. Through the concentration and thematic sequences elective courses, they will develop advanced professional skills and abilities to complement those acquired in their first two years.

Program Objectives
The Bachelor of Professional Studies at Robert Morris University will:

- Equip students with knowledge about the common managerial elements of organizations.

Students will develop competencies in general management, financial planning, marketing, project management and facilities management.

- Furnish students with a broad but directed foundation in intellectual inquiry to develop perspectives, knowledge, and cognitive skills that find application in the professional coursework.

Students will be able to integrate knowledge and skills from the multiple disciplines represented in the professional core, concentration, thematic sequences and general education courses.

- Provide undergraduates, through selection of a concentration relevant to previous associate degree level coursework, the opportunity to further develop proficiency related to that area of emphasis.

Students will expand their knowledge and experience in their chosen field of study through more advanced coursework and an internship in their selected concentration.

Concentration Objectives
The Bachelor of Professional Studies Degree in Advanced Culinary & Hospitality Management program:

Students will be able to hone their culinary skills and incorporate new techniques that will be utilized in the food industry. In conjunction with their advancement in culinary, students will also receive upper level hospitality training that will allow them to manage and operate any food service operation from both the front and back of the house.

Summary of Degree Requirements

<table>
<thead>
<tr>
<th>Professional Core</th>
<th>Qtr. Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>BPS 320 Project Management</td>
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</tr>
<tr>
<td>BPS 340 Role of the Professional in Society</td>
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<td>BPS 380 Facilities Management</td>
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<td>BPS 410 Financial Planning for Professionals</td>
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<tr>
<td>BPS 450 Professional Studies Strategy (Capstone Course)</td>
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<tr>
<td>HGT 430 Marketing Management for the Hospitality Industry</td>
<td></td>
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</tbody>
</table>

| Concentration Courses | | 20 |
|-----------------------|-----------------|
| CUL 453 Advanced Restaurant a la Carte | |
| HGT 330 Purchasing & Cost Control | |
| HGT 340 Event Planning Management from Concept to Execution | |
| HGT 426 Human Resource Management for the Hospitality Industry | |
| HGT 453 Menu Management & Facility Design | |

| Thematic Sequence Electives | | 52 |
|-----------------------------|-----------------|
| Thematic Sequence I | 12 – Communication |
| Thematic Sequence II | 12 – Quantitative |
| Thematic Sequence III | 12 – People & Society |
| Thematic Sequence IV | 16 – Concentration Related |

Thematic Sequences must include:

| EBL 300 | Personal Narrative & Branding |
| EBL 400 | Life-Long Career Strategy or |
| ICP 350 | Intermediate iCenter Project or |
| ICP 450 | Advanced iCenter Project |

In order to meet the 52 credit hour requirements in elective coursework, students will enroll in four thematic sequences. Each is a group of related courses selected under the direction of a faculty member, advisor, or Dean. The course selections will be guided by the student’s interests as well as education background.
Associate in Applied Science Degree
Culinary Arts Program

The Associate in Applied Science Degree in Culinary Arts prepares students to provide professional chef and related cooking services in restaurants and other commercial food venues; the coursework places emphasis on mastery of culinary skills and techniques as well as basic managerial concepts applicable to food service establishments.

Program Objectives
The Associate in Applied Science Degree in Culinary Arts program will:

- Develop in students the knowledge, skills and professional work habits necessary to successfully prepare a variety of cuisines in the foodservice industry.
  
  Students will gain solid practice in, and an understanding of, classical and modern culinary techniques, cooking methods and volume food preparation as applied to safety and sanitation, meats, seafood and poultry, American regional, ethnic and international cuisines and nutrition. Students will learn to consistently practice key work habits needed to succeed in the culinary industry with emphasis on: professionalism, technique, speed and timeliness, organization, mise en place and teamwork.

- Prepare students for management and leadership roles in the Culinary and Hospitality industries.

  Students will develop the knowledge, skills and ability to evaluate, design, implement and manage all aspects of culinary and hospitality operations. The program focuses on giving students theoretical and practical experience in designing menus, managing and controlling restaurant and beverage costs, facilities design and operations management.

Students will learn the principles of human resources management and will know how to adhere to all codes, laws, regulations and procedures within the recognized scope of practice for the Culinary and Hospitality industry. Students will learn how to effectively communicate with personnel and clients, and how to effectively market themselves and their operations.

Ultimately, students must apply their knowledge in an internship in the Culinary or Hospitality industry.

Demonstration Topics
Hospitality Industry Careers
Spice Origins and Usage
Fish Fabrication
Meat/Poultry Fabrication
Knife Sharpening, Care and Usage
Resume Writing, Interview preparation specifically designed for restaurant employment
International Cuisine
Plating & Buffet Preparation
Owning and Operating A Restaurant
Restaurant Careers
Menus for American Regional Cuisine

Summary of Degree Requirements

<table>
<thead>
<tr>
<th>Quarters</th>
<th>Qtr. Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>1-6</td>
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<tr>
<td>Major Requirements</td>
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<tr>
<td>CUL 126</td>
<td>Culinary Fundamentals I</td>
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<td>CUL 235</td>
<td>Meat &amp; Poultry</td>
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<td>CUL 240</td>
<td>Baking &amp; Pastry</td>
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<td>CUL 245</td>
<td>Seafood</td>
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<td>CUL 252</td>
<td>Restaurant Trends</td>
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<td>CUL 253</td>
<td>Restaurant A la Carte</td>
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<td>CUL 260</td>
<td>American Cuisine</td>
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<td>CUL 265</td>
<td>Taste of the World</td>
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<td>CUL 290</td>
<td>Culinary Externship</td>
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<td>HGT 250</td>
<td>Intro to Lodging Management</td>
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<td>HGT 287</td>
<td>Guest Services Management</td>
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</table>

| General Education Core | 36 |
| Free Elective | 4 |

| Experience-Based Learning Career Strategies | 8 |
| EBL 100 | College as Career |
| EBL 200 | Developing Professional Presence |

Associate Degree Requirements Met | 92
Professional Arts Faculty

Art & Design Faculty

Shelley LaMantia-Wright .................................................................
Division Chair, Art & Design
Director of Study Abroad & Art Gallery
B.A., Ray College of Design
M.A., University of Illinois

Glenn Canigiani...........................................................................
M.B.A., California State University
M.M., Robert Morris University

Mei-Fen Chen.................................................................
Senior Fellow
B.A., National Cheng Kung University-Taiwan
M.S., Indiana University
Ph.D., Indiana University

Leticia Murray ........................................................................... ...
M.B.A., California College for the Arts
B. Arch, University of Houston
B.S., University of Houston

Jacalin Oser ............................................................................. ...
B.F.A., Columbia College
M.A., Miami International Art & Design

Mig Rod ..................................................................................... ...
B. Arch, University of Houston
MDES, The School of the Art Institute-Chicago

Mary Russell ............................................................................. ...
B.A., Loyola University-Chicago
M.F.A., The School of the Art Institute-Chicago

Patrick Slattery ..........................................................................
B.S., The Catholic University of America
M. Arch, The Catholic University of America
Culinary Arts Faculty

Nancy Castagnet  ........................................
B.A., Dominican University

Cheryl Corrado ........................................
B.S., Psychology, St. Joseph’s College, Indiana

John Daschler ........................................
B.S., Pennsylvania State University
M.S., University of Wisconsin-Stout

Brad Hindsley, MCFE ................................

Culinary Arts Division Chair
A.A.S., Robert Morris University-Illinois
B.B.A., Robert Morris University-Illinois
M.B.A., Morris Graduate School of Management

Rachel Murphy ........................................
A.A.S., Robert Morris University-Illinois
B.P.S., Robert Morris University-Illinois
M.S.A., Morris Graduate School

Andre Nickels ........................................
Assessment Chair
A.A.S., Elgin Community College
B.B.A., Robert Morris University

Nancy Rotunno ........................................
Professor Emeritus
B.S., National-Louis University
M.S., National-Louis University

Professional Arts Advisory Board

Graphic Design & Architectural Technology

Shelley LaMantia ....................................
Graphic Design Division Chair
Barton Blankenburg ..................................
Principal, Blankenburg Associates
Caitlynn Dabbs .......................................
Senior Designer, Marriott
Darija Dokic ...........................................
Designer, Bosch
Eric Koppen .......................................... Senior Director of Brand Strategy, RMU
Deanna Lee ............................................
Dave Mason .......................................... Principal, Multiple, Inc.
Matt Stolze ...........................................
Art Director, Switch

Culinary

Sebastien Cannone ..................................
Founder, French Pastry School
Jennifer Chase ........................................
Managing Director of Events, Illinois Hotel & Lodging Association
Dan Ehle ..............................................
Franchisee, Culver’s Restaurant
Brad Hindsley ........................................ Culinary Division Chair
Josh Rodriguez ......................................
Chef de Cuisine, Raksugar, Oak Brook, IL
Don Zayae ............................................
President, Chicago, ACF
The Mission of the Institute of Technology & Media is to provide an applied, career-oriented computer education, prepare students for advanced study in the computer field, produce graduates who possess sound interpersonal skills, and strive to implement visionary and innovative ideas in technology.

The educational objectives for the Institute of Technology & Media undergraduate program at Robert Morris University are to deliver innovative curricula, creative ideas and progressive technologies. Graduates will:

- Possess technological ability in current technology systems with the necessary tools to develop optimal solutions in public and private sectors.
- Demonstrate knowledge necessary to apply emerging technologies and pursue graduate/professional education.
- Express and exchange ideas and communicate in a clear and organized manner.

Bachelor of Applied Science Degree

The Bachelor of Applied Science Degree in Computer Studies prepares persons for career positions that require a solid academic and skills-oriented background in applied computer technology to support business operations. The program consists of a general education component, the required fundamental courses in computer studies, and election of study areas.

Program Objectives

The Bachelor of Applied Science Degree in Computer Studies at Robert Morris University will:

- Prepare undergraduates with a strong foundation of knowledge and skills relevant to computer studies and the microcomputer technology environment; based on the concentration, this could include microcomputer system architecture, computer programming, network systems, cloud computing, mobile application development, security, database and more.

Students develop competencies in the major areas of computer studies represented in the required courses to perform effectively in a computer technology based organization or function.

- Prepare students for entry-level professional positions, career mobility and further professional development.

The major courses emphasize the dynamic nature of computer technology and its application in diverse employment sectors in business, industry, not-for-profit entities, and government agencies. Instructional methodologies that integrate concepts and problem-solving build skills enabling students to adapt to the rapidly changing environment. Through laboratory experiments and project experiences, students achieve meaningful learning that is related to real world needs. The curriculum is designed to stimulate students’ awareness of, motivation for, and commitment to the need for continuing education in order to achieve and maintain their professional status in the field.
Bachelor of Applied Science Degree

Networking

The Networking Specialization curriculum is offered to meet the market demand for network Administrators who can manage local and wide area networks. Students set up and configure file and web servers. Students program Cisco routers and switches. Students address key issues in network security and wireless communication.

Students learn detailed aspects of local and wide area networks to share hardware and software resources in a secure environment. Computer hardware design knowledge and operating systems are also emphasized.

Program Specialization Outcomes

The Networking Concentration at Robert Morris University prepares students to plan, design, implement, manage and troubleshoot local and wide area networks whether it is hosted locally or over the cloud.

- Students develop a Plan after collecting information about the organization’s networking needs, information flow, and existing infrastructure.
- Students create the Design with network diagrams. Students recommend network topology and draw the logical layout and cut-sheet diagrams. Students select hardware and develop a project cost estimate.
- Students Implement their networks by programming routers and switches. This includes creating router subnets and configuring switch VLANs to best allocate bandwidth on each network segment. Network security is integrated into the implementation through server and router configuration.
- Students Manage and maintain networks through specialized network management software.
- Students Troubleshoot their networks with network management and specialized forensics software that discovers tampering and gathers evidence for law enforcement.

Summary of Degree Requirements

<table>
<thead>
<tr>
<th>Required Courses</th>
<th>Qtr. Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>CIS 220 Operating Systems</td>
<td>32</td>
</tr>
<tr>
<td>CIS 232 Local Area Networks</td>
<td></td>
</tr>
<tr>
<td>CIS 237 Internetworking</td>
<td></td>
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<tr>
<td>CIS 240 System Engineering I</td>
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<tr>
<td>CIS 244 Security Fundamentals</td>
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<tr>
<td>CIS 264 Networking Essentials</td>
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<tr>
<td>CIS 265 Routing &amp; Switching</td>
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<tr>
<td>CIS 266 Router Configuration</td>
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<tr>
<td><strong>Required Courses</strong></td>
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<tr>
<td>CIS 318 Java Programming</td>
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<tr>
<td>CIS 356 Advanced Internship</td>
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<tr>
<td>CIS 498 Senior Project</td>
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<tr>
<td><strong>Cloud Computing</strong></td>
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<tr>
<td>CIS 445 Advanced Network Services</td>
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</tr>
<tr>
<td>CIS 447 Network Management</td>
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<tr>
<td><strong>Database</strong></td>
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<tr>
<td>CIS 308 Database Design</td>
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<tr>
<td>CIS 415 Database Management</td>
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<tr>
<td><strong>Security</strong></td>
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<tr>
<td>CIS 444 Network Security</td>
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<tr>
<td>CIS 446 Computer Forensics</td>
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<tr>
<td><strong>Mobile Technology</strong></td>
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<tr>
<td>CIS 417 Creating iPhone Apps</td>
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<tr>
<td>CIS 418 iPhone Application Development</td>
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<tr>
<td>CIS 419 Android Application Development</td>
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<tr>
<td>or CIS 364 Advanced Routing &amp; Switching</td>
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<tr>
<td>CIS 366 WAN Technologies</td>
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<tr>
<td>CIS 443 Wireless Technologies</td>
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<tr>
<td><strong>Business Management</strong></td>
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<tr>
<td>CIS 310 Management Information Systems</td>
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<tr>
<td>MGT 310 Contemporary Applied Management</td>
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<tr>
<td>MGT 400 Operations Management</td>
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<td><strong>Total Major Requirements</strong></td>
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</table>

Major Electives 8

Free Electives 16

General Education Courses

| Experience-Based Learning Career Strategies | 8 |
| EBL 300 Personal Narrative & Branding       |   |
| EBL 400 Life-Long Career Strategy or        |   |

Bachelor Degree Requirements Met 188
Robert Morris University offers a dual degree program which allows qualified students to earn both a Bachelor’s Degree in Networking (BAS) and a Master’s Degree in Information Systems (MIS), in an accelerated timeframe. By working toward the dual degree, students will be required to take a total of 132 quarter hours (in addition to an Associate Degree or equivalent). This is 16 quarter hours less than if they pursued the two degrees separately.

### Master of Information Systems Program Description

To remain competitive, IS professionals combine their skills in innovation and analysis with the ever-changing technology to resolve business challenges and anticipate future conditions. The Master of Information Systems (MIS) degree provides students with the requisite knowledge and skill to succeed in the evolving IS management field.

At the completion of Robert Morris University’s MIS Program, students will be able to:

- Demonstrate communication strategies appropriate to professional roles.

  *Students will be able to demonstrate effective oral and written communication, presentation skills and collaborative competencies.*

- Conceptualize, organize and resolve complex information system problems.

  *Students will be able to analyze, plan and manage information systems that solve current and future business systems problems.*

- Evaluate the ethical and social implications of business and personal decisions.

  *Students will be able to analyze and propose solutions that balance the ethical/social needs of the global community with the sustainability of the organization.*

- Conceptualize and implement database systems to manage information in an organization.

  *Students will be able to analyze, design, implement and test a database to ensure its efficiency and integrity.*

<table>
<thead>
<tr>
<th>Summary of Degree Requirements</th>
<th>Qtr. Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Associate Degree or Equivalent Requirements Met</td>
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<tr>
<td>General Education Courses</td>
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<tr>
<td>Required Upper Division Information Systems</td>
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<tr>
<td>CIS 356</td>
<td>Advanced Internship</td>
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<td>CIS 498</td>
<td>Senior Project</td>
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<td>MIS 525</td>
<td>Object-Oriented Programming</td>
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<td>Cloud Computing</td>
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<td>CIS 447</td>
<td>Network Management</td>
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<td>MIS 540</td>
<td>Data Communication &amp; Networking</td>
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<tr>
<td>Database</td>
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<tr>
<td>CIS 308</td>
<td>Database Design</td>
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<tr>
<td>MIS 515</td>
<td>Database Design &amp; Management</td>
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<tr>
<td>Security</td>
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</tr>
<tr>
<td>CIS 446</td>
<td>Computer Forensics</td>
</tr>
<tr>
<td>MIS 542</td>
<td>Network &amp; Internet Security</td>
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<tr>
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</tr>
<tr>
<td>or CISCO</td>
<td></td>
</tr>
<tr>
<td>CIS 364</td>
<td>Advanced Routing &amp; Switching</td>
</tr>
<tr>
<td>CIS 366</td>
<td>WAN Technologies</td>
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<td>CIS 443</td>
<td>Wireless Technologies</td>
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<td>Major Electives</td>
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<tr>
<td>Business Management</td>
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<td>CIS 310</td>
<td>Management Information Systems</td>
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<td>MGT 310</td>
<td>Contemporary Applied Management</td>
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<td>MGT 400</td>
<td>Operations Management</td>
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<td>Experience-Based Learning Career Strategies</td>
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<tr>
<td>EBL 300</td>
<td>Personal Narrative &amp; Branding</td>
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<tr>
<td>EBL 400</td>
<td>Life-Long Career Strategy or</td>
</tr>
</tbody>
</table>

**Management Information System**

- CORE 36
- MIS 517 20
- MIS 521 20
- MIS 531 20
- MIS 590 20
- MGT 505 20
- MGT 508 20
- Management Information System 36

**Concentration Business Analytics**

- PRD 580 16
- Data Modeling & Intelligent Information
- PRD 585 16
- Predictive Modeling I – Econometric Analysis
- PRD 590 16
- Predictive Modeling II – Time Series & Forecasting
- PRD 600 16
- Communication

**Mobile Computing**

- MIS 560 16
- Developing Mobile Native Apps I
- MIS 565 16
- Developing Mobile Web Applications
- MIS 572 16
- Developing Mobile Native Apps II
- MIS 585 16
- Special Topics in Mobile Development

**Information Security**

- MIS 548 16
- Information Security Management
- MIS 562 16
- Legal Issues in Information Assurance & Auditing
- MIS 575 16
- Ethical Hacking
- MIS 589 16
- Business Continuity, Disaster Recovery Theories & Strategies

**Bachelor’s & Master’s Degree Requirements Met**

- 224

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**Bachelor Degree Requirements Met**

- 188
Associate in Applied Science Degree

Computer Networking Systems Program

The Computer Network Systems program combines knowledge of business software applications with an emphasis on microcomputer systems in a networked environment. Specialized computer skills in network installation and maintenance qualify students to assume software and network support positions in a microcomputer systems environment.

Program Outcomes
The Computer Network Systems program at Robert Morris University will:

- Prepare students with a strong foundation of knowledge and skills to select, design, install and maintain a local area network.

  Students are introduced to the study of telecommunications and network systems. Students obtain the necessary skills to design, administer and troubleshoot a network. Specifically students evaluate the design and administration of a computer network by determining appropriate topology, access control, communication media, and operating systems that include Microsoft Windows and Linux.

- Prepare students with in-depth background and CISCO router programming skills to install and maintain a wide area network.

  Students are introduced to the OSI 7-layer model of network communications. Students then apply this knowledge to CISCO routing fundamentals and comprehensive lab exercises in programming routers for wide area network communication.

- Prepare students with the necessity skill to select, manage and repair microcomputer systems.

  Students will utilize troubleshooting and hardware skills to build a computer from scratch and customize personal needs to determine appropriate computer hardware/software requirements.

  Equip students with the basic concepts of database and Database Management Systems.

  Through hands-on activities students will acquire the skills necessary to design and build a database utilizing MS Access and Oracle DBMS. Students will learn basic SQL computer language to create, query, update and maintain, and administer a database. They will also learn how to create complex reports.

Summary of Degree Requirements

<table>
<thead>
<tr>
<th>Major Requirements</th>
<th>Qtr. Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>CIS 208</td>
<td>Database Programming</td>
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<tr>
<td>CIS 220</td>
<td>Operating Systems</td>
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<td>CIS 232</td>
<td>Local Area Networks</td>
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<td>CIS 237</td>
<td>Internetworking</td>
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<td>CIS 240</td>
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<td>Networking Essentials</td>
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<td>CIS 265</td>
<td>Routing &amp; Switching</td>
</tr>
<tr>
<td>CIS 266</td>
<td>Router Configuration</td>
</tr>
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</table>

| General Education Core | 36 |

<table>
<thead>
<tr>
<th>Recommended Major Courses</th>
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<tbody>
<tr>
<td>CIS 261</td>
<td>LINUX/UNIX</td>
</tr>
<tr>
<td>CIS 262</td>
<td>LINUX Security</td>
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<table>
<thead>
<tr>
<th>Experience-Based Learning Career Strategies</th>
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</tr>
</thead>
<tbody>
<tr>
<td>EBL 100</td>
<td>College as Career</td>
</tr>
<tr>
<td>EBL 200</td>
<td>Developing Professional Presence</td>
</tr>
</tbody>
</table>

| Free Electives | 4 |

Associate Degree Requirements Met | 92 |
Institute of Technology & Media Faculty

Basim Khartabil, CCNA, MCSE, NET+, A+, MCP, MOS
Dean of Faculty, Teaching Fellow
B.S., University of Philadelphia
M.S., Illinois Institute of Technology

Chris Nassar, CCNA
Teaching Fellow
B.S., University of Michigan
M.B.A., University of Chicago
M.S., DePaul University

Faisal Akkawi
B.S., Illinois Institute of Technology
M.S., Illinois Institute of Technology
Ph.D., Illinois Institute of Technology

Michael R. Jannusch
B.S., Benedictine University
M.B.A., Lake Forest Graduate School of Management

Wesley Kusiak
B.S., Polytechnic University
M.S., Polytechnic University
M.S., Illinois Institute of Technology

Mark R. Long, CCP
A.S., Purdue University
B.S., Murray State University
MIS, Robert Morris University-Illinois

Charles McSweeney
B.S., Northeastern Illinois University
M.S., Loyola University-Chicago

Naresh Nohria, MCAS, CQE
Division Chair
B.S., University of Pennsylvania
M.S., University of Pennsylvania

Mohammed Salam, CCNA, MCP, M.C.S.E., 2000, A+, Network+, Security, CNA
Teaching Fellow
B.S., University of Karnataka
M.S., Northeastern Illinois University

Keith Wrobel
B.S., DePaul University
M.S., Roosevelt University

Advisory Board

Kayed Akkawi
Dean, Morris School of Management, RMU

Lisa Contreras
Vice President, Information Systems, RMU

Carl W. Harkey
Wade Communication Consultants

Steve Hensley
RMU Alum, Cloud 5 Communications

Krishna Kumar
Academic Developer Evangelist, Microsoft

Naresh Nohria, MCAS, CQE
Division Chair, Computer Studies, RMU

Harry Rhodes
Director of Practice Leadership, Amer. Health Info. Mgmt. Assoc.

Tim Rice
MP HRO Application Systems Technology Domain Leader,
Hewitt Associates

Josh Robbins
Managing Partner, Gecko Tech

Nenad Simevrovic
Director, Software Development, Merit Solutions

Division Chair
Teaching Fellow
B.S., University of India
M.S., Marquette University
Mini-M.B.A., University of Pennsylvania-Wharton

Assessment Chair
B.S., Robert Morris University
M.B.A./M.I.S., Robert Morris University
MORRIS Graduate School

Master of Business Administration Program Descriptions

The Master of Business Administration (MBA) degree program prepares the student to meet the rigorous demands and changing expectations required of a business leader. Emphasis is on the application of concepts, and decision-making through the study of accounting, economics, finance, information systems, management and marketing.

Master of Business Administration

At the completion of Robert Morris University’s MBA Program, students will be able to:

- Demonstrate communication strategies appropriate to professional roles.
  Students will be able to demonstrate effective oral and written communication, presentation skills and collaborative competencies.

- Conceptualize, organize and resolve complex business problems.
  Students will be able to analyze and interpret data in the areas of accounting, finance, economics, marketing, management information systems, and management to formulate sound business decisions.

- Manage technological resources to meet organizational goals.
  Students will be able to utilize statistical and analytical software and describe the role of collaborative systems in formulating effective business solutions.

- Evaluate the ethical, social and environmental implications of business and personal decisions.
  Students will be able to analyze and propose solutions that balance the ethical and social needs of the global community with the sustainability of the organization.

- Synthesize and integrate relevant evidence regarding internal and external environmental conditions to formulate and recommend feasible strategic actions.

  Students will be able to conceptualize, organize and resolve complex business problems.

- Develop personal leadership competencies that address the needs of dynamic organizations.
  Students will be able to analyze leadership behavior within the context of the Leader, Follower, and Situation and will be able to develop their own personal leadership style based on patterns established by effective leaders.

Management Concentration

- Demonstrate personal and strategic leadership competencies that address the needs of contemporary organizations.
  Students will be able to analyze leadership behavior within the context of the Leader, Follower, and Situation and will be able to develop their own personal leadership style based on patterns established by effective leaders.

Management/Finance Concentration

- Demonstrate personal and strategic leadership and investments competencies that address the needs of contemporary organizations.
  Students will be able to analyze leadership behavior within the context of the Leader, Follower, and Situation and will be able to develop their own personal leadership style based on patterns established by effective leaders.

Management/Human Resource Management Concentration

- Demonstrate personal and strategic leadership competencies and alignment of goals with a talent base that address the needs of contemporary organizations.

  Students will be able to formulate strategic perspectives that identify an organization’s competitive advantages and address stakeholder concerns, organizational capabilities, and ethical responsibilities.

- Demonstrate advanced accounting knowledge and skills to manage an organization’s fiscal policies and operations.
  Students will be able to apply accounting methods and communicate in-depth financial analysis to complex organizational situations.

- Demonstrate advanced accounting knowledge and skills to manage an organization’s fiscal policies, investments, and fiscal operations.
  Students will be able to provide analysis and guidance to organizations and individuals, based on valuation methods and portfolio strategies, in making investment decisions.

- Integrate human resource functions into an organization’s strategic plan and align goals of the organization with its talent base.
  Students will be able to design effective human resources systems to support organizational needs and create the next generation of high-performing leaders.

Human Resource Management Concentration

- Demonstrate advanced accounting knowledge and skills to manage an organization’s fiscal policies and operations.
  Students will be able to apply accounting methods and communicate in-depth financial analysis to complex organizational situations.

Accounting Concentration

- Demonstrate advanced accounting knowledge and skills to manage an organization’s fiscal policies, investments, and fiscal operations.
  Students will be able to provide analysis and guidance to organizations and individuals, based on valuation methods and portfolio strategies, in making investment decisions.

Accounting/Finance Concentration

- Demonstrate advanced accounting knowledge and skills to manage an organization’s fiscal policies, investments, and fiscal operations.
  Students will be able to provide analysis and guidance to organizations and individuals, based on valuation methods and portfolio strategies, in making investment decisions.
**Program Description (Master of Management)**

The Master of Management degree prepares individuals from diverse undergraduate programs for positions in functional administration. Areas of focus include policy implementation, resource allocation, planning and evaluation, and financial measurement, and integrating graduates’ specific concentration areas. The program will prepare students for functional/operational management positions, distinguishing this degree from the general strategic leadership focus of RMC’s MBA degree.

- Demonstrate communication strategies appropriate to professional roles.
  
  Students will be able to demonstrate effective oral and written communication, presentation skills and collaborative competencies.

- Conceptualize, organize, and resolve complex business problems.
  
  Students will understand and be able to interpret financial accounting, management accounting, and general finance principles.

- Evaluate the ethical, social and environmental implications of business and personal decisions.
  
  Students will be able to propose solutions that account for the ethical requirements of operations leadership while implementing the strategic needs of the organization.

- Integrate relevant evidence regarding resources allocation in order to implement policy.
  
  Students will develop managerial skills and expertise that require the integration of resource allocation and policy implementation.

- Develop personal leadership competencies that address the needs of dynamic organizations.
  
  Students will build upon an experiential foundation and further develop leadership abilities in an area of emphasis.

**Health Care Administration Concentration**

The summary of degree requirements for this program can be found under the College of Nursing & Health Studies.

This program provides the foundation for students in the MM HCA Specialization to utilize advanced knowledge and skills to function as effective administrators in a variety of health care delivery settings.

In addition to the general outcomes of the Master of Management Degree Program, students in the HCA Specialization will demonstrate:

- Ethics & Global Social Responsibility – students will embrace ethical analysis when approaching complex decisions while considering the legal and ethical impact of their actions and decisions.
- Analytical – students will present management plans that are relevant to specific accounting and financial constraints related to business performance.
- Integration – students will demonstrate managerial skill related to integration of regulatory compliance, quality of care, reimbursement structures, and directing and supervising staff within complex health care delivery settings.

**Higher Education Administration Concentration**

In addition to the general outcomes of the Master of Management Degree program, students in the Higher Education Administration Specialization will:

*Develop management skills directly related to the exigencies of the contemporary higher education environment, considering the important elements of curriculum, student expectations and issues, assessment, and resource management.*

Students will be able to:

- Make administrative decisions based on current best practices in Higher Education Administration
- Consider broader issues of accreditation and governance in managing higher education enterprises
- Apply general management principles in decision-making in the context of higher education.

**Law Enforcement Administration Concentration**

The Master of Management Law Enforcement Specialization will strengthen individuals currently employed in the law enforcement field (public or private). The specialization courses in Law Enforcement will address critical issues facing administrators of federal, state, local and private agencies.

In addition to the general outcomes of the Master of Management Degree Program, students in the Law Enforcement Administration Specialization will be able to:

- Develop leadership and managerial competence to direct departments or agencies to serve communities in a socially responsible manner.
- Evaluate an agency’s overall effectiveness and efficiency by applying appropriate resource and organizational management theory to a myriad of issues facing all types of public and private agencies.
- Analyze the recent complexities of crime prevention due to societal changes and technology advancements to strategically position public and private agencies to effectively collaborate and manage such issues.

**Sports Administration Concentration**

The Master in Management Specialization in Sports Administration is for individuals interested in developing competence and pursuing careers in the management of sports personnel and facilities. This degree provides the foundation, advanced knowledge and skills to function as effective administrators in a variety of sports and recreation settings. Students will consider legal, ethical, financial, public relations, human resources, and general business principles as they specifically relate to managing within the complex sports and athletic industry.

In addition to the general outcomes of the Master of Management Degree program, students in the Sports Administration Specialization will:

- Utilize advanced knowledge and skills to function as effective administrators in a variety of sports and recreation settings.
- Analyze and apply relevant business, legal, and ethical principles to the management and oversight of sports and athletic businesses.
- Consider the complexities and issues in academic sports administration from an intercollegiate context.
- Develop, design and assess a comprehensive sports event and facilities management plan considering legal, financial, public relations, and human resource implications.
Master of Science in Human Performance Degree

At the completion of the Human Performance Degree, students will be able to:

- Demonstrate communication strategies appropriate for professional setting. Students will be able to demonstrate effective oral and written communication using appropriate demonstrative verbal and non-verbal skills.
- Develop scientific proficiency using specialized methods to conduct evidence-based analysis for program evaluation. Students will be able to evaluate human movement and prescribe exercise to promote health and enhance human performance.
- Evaluate ethical, social, and legal regulatory practice implications of a diverse client population. Students will follow scope of practice protocol through evaluation of client health status, human movement analysis, and exercise program design.
- Integrate applicable core knowledge by analyzing current qualitative and quantitative research. Students will apply current scientific knowledge to individualized client assessment and exercise program design.

Students in the MSHP program will have the opportunity to earn valuable health and fitness certifications through their courses. These include:

CSCS: The Certified Strength and Conditioning Specialist exam by the National Sports and Conditioning Association (NSCA).

CES: The Corrective Exercise Specialist from the National Academy of Sports Medicine (NASM).

CPT: Certified Personal Trainer from the American College of Sports Medicine.

Master of Business Administration

Accounting Concentration

This program provides the framework in advanced accounting knowledge and skills that prepares student to assume a role in managing an organization’s fiscal policies and operations. Students will apply accounting methods and communicate in-depth financial analysis to complex organizational situations.

This program is for students with an earned BBA with an accounting concentration or a BS/BA in accounting. Students without an undergraduate accounting background are required to complete 32 quarter hours of undergraduate accounting.

Summary of Degree Requirements

Foundation (Foundation courses do not count toward degree credit)

<table>
<thead>
<tr>
<th>Core Courses</th>
<th>Qtr. Hours</th>
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</thead>
<tbody>
<tr>
<td>BUS 500 Combined Foundations of Acct. &amp; Finance</td>
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</tr>
<tr>
<td>BUS 501 Combined Foundations of Economics &amp; Statistics</td>
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<tr>
<td><strong>Core Courses</strong></td>
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<tr>
<td>Accounting</td>
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<tr>
<td>ACC 510 Accounting</td>
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<td>Economics/Finance</td>
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<td>ECN 510 Managerial Economics</td>
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<td>FIN 520 Corporate Finance</td>
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<td>Quantitative Methods for Management</td>
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<td>MIS 510 Management Information Systems</td>
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<td>MGT 508 Research &amp; Statistics for Management</td>
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<td>Marketing</td>
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<td>Management</td>
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<td>MGT 505 Ethics &amp; Communication</td>
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<td>MGT 545 Leadership Practice &amp; Theory</td>
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<td>MGT 560 Operations Management</td>
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<td>MGT 590 Capstone: Competing Globally</td>
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<td><strong>Accounting Concentration</strong></td>
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<tr>
<td>ACC 505 Federal Taxation</td>
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<tr>
<td>ACC 530 Advanced Accounting</td>
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<td>ACC 560 Advanced Auditing</td>
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<tr>
<td>FIN 525 Investment Analysis</td>
<td></td>
</tr>
</tbody>
</table>

MBA Graduation Requirements **56**

Master of Business Administration

Human Resource Management Concentration

This program prepares students to integrate human resource functions into an organization’s strategic plan and align organizational goals or the organization with its talent base. Students will be able to design effective human resource systems to support organizational needs and create the next generation of high-performing leaders.

This program is for students who have completed a BBA with a concentration in management of business. Students without an undergraduate degree in management or business are required to complete two foundation courses.

Summary of Degree Requirements

Foundation (Foundation courses do not count toward degree credit)

<table>
<thead>
<tr>
<th>Core Courses</th>
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<tbody>
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MBA Graduation Requirements **56**
### Master of Business Administration

#### Management Concentration

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<td>FIN 690 Advanced Topics in Finance &amp; Investments</td>
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#### MBA Graduation Requirements | 56

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### Master of Business Administration

#### Accounting/Finance Dual Concentration

This program provides students in the MBA Accounting concentration program the opportunity to complete an additional 12 credit hours in finance to earn an MBA with a dual Accounting and Finance concentration. This dual concentration prepares students for additional knowledge and skills to provide analysis and guidance to businesses and individuals in making investment decisions. The three additional finance concentration courses will prepare the student in content areas to prepare to sit for the Chartered Financial Analyst (CFA) if they choose to do so.

This program is for students enrolled in the MBA Accounting concentration who elect to complete three additional finance concentration courses.

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#### MBA Graduation Requirements | 68

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### Master of Business Administration

#### Management/Finance Dual Concentration

This program provides students in the MBA Management concentration program the opportunity to complete an additional 16 credit hours in finance to earn an MBA with a dual Management and Finance concentration. This dual concentration prepares students for additional knowledge and skills to provide analysis and guidance to businesses and individuals in making investment decisions. The finance concentration courses will prepare the students in content area to prepare to sit for the Chartered Financial Analyst (CFA) if they choose to do so.

This program is for students enrolled in the MBA Management concentration who elect to complete four additional finance concentration courses.

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<td>FIN 690 Advanced Topics in Finance &amp; Investments</td>
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#### MBA Graduation Requirements | 72
Master of Business Administration
Management/Human Resource Management Dual Concentration

This program provides students in the MBA Management concentration program the opportunity to complete an additional 12 credit hours in human resource management to earn an MBA with a dual Management and Human Resource Management concentration. This dual concentration prepares students for additional knowledge and skills to integrate human resource functions into an organization’s strategic plan and align organizational goals or the organization with its talent base.

This program is for students enrolled in the MBA Management concentration who elect to complete four additional human resource management concentration courses.

Summary of Degree Requirements

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MBA Graduation Requirements 68

Master of Information Systems

To remain competitive, IS professionals combine their skills in innovation and analysis with ever-changing technology to resolve business challenges and anticipate future conditions. The Master of Information Systems (MIS) degree provides students with the requisite knowledge and skill to succeed in the evolving IS management field.

At the completion of Robert Morris University’s MIS Program, students will be able to:

- Demonstrate communication strategies appropriate to professional roles.

  Students will be able to demonstrate effective oral and written communication, presentation skills and collaborative competencies.

- Conceptualize, organize and resolve complex information systems problems.

  Students will be able to analyze, plan and manage information systems that solve current and future business systems problems.

- Evaluate the ethical and social implications of business and personal decisions.

  Students will be able to analyze and propose solutions that balance the ethical/social needs of the global community with the sustainability of the organization.

- Conceptualize and implement database systems to manage information in an organization.

  Students will be able to analyze, design, implement and test a database to ensure its efficiency and integrity.

- Design secure network infrastructure and disaster recovery plans to protect organizational resources from internal and external threats.

  Students will be able to apply principles of computer networking, telecommunications, and security to evaluate alternative strategies.

Foundation courses do not count toward degree credit.

MIS Graduation Requirements 52
### Master of Information Systems
#### Business Analytics Concentration

The Business Analytics concentration focuses on developing the ability to gather and manipulate data from various sources, as well as the ability to analyze data for business decision-making. Students will understand where data comes from and how it is organized and processed within an organization in decision-making processes and be able to turn data into actionable business strategies.

#### Summary of Degree Requirements

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**Core Courses**
- BUS 500: Foundation of Accounting & Finance
- FIN 520: Corporate Finance
- MGT 505: Ethics & Communications
- MIS 515: Database Design & Management
- MIS 525: Object-Oriented Programming
- MIS 540: Data Communication & Networking
- MIS 590: Capstone: Connecting Globally
- MIS 531: IT Service Management or
- MGT 508: Research & Statistics for Management

**Concentration Courses**
- PRD 580: Data Modeling & Intelligent Information
- PRD 585: Predictive Modeling I – Econometric Analysis
- PRD 590: Predictive Modeling II – Time Series & Forecasting
- PRD 600: Decision Modeling & Communication

**MIS Graduation Requirements**

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### Master of Information Systems
#### Information Security Concentration

The Information Security Management Concentration focuses on the organizational and management aspects of information security. Students will learn how to plan and implement security plans, to include risk assessment, threat and vulnerability analysis, implementation of controls and safeguards, and maintenance. Students will also learn about related areas such as regulatory compliance, legal issues in security, and disaster recovery.

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**Core Courses**
- BUS 500: Foundation of Accounting & Finance
- FIN 520: Corporate Finance
- MGT 505: Ethics & Communications
- MIS 515: Database Design & Management
- MIS 525: Object-Oriented Programming
- MIS 540: Data Communication & Networking
- MIS 542: Network & Internet Security
- MIS 590: Capstone: Connecting Globally
- MIS 531: IT Service Management or
- MGT 508: Research & Statistics for Management

**Concentration Courses**
- MIS 548: Information Security & Management
- MIS 562: Legal Issues in Information Assurance & Auditing
- MIS 575: Ethical Hacking
- MIS 589: Business Continuity, Disaster Recovery, Theories & Strategies

**MIS Graduation Requirements**

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### Master of Management
#### Health Care Administration Concentration

The Master of Management Specialization in Health Care Administration provides a foundation for managers in a wide variety of health care settings to address the challenges inherent in complex health care delivery systems. Both management theory and case-based application are components of the curriculum. Students will be prepared to apply best practices in management approaches to address budgetary constraints, increasing demand for the effective use of technology, staffing challenges, safety, and quality as they relate specifically to managing within the complex health care delivery system.

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<td>MIS 510</td>
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**Core Courses**
- BUS 500: Foundations of Accounting & Finance
- HCA 585: Graduate Internship for Health Care Administration
- MGT 505: Ethics & Communication
- MGT 508: Research & Statistics for Management
- MGT 545: Leadership Practice & Theory
- MGT 550: Organizational Design & Change Management
- MGT 591: Contemporary Management Capstone
- MIS 510: Management Information Systems

**Concentration Courses**
- HCA 521: Leading Contemporary Health Organizations
- HCA 555: Do No Harm: Social Ethics in Health Care
- HCA 602: Transparency in Outcomes: Applied Performance Measures
- HCA 603: Applying Cost/Benefit Drivers to Strategic Decisions

**Electives from MBA Curriculum**
- ACC 510: Accounting for Managerial Decisions
- FIN 520: Corporate Finance
- MGT 540: Managing Diverse Organizations
- MGT 554: Management & Performance Consulting
- MGT 555: Legal Issues on Human Resource Management
- MGT 560: Operations Management
- MKT 520: Marketing Management
- PMP 575: Project Management

**MM Graduation Requirements**

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Master of Management

Higher Education Administration Concentration

The specialization in Higher Education Administration is a broad-based curriculum that prepares professionals for administrative roles in post-secondary education. Courses provide an overview of relevant theories, research, and ideas on higher education that help graduates manage educational enterprises to promote student success.

Summary of Degree Requirements

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<td>MIS 510: Management Information Systems</td>
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<td>HEA 544: Program &amp; Curriculum Administration &amp; Assessment</td>
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MM Graduation Requirements: 52

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Master of Management

Law Enforcement Concentration

The Master of Management Law Enforcement Specialization will strengthen individuals currently employed in the law enforcement field (public or private). The specialization courses in Law Enforcement will address critical issues facing administrators of federal, state, local and private agencies.

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<td>MGT 545: Leadership Practice &amp; Theory</td>
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<tr>
<td>MGT 550: Organizational Design &amp; Change Management</td>
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<tr>
<td>MIS 510: Management Information Systems</td>
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<tr>
<td>LEA 510: Critical Issues in Law Enforcement Management</td>
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<tr>
<td>LEA 560: Social Justice &amp; Professionalism in Law Enforcement</td>
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<td>LEA 570: Law Enforcement Administration &amp; Management</td>
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<table>
<thead>
<tr>
<th>Electives from MBA Curriculum</th>
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<tbody>
<tr>
<td>ACC 510: Accounting for Managerial Decisions</td>
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<tr>
<td>FIN 520: Corporate Finance</td>
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<tr>
<td>MGT 540: Managing Diverse Organizations</td>
<td></td>
</tr>
<tr>
<td>MGT 554: Management &amp; Performance Consulting</td>
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<tr>
<td>MGT 555: Legal Issues on Human Resource Management</td>
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<tr>
<td>MGT 560: Operations Management</td>
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<tr>
<td>MKT 520: Marketing Management</td>
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<tr>
<td>PMP 575: Project Management</td>
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</table>

MM Graduation Requirements: 52

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Master of Management

Sports Administration Concentration

The Master in Management specialization in Sports Administration is for individuals interested in developing competence and pursuing careers in the management of sports personnel and facilities. This degree provides the foundation, advanced knowledge and skills to function as effective administrators in a variety of sports and recreation settings. Students will consider legal, ethical, financial, public relations, human resources, and general business principles as they specifically relate to managing within the complex sports and athletic industry.

Summary of Degree Requirements

<table>
<thead>
<tr>
<th>Core Courses</th>
<th>Qtr. Hours</th>
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<tbody>
<tr>
<td>BUS 500: Foundations of Accounting &amp; Finance</td>
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<tr>
<td>MGT 505: Ethics &amp; Communication</td>
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</tr>
<tr>
<td>MGT 508: Research &amp; Statistics for Management</td>
<td></td>
</tr>
<tr>
<td>MGT 545: Leadership Practice &amp; Theory</td>
<td></td>
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<tr>
<td>MGT 550: Organizational Design &amp; Change Management</td>
<td></td>
</tr>
<tr>
<td>MIS 510: Management Information Systems</td>
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</tr>
<tr>
<td>SPM 585: Graduate Internship for Sports Administration</td>
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<tr>
<td>SPM 510: Sport Facility &amp; Event Management</td>
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<tr>
<td>SPM 520: Sport Media &amp; Public Relations</td>
<td></td>
</tr>
<tr>
<td>SPM 550: Intercollegiate Athletic Administration</td>
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<tr>
<td>SPM 560: Legal &amp; Liability Issues Affecting Sport Policy</td>
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<thead>
<tr>
<th>Electives from MBA Curriculum</th>
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<tbody>
<tr>
<td>ACC 510: Accounting for Managerial Decisions</td>
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<td>FIN 520: Corporate Finance</td>
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<tr>
<td>MGT 540: Managing Diverse Organizations</td>
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<tr>
<td>MGT 554: Management &amp; Performance Consulting</td>
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<td>MGT 555: Legal Issues on Human Resource Management</td>
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<td>MGT 560: Operations Management</td>
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<td>MKT 520: Marketing Management</td>
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<tr>
<td>PMP 575: Project Management</td>
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</tbody>
</table>

MM Graduation Requirements: 52
Master of Science

Human Performance Concentration

The Master of Science specialization in Human Performance program provides coursework in nutrition, exercise physiology, health and wellness, strength and conditioning, and sport leadership. The program provides a comprehensive science-based education with a strong clinical focus.

Summary of Degree Requirements

Foundation Courses (do not count towards degree credit) 8
SCI 300  Accelerated Anatomy & Physiology
SCI 301  Accelerated Physiology & Fitness

Core Science Courses 8
SCI 505  Advanced Anatomy & Physiology
SCI 506  Advanced Exercise Physiology

Quantitative Methods 4
MGT 508  Research Statistics for Management

Human Performance Courses 32
SCI 520  Biomechanics of Human Movement
SCI 525  Strength & Conditioning
SCI 530  Sport Psychology
SCI 532  Sports Nutrition
SCI 590  Graduate Internship I
SCI 625  Human Performance Evaluation & Prescription
SCI 626  Injury Prevention & Rehabilitation
SCI 690  Graduate Internship II

Electives (choose 2 of the following) 8
MGT 545  Leadership Practice & Theory
SPM 510  Sport Facility & Event Management
SPM 520  Sport Media & Public Relations
SPM 550  Intercollegiate Athletic Administration
SPM 560  Legal & Liability Issues Affecting Sport Policy
or SCI 598  Independent Study

Summary of Degree Requirements Qtr. Hours

SCI 300  Accelerated Anatomy & Physiology 8
SCI 301  Accelerated Physiology & Fitness

SCS 505  Advanced Anatomy & Physiology 8
SCI 506  Advanced Exercise Physiology

Electives 8
MGT 545  Leadership Practice & Theory

MS Graduation Requirements 52

BAS/MIS Dual Degree Program Description

Robert Morris University offers a dual degree program, which allows qualified students to earn both a Bachelor’s Degree in Networking (BAS) and a Master’s Degree in Information Systems (MIS), in an accelerated timeframe. By working toward the dual degree, students will be required to take a total of 132 quarter hours (in addition to an Associate Degree or equivalent). This is 16 quarter hours less than if they pursued the two degrees separately.

Summary of Degree Requirements Qtr. Hours

Associate Degree or Equivalent Requirements Met 92

Bachelor Degree Equivalents 32

Required Upper Division Information Systems 28
CIS 356  Advanced Internship
CIS 415  Database Management
CIS 498  Senior Project
MIS 525  Object Oriented Programming
MIS 540  Data Communication & Networking
MIS 542  Network & Internet Security

Elective Thematic Sequences 16

Networking
CIS 364  LAN Switching
CIS 366  WAN Technologies
CIS 443  Wireless Technologies

Security
CIS 446  Computer Forensics
MIS 542  Network & Internet Security*

Systems Integration
CIS 421  Residential Network, Wiring & Computing
CIS 422  Home Entertainment Systems, Audio/Video
CIS 423  Residential Security & Lighting Control
CIS 424  Residential Telecommunication, HVAC Control & Water Management

Bachelor’s & Master’s Degree Requirements Met 224
BBA/MBA Dual Degree Program Description

Robert Morris University offers a dual degree program, which allows qualified students to earn both a Bachelor’s Degree in Business Administration (BBA) and a Master’s Degree in Business Administration (MBA), both with a concentration in management, in an accelerated timeframe. By working toward the dual degree, students will be required to take a total of 136 quarter hours (in addition to an Associate Degree or equivalent). This is 20 quarter hours less than if they pursued the two degrees separately.

Summary of Degree Requirements

<table>
<thead>
<tr>
<th></th>
<th>Qtr. Hours</th>
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<td><strong>Associate Degree or Equivalent Requirements Met</strong></td>
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<td><strong>Bachelor Degree Equivalents</strong></td>
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<td><strong>Accounting</strong></td>
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<tr>
<td>ACC 110 Financial Accounting I</td>
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<td>ACC 111 Financial Accounting II</td>
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<td>ACC 112 Financial Statement Analysis</td>
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<td>ACC 510 Accounting for Managerial Decisions</td>
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<td><strong>Economics/Finance</strong></td>
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<tr>
<td>ECN 510 Managerial Economics</td>
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<tr>
<td>FIN 300 Principles of Finance</td>
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<td>FIN 520 Corporate Finance</td>
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<td><strong>Quantitative Methods of Management</strong></td>
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<tr>
<td>MAT 320 Statistics for Business &amp; Social Sciences</td>
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<tr>
<td>MGT 508 Research &amp; Statistics for Management</td>
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<tr>
<td>MIS 510 Management Information Systems</td>
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<td><strong>Management</strong></td>
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<tr>
<td>MGT 310 Contemporary Applied Management</td>
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<tr>
<td>MGT 450 Business Strategy &amp; Policy</td>
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<tr>
<td>MGT 505 Ethics &amp; Communication</td>
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<tr>
<td>MGT 545 Leadership Practice &amp; Theory</td>
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<td>MGT 560 Operations Management</td>
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<tr>
<td>MGT 590 Capstone: Competing Globally</td>
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<tr>
<td><strong>Marketing</strong></td>
<td>12</td>
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<tr>
<td>MKT 305 Marketing Principles &amp; Analysis</td>
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<td>MKT 370 Global Marketing Principles</td>
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<tr>
<td>MKT 520 Marketing Management</td>
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</table>

| **Management Concentration**       | 24         |
| BUS 356 Advanced Internship        |            |
| MGT 400 Operations Management     |            |
| MGT 540 Managing Diverse Organizations |        |
| MGT 550 Organizational Design & Change Management |      |
| MGT 554 Management & Performance Consulting |      |
| PMF 575 Project Management         |            |

**Bachelor’s & Master’s Degree Requirements Met** 224
Robert Morris University offers a dual degree program, which allows qualified students to earn both a Bachelor’s Degree in Professional Studies (BPS) in Health & Wellness and a Master’s of Management Degree in Health Care Administration or Sports Administration (MM), in an accelerated timeframe. By working toward the dual degree, students will be required to take a total of 136 quarter hours (in addition to an Associate Degree or equivalent). This is 20 quarter hours less than if they pursued the two degrees separately.

### Summary of Degree Requirements

<table>
<thead>
<tr>
<th>Professional Core</th>
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<tbody>
<tr>
<td>BPS 320 Project Management</td>
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<tr>
<td>BPS 340 The Role of the Professional in Society</td>
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<td>BPS 370 Service Marketing</td>
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<td>BPS 380 Facilities Management</td>
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<td>BPS 410 Financial Planning for Professionals</td>
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<td>BPS 450 Professional Studies Strategy (Capstone Course)</td>
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<thead>
<tr>
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<tr>
<td>EBL 300 Personal Narrative &amp; Branding</td>
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<td>MGT 505 Ethics &amp; Communication</td>
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<thead>
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<tbody>
<tr>
<td>BUS 500 Foundations of Accounting &amp; Finance</td>
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<td>2 Electives</td>
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<table>
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<tr>
<th>Thematic Sequence (People &amp; Society)</th>
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<tr>
<td>EBL 400 Life-Long Career Strategy</td>
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<tr>
<td>MGT 554 Management &amp; Performance Consulting</td>
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<tr>
<td>2 Electives</td>
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<thead>
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<td>MIS 510 Management Information Systems</td>
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<td>3 Electives</td>
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### Core Courses

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<tr>
<td>20</td>
<td>AHS 304 Facing Today’s Ethical &amp; Legal Issues</td>
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<tr>
<td>20</td>
<td>AHS 310 Contemporary Issues in Sport &amp; Recreation</td>
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<tr>
<td>20</td>
<td>AHS 325 Coaching &amp; Motivation</td>
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<tr>
<td>20</td>
<td>AHS 360 Foundations in Health Education</td>
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<tr>
<td>20</td>
<td>AHS 400 Global Health Practices</td>
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<tr>
<td>20</td>
<td>AHS 405 Techniques for Fitness &amp; Exercise Training</td>
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<td>20</td>
<td>AHS 415 Exercise &amp; Sport Advanced Internship</td>
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<td>AHS 416 Advanced Internship for Healthcare</td>
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### Concentration Courses

<table>
<thead>
<tr>
<th>Qtr. Hours</th>
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<tr>
<td>16</td>
<td>SPM 510 Sport Facility &amp; Event Management</td>
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<tr>
<td>16</td>
<td>SPM 520 Sport Media &amp; Public Relations</td>
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<tr>
<td>16</td>
<td>SPM 550 Intercollegiate Athletic Administration</td>
</tr>
<tr>
<td>16</td>
<td>SPM 585 Advanced Internship</td>
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<tr>
<td>16</td>
<td>SPM 560 Legal &amp; Liability Issues Affecting Sport Policy</td>
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### Management Core

<table>
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<tr>
<th>Qtr. Hours</th>
<th>Courses</th>
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<tr>
<td>20</td>
<td>MGT 508 Research &amp; Statistics for Management</td>
</tr>
<tr>
<td>20</td>
<td>MGT 545 Leadership Practice &amp; Theory</td>
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<td>MGT 550 Organizational Design &amp; Change Management</td>
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<td>MBA Elective</td>
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### Bachelor’s & Master’s Degree Requirements Met

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<th>Courses</th>
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<tbody>
<tr>
<td>224</td>
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</table>
BS/ENHS/MS HP Dual Degree Program Description

Robert Morris University offers a dual degree program, which allows qualified students to earn both a Bachelor’s of Science in Exercise, Nutrition and Health Studies and a Master’s of Science in Human Performance in an accelerated time frame. By working toward the dual degree, students will be required to take a total of 229 quarter hours. This is 16 quarter hours less than if they pursued the two degrees separately.

Summary of Degree Requirements

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<tr>
<th>Core Requirements</th>
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<th>Science Specialization</th>
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<td>SCI 121 Anatomy &amp; Physiology</td>
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<td>SCI 133 Chemistry for Health Sciences</td>
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<td>SCI 134 Life Science Biology</td>
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<td>SCI 151 Exercise Physiology</td>
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<td>SCI 154 Microbiology</td>
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<td>SCI 260 Clinical Nutrition</td>
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<td>SCI 351 Advanced Exercise Physiology</td>
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<td>SCI 505 Advanced Anatomy &amp; Physiology</td>
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<td>SCI 506 Advanced Exercise Physiology</td>
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<th>Human Performance Core</th>
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<tr>
<td>SCI 520 Biomechanics of Human Movement</td>
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<tr>
<td>SCI 525 Strength &amp; Conditioning</td>
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<tr>
<td>SCI 530 Sport Psychology</td>
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<td>SCI 532 Sports Nutrition</td>
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<td>SCI 590 Graduate Internship I</td>
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<td>SCI 625 Human Performance Evaluation &amp; Prescription</td>
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<td>SCI 626 Injury Prevention &amp; Rehabilitation</td>
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<thead>
<tr>
<th>Exercise, Nutrition, Health Science Core</th>
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<tbody>
<tr>
<td>AHS 100 Medical Terminology</td>
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<tr>
<td>AHS 235 Nutrition for Sport &amp; Wellness</td>
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<td>AHS 310 Contemporary Issues in Sport, Health &amp; Wellness</td>
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<td>AHS 315 Nutrition Assessment</td>
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<td>AHS 320 Sport Safety Training</td>
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<td>AHS 325 Coaching &amp; Motivations in Sport</td>
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<td>AHS 330 Science of Food</td>
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<td>AHS 375 Food Research &amp; Analysis</td>
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<td>AHS 410 Exercise as Sports Medicine</td>
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<td>AHS 425 Food Experience</td>
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<td>AHS 450 Exercise &amp; Nutrition: Senior Capstone</td>
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<td>FIT 100 Introduction to Exercise &amp; Nutrition</td>
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<td>FIT 140 Human Performance for Various Populations</td>
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<td>FIT 180 Fitness Assessment</td>
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<td>FIT 192 Introduction to Athletic Training &amp; Taping</td>
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<tr>
<td>FIT 205 Kinesiology &amp; Biomechanics</td>
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<td>FIT 275 Strength &amp; Conditioning</td>
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<td>FIT 290 Exercise Program Design</td>
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<table>
<thead>
<tr>
<th>Quantitative Methods</th>
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<tbody>
<tr>
<td>MAT 500 Graduate Biostatistics</td>
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<tr>
<td>MAT 505 Research Design</td>
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<tr>
<td>MGT 508 Research Statistics for Management</td>
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<td>SCI 508 Independent Study</td>
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<th>Graduate Electives</th>
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<tr>
<td>MGT 545 Leadership Practice &amp; Theory</td>
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<td>SPM 510 Sport Facility &amp; Event Management</td>
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<tr>
<td>SPM 520 Sport Media &amp; Public Relations</td>
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<tr>
<td>SPM 550 Intercollegiate Athletic Administration</td>
<td></td>
</tr>
<tr>
<td>SPM 560 Legal &amp; Liability Issues Affecting Sport Policy</td>
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</table>

Bachelor's & Master's Degree Requirements Met 229
BS/MBA Accounting Dual Degree Program Description

Robert Morris University offers a dual degree program, which allows qualified students to earn both a Bachelor's Degree in Accounting (BS) and a Master’s Degree in Accounting (MBA), both with a concentration in accounting, in an accelerated timeframe. By working toward the dual degree, students will be required to take a total of 136 quarter hours (in addition to an Associate Degree or equivalent). This is 16 quarter hours less than if they pursued the two degrees separately.

Summary of Degree Requirements

<table>
<thead>
<tr>
<th>Component</th>
<th>Qtr. Hours</th>
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<tbody>
<tr>
<td>Associate Degree or Equivalent Requirements Met</td>
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</tr>
<tr>
<td>Bachelor Degree Equivalents</td>
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<tr>
<td>Accounting</td>
<td>12</td>
</tr>
<tr>
<td>ACC 110 Financial Accounting I</td>
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<tr>
<td>ACC 111 Financial Accounting II</td>
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</tr>
<tr>
<td>ACC 200 Foundations of Managerial Accounting</td>
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<tr>
<td>Economics/Finance</td>
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<tr>
<td>ECN 510 Managerial Economics</td>
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<tr>
<td>FIN 300 Principles of Finance</td>
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<td>FIN 520 Corporate Finance</td>
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<tr>
<td>Quantitative Methods of Management</td>
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<td>Management</td>
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<td>MGT 545 Leadership Practice &amp; Theory</td>
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<td>MGT 560 Operations Management</td>
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<td>MGT 590 Capstone: Competing Globally</td>
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<td>MKT 305 Marketing Principles &amp; Analysis</td>
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Accounting Concentration 60

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<thead>
<tr>
<th>Course Code</th>
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<tr>
<td>ACC 280</td>
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<td>Investment Analysis</td>
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<tbody>
<tr>
<td>Thomas Herion</td>
<td>B.A., Northeastern Illinois University, M.A., University of Illinois-Chicago</td>
</tr>
<tr>
<td>Monique Herard</td>
<td>B.A., University of Illinois-Chicago</td>
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<tr>
<td>Brown</td>
<td>M.B.A., University of Illinois</td>
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<td>Ph.D., University of Illinois-Chicago</td>
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<tr>
<td>John Foley</td>
<td>B.A., New Jersey City University, M.B.A., Fairleigh Dickson University</td>
</tr>
<tr>
<td>Thomas Bednarcik, C.P.A.</td>
<td>B.A., Robert Morris University, M.S., Governors State University</td>
</tr>
<tr>
<td>William Bodlak</td>
<td>B.A., University of Illinois-Chicago, B.S., University of Illinois-Chicago, M.B.A., Northwestern University</td>
</tr>
<tr>
<td>Coley Daigler</td>
<td>B.S., John Carroll University, M.S., Northern Illinois University</td>
</tr>
<tr>
<td>Frank Bukowski</td>
<td>B.S., Northern Illinois University, M.B.A., DePaul University</td>
</tr>
<tr>
<td>Amy Dolhay</td>
<td>Adjunct Teaching Fellow, B.A., Kalamazoo College, M.A., DePaul University</td>
</tr>
<tr>
<td>Kayed Akkawi</td>
<td>Dean of Graduate Studies, B.S., Illinois Institute of Technology, M.S., Illinois Institute of Technology, Ph.D., Illinois Institute of Technology</td>
</tr>
<tr>
<td>Michael Jannusch</td>
<td>B.S., Benedictine University, E.M.B.A., Lake Forest Graduate School of Management</td>
</tr>
<tr>
<td>Jay Jiwani</td>
<td>B.S., Northeastern Illinois University, M.B.A., Keller Graduate School of Management, D.B.A., Argosy University</td>
</tr>
<tr>
<td>Ona' Johnson</td>
<td>B.A., Chicago State University, M.H.A., Governor's State University, Ed.D., Argosy University</td>
</tr>
<tr>
<td>Edward Jones, P.M.P.</td>
<td>B.S., Roosevelt University, M.B.A., Northern Illinois University, Ph.D., Walden University</td>
</tr>
<tr>
<td>Henry Kurzawski</td>
<td>B.S., University of Dayton, M.B.A., DePaul University</td>
</tr>
<tr>
<td>Robert Marshall</td>
<td>B.S., Roosevelt University, M.B.A., Loyola University</td>
</tr>
<tr>
<td>Deborah Martinez, JD</td>
<td>B.A., State University of New York, J.D., Duke University</td>
</tr>
<tr>
<td>Thomas Murphy</td>
<td>M.S., Calumet College of St. Joseph</td>
</tr>
<tr>
<td>Jennifer Ann Muryn</td>
<td>B.A., University of Wisconsin, M.A., Loyola University, Ph.D., Chicago School of Professional Psychology</td>
</tr>
<tr>
<td>Lynn O’Linski, ASEP</td>
<td>B.A., St. Mary of the Woods College, M.A., St. Xavier University</td>
</tr>
<tr>
<td>Raman Patel</td>
<td>Assessment Chair, Graduate Studies, B.S., Sardar Patel University-India, M.S., Johns Hopkins University, M.B.A., Temple University, Ph.D., Temple University</td>
</tr>
<tr>
<td>Margarite Primoizich-Low,</td>
<td>B.A., Loyola University of Chicago, M.S., University of Illinois-Urbana, J.D., John Marshall Law School</td>
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<tr>
<td>Pamela Randle-Spencer</td>
<td>B.A., National Louis University, M.S., Roosevelt University</td>
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<tr>
<td>Clifford Ratza</td>
<td>B.S., Illinois Institute of Technology, M.S., University of Illinois, M.S., Greenwich University, M.B.A., University of Chicago, Ph.D., Greenwich University</td>
</tr>
<tr>
<td>Don Rey</td>
<td>Teaching Fellow, B.S., John Carroll University, M.B.A., Keller Graduate School</td>
</tr>
<tr>
<td>Marsha Ross-Jackson</td>
<td>B.A., Hampton University, M.A.S., Roosevelt University</td>
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Lateef Syed, C.P.A. ........................................
B.S., Osmania University-India
M.S., SV University-India
M.Phil., Osmania University-India
Ph.D., Osmania University-India

Mark Taylor, C.I.A., C.M.A., C.P.A.............................
B.S., Illinois State University
M.S., Illinois State University

Osvaldo Valdez ..................................................
B.A., Lewis University
M.S., Lewis University

Arturo Venecia, II .............................................
B.A., Aurora University
M.B.A., North Park University

William Waas ..................................................
B.B.A., Hofstra University
M.B.A., Hofstra University

Advisory Board

Dr. Kayed Akkawi ..................................................
Dean, Morris Graduate School of Management

Dr. Roger Baran ..................................................
Associate Professor, DePaul University

Jamil Bou-Saab ..................................................
Executive V.P. Terra Engineering, Ltd.

Steven Kelly ....................................................... Claim Process Expert, Allstate

Basim Khartabil ..................................................
Dean of Instruction, Robert Morris University

Fred Lenhoff ....................................................... Director, Academic Physicians Section-AMA

Martha Madkins ..................................................
Associate Provost for Academic Affairs

Kevin McDermott .............................................
Major Scale Technology Management, Inc.

Erin Murray .......................................................

Gerald Nestor, LURCF ...........................................
Sr. Branch Manager, Liberty Mutual Insurance

Craig Watson .................................................... Managing Principal, EKI Consulting Company

Steven Wilt ....................................................... Innovation & Transformation Executive, Salesforce

Harry Zhu ....................................................... CFO, Alliant Credit Union
Course Descriptions

Robert Morris University uses an academic, discipline-oriented course numbering system, which is an alphabet/numeric code. The alphabetic prefix designates the subject area of the course; the three-digit numeric section indicates the course level.

Courses numbered less than 100-level are pre-college level or remedial courses (not for credit) and not applied toward degree requirements. Courses numbered 100-299 are lower division and open to all students. Courses numbered 300 or higher are upper division offered to students at the junior and senior level of those students meeting all course prerequisites. Graduate-level courses are those with a 500 number or above.

ACC 110  Financial Accounting I  4 Qtr. Hours
This course is the first in a two-part series of accounting courses that present an introduction to financial accounting practices and procedures. Topics include the accounting equation as it applies to corporate accounting; the accounting cycle from original transactions through the production of financial statements and closing procedures at year end; revenue recognition, and current assets. Ratios are used to analyze business activities and corporate performance.

ACC 111  Financial Accounting II  4 Qtr. Hours
This course is the second in a two-part series of accounting courses that present an introduction to financial accounting practices and procedures. Topics include long-term assets, current and long-term liabilities; stockholders’ equity; and the statement of cash flows. Financial statements are analyzed to evaluate corporate performance and earnings quality. (Prerequisite: ACC 110)

ACC 200  Foundations of Managerial Accounting  4 Qtr. Hours
This course is the first in a two-part sequence of managerial accounting courses with an emphasis on practical approaches to decision making by managers. Topics include the value chain: cost-volume-profit analysis; master, static and flexible budgeting; standard costing for job order and process costing; and activity-based costing. Emphasis is placed on business analysis and research of current trends in managerial accounting.

ACC 280  Intermediate Accounting I  4 Qtr. Hours
This course is the first in a series of three intermediate accounting courses that focus on a comprehensive review of corporate accounting. This course includes a more intensive, theoretical approach to the study of: the conceptual framework of accounting; financial statements, revenue recognition, cash; receivables; and inventory. It also introduces the student to accounting research and analysis through use of FASB codification. (Prerequisite: ACC 111)

ACC 281  Intermediate Accounting II  4 Qtr. Hours
The second course in the intermediate accounting series includes accounting for: property, plant and equipment; intangible assets; current and long-term liabilities; stockholders’ equity and retained earnings, and investments in debt and equity securities. (Prerequisite: ACC 111)

ACC 300  Managerial Accounting  4 Qtr. Hours
This course is the second in a two-part sequence of managerial accounting courses with an emphasis on practical approaches to decision making by managers. Topics include cost behaviors, cost estimation, using relevant information in decisions, balanced scorecard, cost allocation, process costing, and capital budgeting. Emphasis is placed on business analysis and research of current trends in managerial accounting.

ACC 302  Independent Study  2 Qtr. Hours
Independent studies allow a student to explore a topic or area of interest. Students will propose a topic for tutorial study under the guidance of a supervising faculty member. Course can be repeated up to 6 hours.

ACC 305  Individual Taxation  4 Qtr. Hours
This course is intended to give the students a practical, hands-on experience in preparing tax returns for individuals. Topics covered include: taxpayer filing status, dependency exemptions, taxable vs. non-taxable income, adjustments to taxable income, itemized and standard deductions and various tax credits. Students are also introduced to tax research sources including IRS codes and regulations.

ACC 310  Corporate Taxation  4 Qtr. Hours
This course is an overview of corporate taxation. Topics covered include: corporate formation, liquidating and non-liquidating distributions, partnership formation, S-corporations, gift tax, estate tax, and administrative procedures. Students are also introduced to tax research sources including IRS codes and regulations. (Prerequisite: ACC 280)

ACC 311  Accounting Information & Forensic Systems  4 Qtr. Hours
This course will use accounting software for the tracking and reporting of accounting information. Through the use of spreadsheet software and QuickBooks students will be able to compile accounting information for reporting purposes, reconcile cash accounts, construct financial statements, and use computer generated reports for decision-making. Special emphasis will be placed on flow-charting to build effective internal controls. (Prerequisite: ACC 111)

ACC 319  Independent Study  4 Qtr. Hours
Independent studies allow a student to explore a topic or area of interest. Students will propose a topic for tutorial study under the guidance of a supervising faculty member. Course can be repeated up to 12 hours.

ACC 380  Intermediate Accounting III  4 Qtr. Hours
This third course in the intermediate accounting series includes accounting for: employee compensation and benefits, income taxes; leases, earnings per share, accounting errors, accounting changes, and the preparation of the statement of cash flows. (Prerequisite: ACC 111)

ACC 430  Advanced Accounting  4 Qtr. Hours
This course examines the accounting treatment for consolidation of corporate entities both at the time of consolidation and subsequent periods. A special emphasis is placed on the legal forms of consolidations as well as constructing consolidating worksheets and preparing the eliminating entries. This course also introduces the financial reporting and accounting principles applicable to state and local governments. Topics include fund accounting, budgeting, and financial statement analysis, accounting for capital assets, debt service funds and accounting for fiduciary activities.
ACC 460 Auditing I  4 Qtr. Hours
This course is the first in a two-part sequence studying the professional requirements of auditors as outlined by the American Institute of Certified Public Accountants (AICPA), the Securities and Exchange Commission (SEC), and the International Federation of Accountants (IFAC). Audit topics include: the auditing profession, the auditor’s professional standards, ethics standards, planning the audit, audit evidence, testing procedures, internal controls, auditor’s standard audit report, and audit report opinions.

ACC 461 Auditing II  4 Qtr. Hours
This course is the second in a two-part sequence studying the professional requirements of auditors as outlined by the American Institute of Certified Public Accountants (AICPA), the Securities and Exchange Commission (SEC), and the International Federation of Accountants (IFAC). Audit topics include: specific auditing procedures for assets, liabilities, equity, revenues, and expenses; end of audit procedures, audit report considerations, non-audit professional services, and statistical sampling techniques.

ACC 490 Accounting Research & Analysis  4 Qtr. Hours
This capstone course analyzes accounting problems from a senior management perspective by integrating and applying previous coursework. Through case studies, research and business simulations, students will develop strategic plans and policies for specific companies. Analysis will include: trend and ratio analysis; review of accounting and audit practices; written responses to current exposure drafts; and oral presentations of research and strategy outcomes. (Prerequisite: ACC 280; recommended ACC 281, 380, 460)

ACC 505 Federal Taxation  4 Qtr. Hours
This course gives students hands-on experience in preparing tax returns for individuals, corporations, "S" corporations, and partnerships. Topics covered include: taxpayer filing status, dependency exemptions, taxable vs. non-taxable income, adjustments to taxable income, itemized and standard deductions, tax credits, tax research and planning, and the preparation of tax returns for individuals, corporations, and partnerships. Students are also introduced to tax research sources including IRS codes and regulations. (Prerequisite: ACC 280)

ACC 510 Accounting for Managerial Decisions  4 Qtr. Hours
This course includes a study of managerial accounting topics through the use of case studies involving a wide variety of management issues and concerns. The course will enable the students to understand how accounting information, can be used to facilitate decision making, performance measurement, and control. Students will analyze and use data to gain strategic advantage. Analytical techniques and communication skills will be emphasized, including: break-even analysis; budgeting; profit-planning; and variance analysis. Internal control and ethical decision making will be discussed. (Prerequisite: ACC 380 or BUS 500)

ACC 530 Advanced Accounting  4 Qtr. Hours
This course examines the accounting treatment for consolidation of corporate entities both at the time of consolidation and subsequent periods. A special emphasis is placed on the legal forms of consolidations as well as constructing consolidating worksheets and preparing the eliminating entries. This course also introduces the financial reporting and accounting principles applicable to state and local governments. Topics include fund accounting, budgeting and financial statement analysis, accounting for capital assets, debt service funds and accounting for fiduciary activities. (Prerequisite: ACC 280)

ACC 550, CPA Review Classes
551, 552, 553
Each of the four classes is the same as the CPA test topic:
ACC 551 - CPA Review Financial Accounting & Reporting;
ACC 552 - CPA Review Regulation; and
ACC 553 - CPA Review Auditing

Prerequisites: Students should have 225 quarter hours and the ability to sit for that section of the CPA exam within a 2-month time frame of completing the review course.

ACC 560 Advanced Auditing  4 Qtr. Hours
This course is the first in a two-part sequence studying the professional requirements of auditors as outlined by the American Institute of Certified Public Accountants (AICPA), the Securities and Exchange Commission (SEC), and the International Federation of Accountants (IFAC). Audit topics include: the auditing profession, the auditor’s professional standards, ethics standards, planning the audit, audit evidence, testing procedures, internal controls, auditor’s standard audit report, audit report opinions, specific auditing procedures for assets, liabilities, equity, revenues, and expenses, end of audit procedures, and statistical sampling techniques.

ACT 105 Technical Drawing  4 Qtr. Hours
This technical skills course will enhance the student’s ability to use manual drafting techniques for graphic communication. Proper use and care of drafting equipment, development and application of line weights, use of architectural scale, architectural lettering techniques, and orthographic projections are introduced. Graphic communication skills are employed to facilitate the development of basic manual drafting skills, visualization, and the solution of spatial problems.

ACT 113 Architectural Materials 1  4 Qtr. Hours
This practical skills course will introduce students to basic construction materials and assemblies with regard to wood and brick construction. Life safety, sustainable building practices, state and municipal laws and ordinances, and building codes and zoning are introduced.

ACT 125 CAD 1  4 Qtr. Hours
This technical skills course transitions students from manual drafting to computer-based drafting using AutoCAD. Students will use computer-based software to complete advances orthographic projections, sectional viewing, auxiliary viewing, and detailed dimensioning. Students will incorporate a minimum of one project into their design portfolio. (Prerequisite: ACT 105)
ACT 141 Freehand Drawing 4 Qtr. Hours
In this practical skills course, students will be introduced to techniques in freehand architectural drawing. A significant amount of class time will be spent in the urban environment, documenting architectural and design characteristics of the build world. Realistic visual transfer of architectural elements will be communicated in a design log using pencil and ink. Students will learn to use freehand drawing techniques to document architecturally significant structures from history, archive architectural details, and communicate original design concepts for inclusion in students design portfolio.

ACT 151 Model Building 4 Qtr. Hours
This studio course introduces three-dimensional design and model building. Basic principles of design and construction techniques are enhanced through spatial problem-solving exercises. Students will work individually and in teams to explore a variety of model building materials while practicing standard model building techniques. (Prerequisite: ACT 105)

ACT 155 CAD 2 4 Qtr. Hours
This technical skills course builds on topics introduced in ACT 105 and ACT 125. Students are introduced to three-dimensional computer-based drafting, terminology and applications as they are employed in architecture, engineering and design. (Prerequisites: ACT 105, ACT 125)

ACT 204 Design Studio 1 4 Qtr. Hours
This design studio presents the architectural design process with special emphasis on using design theories and their applications. It highlights architectural thinking and helps students gain a thorough understanding of space and form. This studio fully explores, analyzes and cross-references key elements and techniques used in architecture and space planning. Scenarios involving the use of a design principle, or the way it might be experienced, will aid students in developing strategies for their own design. (Prerequisites: ACT 105, ACT 151)

ACT 213 Architectural Materials 2 4 Qtr. Hours
This practical skills course is a continuation of ACT 113. This course will introduce students to light gauge steel frame construction, site-cast and pre-cast concrete, glass and glazing systems, and masonry and metal cladding. All of these introductions will be in compliance with life safety standards, sustainable building practice, state and municipal laws and ordinances, as well as building codes and zoning requirements. (Prerequisite: ACT 113)

ACT 255 CAD 3 4 Qtr. Hours
This course is an introduction to Building Information Modeling (BIM) and Revit Architecture. Students will create a complete three-dimensional building model and convey information about that model through two-dimensional drawings. (Prerequisite: ACT 155)

ACT 256 Internship 4 Qtr. Hours
Students serve an internship to practically apply their skills in real-world employment situations. All internships are project-oriented and directly related to their focus in Drafting & Design Technology. Internships are served under the sponsorship of a faculty advisor, and students will be required to document the results of their experience. Course can be repeated up to 12 hours. (Prerequisites: ACT 155, ACT 204)

ACT 264 Design Studio 2 4 Qtr. Hours
This design studio presents the architectural design process with special emphasis on using design theories and their applications. It highlights architectural thinking and helps students gain a thorough understanding of space and form. This studio fully explores, analyzes and cross-references key elements and techniques used in architecture and space planning. Scenarios involving the use of a design principle, or the way it might be experienced, will aid students in developing strategies for their own design. (Prerequisite: ACT 204)

ACT 304 Design Studio 3 4 Qtr. Hours
This advanced design studio presents architectural design process with special emphasis on using design theory and its applications. It highlights design thinking and the architectural thinking that helps students gain a thorough understanding of space and form. This studio fully explores, analyzes, and cross-references key elements and techniques used in architecture and space planning. Scenarios involving the use of a design principle and the way it might be experienced, will aid students in developing strategies for their own design. (Prerequisite: ACT 264)

ACT 319 Independent Study 4 Qtr. Hours
Independent studies allow a student to explore a topic or area of their interest. Students will propose a topic for tutorial study under the guidance of a supervising faculty member. Course can be repeated up to 12 hours.

ACT 322 Architectural Design 4 Qtr. Hours
Essentials of architectural history and theory are explored. This is a project-intensive course that focuses on basic structural and interior space utilization. The role of light, creativity, client interaction, design components, forms and architectural conventions are analyzed. (Prerequisites: ACT 105, ACT 125, ACT 141, HUM 160)

ACT 331 The Basis for Sustainable Design 4 Qtr. Hours
This course will lead students through an in-depth look into historical, current and developing thinking, theory, practices and trends with respect to resource consumption/ transformation and climate change. Studio based and real world hands-on projects will provide a practical look at sustainable practices in Design and Architecture. (Prerequisite: Junior status)

ACT 356 Advanced Internship 4 Qtr. Hours
Students serve as interns and apply their skills in real-world employment situations. All internships are project-oriented and directly related to their focus area of Architectural Technology or Interior Design. Internships are served under the sponsorship of a faculty advisor, and students will be required to document the results of the experiences. Course can be repeated up to 12 hours. (Prerequisite: Junior status)

ACT 423 Construction Technology 4 Qtr. Hours
Students will analyze and develop construction and structural residential and commercial building designs, including evaluating construction materials and technologies. Construction planning and scheduling, state and municipal laws and ordinances, building codes, zoning, accessibility and “green” construction are addressed. (Prerequisite: Junior status)

ACT 424 Building Systems 4 Qtr. Hours
This course covers the process of designing and constructing a building. Focus is on material selection to create healthy, safe buildings that conserve energy. Subjects such as heating and air conditioning systems, lighting, electricity, security, acoustics and communication are explored. (Prerequisite: Junior status)

ACT 431 Sustainability in Construction 4 Qtr. Hours
Green Building Concepts and fundamentals of sustainability in the construction industry are explored. Green Building strategies will be introduced with focus on Sustainable Sites, Water & Energy Efficiency, Green Construction Materials and Indoor Environmental Quality. The course will introduce and focus on the Green Building Certification Systems with focus on the LEED (Leadership in Energy & Environmental Design) system established by the U.S. Green Building Council. (Prerequisite: Junior status)
ACT 440 Portfolio  4 Qtr. Hours
Students examine methods and techniques for presenting print, web and interactive portfolio work to prospective employers. Students create physical and/or virtual mock-ups of their work for use in electronic and printed portfolios and personal branding pieces. Throughout the course, they develop and design a personal branding package, including a business card, letterhead, envelope and resume, and a mini leave-behind. At the end of the quarter, students present their work in a professional manner. (Prerequisite: Senior status)

ACT 441 Sustainable Design Practicum  4 Qtr. Hours
The studio class will build on the Architectural Program developed in ACT 431. Students will be required to take this project through Design Development then produce Design Documents for this project. This will include Revit software based plans, elevations, sections and 3-dimensional models. The final project will be a complete sustainable design architectural concept as a finished portfolio component. (Prerequisite: ACT 431)

AHS 100 Medical Terminology  4 Qtr. Hours
This course involved recognition, analysis, definition, spelling, and pronunciation of terms used within medicine. Emphasis will be placed on recognition of basic word roots, prefixes, and suffixes and combining forms. Topics include medical vocabulary and terms relating to anatomy, physiology, pathological conditions, and treatment of selected systems.

AHS 210 Electronic Health Records  4 Qtr. Hours
Integration
This course provides an introduction to the history, theory, and benefits of an electronic health records (EHR) system. Students are able to apply the features and functions of an EHR environment through a hands-on experience with an industry standard EHR program, providing the opportunity to put manual administrative skills into practice in a simulated medical setting using an electronic system. Types of electronic management systems will be explored along with their impact on various areas of the healthcare system.

AHS 211 Electronic Health Records II with Certification  4 Qtr. Hours
This course provides continued Electronic Health Records training and EHR Certification prep. Students will learn to analyze, improve, and implement technology and workflow solutions to improve patient care. This course will support the growing use of technology throughout all aspects of healthcare in a variety of healthcare settings. Additionally, this course emphasizes the need for strict adherence to patient confidentiality laws, authorized release of information, and data security. Study guide and practice exams and rationale for answers will be reviewed. (Prerequisite: AHS 210)

AHS 215 Emergency Preparedness & Multi-Hazard Disaster Management  4 Qtr. Hours
This two-fold course will prepare the student to be prepared for any natural or man-made disaster. In Part I, the student will learn about emergency preparedness and what must be included in preparing for any given emergency. The four phases of emergency management, Mitigation, Preparedness, Response, and Recovery will be emphasized. In Part II, hands-on exercises will include using the knowledge in emergency preparedness to create an emergency management plan for a community using the four phases of emergency management, i.e. tornado, hurricane, earthquake, etc.

AHS 225 National Phlebotomy Certification  4 Qtr. Hours
Students are introduced to the role of a phlebotomist and their vital membership with the clinical laboratory team. Experience is acquired in obtaining patients' blood specimens. Students must complete and document a minimum of 30 successful venipunctures and 10 successful capillary sticks. The National Healthcare Association (NHA) certification exam (CPT) is offered to qualified candidates. (Prerequisites: A&P, CNHS student enrollment)

AHS 235 Nutrition for Sport & Wellness  4 Qtr. Hours
This class will discuss the role of nutrition and food intake in the health and well-being of the individual. Fundamentals of nutrient metabolism and nutrient requirements in physical performance and disease prevention will be reviewed. Students will learn to identify nutrient dense foods and prepare and select meals for optimal performance and recovery post-event.

AHS 245 EKG Technician Certification  4 Qtr. Hours
Students will learn the principles of electrocardiography including resting EKG, ambulatory monitoring, and stress testing. The student will review the anatomy and physiology of the heart, as well as learning the parts of the EKG complex. Recognition of rhythms and abnormal complexes will be emphasized. Students will perform resting EKG, ambulatory (Holter) monitoring, and stress testing. Upon completion of the course, the student will be eligible to take the EKG Technician Certification Examination. (Prerequisites: A&P, CNHS student enrollment)

AHS 256 Externship: Allied Health  4 Qtr. Hours
Students serve as externs and apply their skills in real-world employment situations. All externships are project-oriented and directly related to their focus in Allied Health. Externships are served under the sponsorship of a faculty advisor, and students will be required to document the results of their experience. Course can be repeated up to 12 hours.

AHS 265 Sports Injury & Treatment  4 Qtr. Hours
This course will introduce the necessary skills and competencies required for the treatment of the most common sports-related injuries along with the study of the principles of Sports Medicine. This course is designed for you to gain an understanding of basic theories and techniques used in the management of injuries that typically occur in the athletic population. This course will also provide guidelines and recommendations for administrative consideration to manage athletically-related injuries.

AHS 275 Spanish for Healthcare Workers  4 Qtr. Hours
This course is designed for those interested in learning basic Spanish language skills in order to work with Spanish-speaking clients in the healthcare field. This interactive course utilizes a combination of basic Spanish language skills, conversational role play, and common medical terminology to enhance the Spanish language skills of the healthcare professional and improve the quality of care rendered. Content includes basic dialogue, questioning techniques, consent to procedure/treatment and discharge instructions that will enable you to accurately assess the needs of your client while making clients feel comfortable in their own language. Examination of cultural variation among Spanish speaking populations and their views of medicine are included.
AHS 290 Medical Office Management  4 Qtr. Hours
This course will emphasize critical thinking and effective communication as students prepare for immediate and long-term success as Multi-Skilled Healthcare Professionals. Students will learn to incorporate medical business practices through knowledge of administrative functions such as appropriate communication skills in the healthcare setting, front office management, management of patient information, including privacy practices, basic practice finances, third party reimbursement, and procedural and diagnostic coding.

AHS 304 Law & Ethics in Healthcare  4 Qtr. Hours
This course will look at the ethical and legal issues that affect medical practitioners in a variety of professional settings. This course will provide a foundation for handling everyday challenges in the medical environment. Topic areas will include: credentialing, professional liability, medical malpractice, and end-of-life issues. (Prerequisite: A&P).

AHS 305 Health & Disease  4 Qtr. Hours
This course will introduce students to disease prevention, health promotion, assessment, intervention, pharmacological treatments and technologies involved in a variety of health diseases and disorders. Students will focus on the health problems and interventions throughout the lifespan. Topic areas will include: Alzheimer’s disease, asthma, cancers, cardiovascular disease, diabetes, infertility, obesity, and metabolic disorders. (Prerequisite: A&P).

AHS 310 Contemporary Issues in Sport, Health & Wellness  4 Qtr. Hours
This course will provide an overview of the common nutrition and food security assessment tools. Using practical application, students learn to select and apply these concepts in the nutritional care of clients in clinical, community, and research settings. Additionally, issues of validity and reliability of these methods will be addressed.

AHS 315 Nutrition Assessment  4 Qtr. Hours
This course will provide an overview of the common nutrition and food security assessment tools. Using practical application, students learn to select and apply these concepts in the nutritional care of clients in clinical, community, and research settings. Additionally, issues of validity and reliability of these methods will be addressed. (Prerequisite: SCI 260)

AHS 320 Sport Safety Training  4 Qtr. Hours
Based on information provided by the American Sport Education Program (ASEP), students will learn from a coaching perspective ‘best practices’ to perform in first aid situations. Students develop skills related to athletic injuries that occur in an athletic environment. Topics include: Checking an Unconscious Athlete; Asthma; Sudden Illness; Heat Related Illnesses; Wounds; Injuries to the head, Neck and Spine; Psychological and Mental Health Problems. (ASEP’s Sport First Aid Certification exam is offered). (Prerequisite: FIT 140 (with CPR/AED/Bloodborne Pathogens, and First Aid Certification offered through FIT 140)

AHS 325 Coaching & Motivation in Sport  4 Qtr. Hours
A variety of areas will be covered for effective coaching that include leadership philosophy, team and staff management, as well as motivational techniques. Students will learn how to observe, evaluate, and provide proper feedback for all sports levels. Focus will be on the importance of communication and proper sportsmanlike behavior in the sports industry. The University’s cadre of coaches will provide applied insight for students to observe theory in actual practice. (Prerequisite: FIT 140 (with CPR/AED/ Bloodborne Pathogens, and First Aid Certification offered through FIT 140)

AHS 330 Science of Food  4 Qtr. Hours
This course will discuss concepts related to the chemical, physical, sensory and nutritional properties of food relating to menu planning, food preparation and recipe modification

AHS 350 Introduction to Forensic Science  4 Qtr. Hours
This is an experience-based learning course that will introduce the students to the application of science to the law. Students will cover the fundamental aspects of forensic science and the application of various laboratory methodologies used in a Crime Scene Investigation. Physical and chemical evidence processes will include evidence collection, forensic photography, fingerprint identification, serology and DNA analysis, facial reconstruction, death investigation, and forensic entomology. (Prerequisite: A&P class)

AHS 360 Foundations in Health Education  4 Qtr. Hours
This course will help students to develop effective health education programs for diverse populations. Skills will be developed to identify health needs, plan, implement, and evaluate health education programs. Students will be able to plan and design a health promotion program in an area and population of their choice.

AHS 375 Food Research & Analysis  4 Qtr. Hours
This course will provide information on food constituents, additives, labeling, environmental issues, food regulations and food safety and is intended to provide students general application and understanding as associated with food products and ingredients. Lab techniques, instrumentation and analysis will be discussed and performed.

AHS 400 Global Health Practices  4 Qtr. Hours
This course will examine today’s most critical global health issues and trends. Examination will be given to the socioeconomic, biological and environmental causes and consequences of diseases. Some of the topics covered will include: infectious diseases, nutrition, maternal health, non-communicable diseases, mental health and injuries.

AHS 405 Techniques for Fitness & Exercise Training  4 Qtr. Hours
Procedures for testing and training different populations in fitness and exercise will be provided. Students will develop the skills necessary to work with special populations covering the lifespan. Emphasis will be placed on understanding the purpose of evaluating health status, using screening protocols, and determining the level of risk for clients. (Prerequisite: Senior standing)

AHS 410 Exercise as Sports Medicine  4 Qtr. Hours
This course is designed to investigate the needed vaccine of exercise for our overall health. Exercise & Nutrition will be examined in a medical viewpoint by categorizing the influence of exercise over the lifespan of an active person. Specifically, our exercise behavior will be addressed. Also, environmental factors, such as, economics of poor health and physician protocol in using exercise and nutrition as a proactive tool for better health outcomes.

AHS 415 Exercise & Sport Advanced Internship  4 Qtr. Hours
The purpose of this internship is to provide a transition from the University to a professional health and fitness setting. The student will apply theories in the field and demonstrate the application of acquired competencies in the applied health sciences. Internship consists of 100 hours in a corporate, clinical, community, fitness, health or sport setting under the guidance and supervision of a professional practitioner. (Prerequisite: Senior) Course can be repeated up to 12 hours.
AHS 416 Advanced Internship for Healthcare  4 Qtr. Hours
The purpose of this internship is to provide a transition from the University to a professional healthcare setting. The student will apply theories in the field and demonstrate the application of acquired competencies in the applied health sciences. Internship consists of 100 hours in a healthcare or wellness setting under the guidance and supervision of a professional practitioner. (Prerequisite: Senior level) Course can be repeated up to 12 hours.

AHS 425 Food Experience  4 Qtr. Hours
Practical food experience related to the procurement, preparation and delivery of food in a restaurant setting. Additional concepts discussed include nutritional properties of food in menu planning, food preparation and recipe modification. (Prerequisite: CUL 110)

AHS 450 Exercise, Nutrition & Health Science: Senior Capstone  4 Qtr. Hours
Students will create a capstone project that includes options for research and personal reflection in relation to the exercise, nutrition, health science and sport field. Students will propose a topic for study and approval under the guidance of the supervising faculty member. (Prerequisite: Senior standing)

ART 108 Video Production  4 Qtr. Hours
Students receive hands-on training in digital video and post-sound production from idea development to project delivery. Students are introduced to the digital filmmaking workflow and the software and hardware tools necessary for project completion. Emphasis is placed on the visual literacy necessary for crafting quality work.

ART 109 Exploring Art & Media  4 Qtr. Hours
This course introduces students to current trends in design, media, art and culture. Students engage in the design process through research, lectures, screenings, and the exploration of professional, contemporary design work. Students explore the role of the designer in the community, emphasizing social engagement, sustainability and the fostering of cultural understanding. Students will document their experiences using photography while sharing ideas, discoveries and inspirations in a weblog or visual journal. The objective is for students to visualize themselves as active participants in contemporary design practice.

ART 125 Art Guild  1 Qtr. Hour
This is open to students participating in the Art Guild team activities. Students engage in team building, leadership development, and artistic development while enrolled in these classes. This class is repeatable for up to four hours.

ART 130 Design, Color & Composition  4 Qtr. Hours
In this course, students are introduced to the principles of color theory composition through application in design projects across mediums. Students apply visual thinking to design problems, utilizing color theory and design principles to communicate a solution. During the course, students will develop manual skills and are expected to demonstrate craftsmanship and presentation skills.

ART 150 Visualization & Concept Development  4 Qtr. Hours
Students will develop commercial drawing skills and create visual representations for various media. They will utilize brainstorming and concept development techniques and communicate through sketches, thumbnails and hand drawn compositions. Students will prepare storyboards and visual concepts for presentation and art direction.

ART 203 Digital Illustration  4 Qtr. Hours
In this course, students are introduced to Adobe Illustrator as an illustration, design and production tool. Students are introduced to all aspects of Adobe Illustrator and prepare illustrations, layouts and graphics using industry standard tools.

ART 207 Digital Photography  4 Qtr. Hours
This course introduces digital darkroom approaches and techniques applied to the art and practice of photography, focusing on the use of a DSLR camera, Adobe Bridge and Adobe Photoshop. Students are introduced to the technical and practical aspects of using a DSLR camera, photographic composition, and digital workflow. Emphasis is placed on the creative process while exploring the aesthetics of photography for publication, exhibition and commercial use.

ART 235 Digital Imaging  4 Qtr. Hours
Digital Imaging is a foundation class that introduces the creation and manipulation of digital images using Photoshop as an imaging and design tool. Emphasis is placed on learning the fundamentals of digital imaging, including image manipulation, compositing and design techniques. Students apply effective design practices in composition and color theory as they relate to photography and develop creative photo-based projects.

ART 236 Storyboarding  4 Qtr. Hours
Students develop commercial drawing skills to create visual representations for various media. They learn to communicate a message through the use of thumbnails and comps. Students develop storyboards for a short animation sequence using key frames and create a shooting sequence for a short movie or commercial.

ART 245 Intro to Design Interaction  4 Qtr. Hours
This course serves as an introduction to the theory and principles of interaction design. Students utilize theories of information architecture, user experience research, content strategy and wire framing to plan user-friendly, accessible sites. User interface planning and design are integrated into a cohesive plan. Students then build functional prototypes. The fundamentals of search engine optimization, image optimization, multimedia files, and font management are integrated into the course structure. (Prerequisite: ART 235)

ART 253 Intro to Design Interaction for Web  4 Qtr. Hours
In this intermediate course, students explore user experience and develop an understanding of digital interaction. The course focuses on project planning, wire framing, interface design, and responsive prototyping. Students research interface design and strategy, beginning with screen-based systems such as web, mobile and tablet, and review pervasive design patterns and emerging trends. Students observe real users and examine prototypes. They learn to plan, discover, interpret, discriminate, revise and justify their design concepts through the utilization of essential web programming languages. (Prerequisites: ART 228 or ART 245)

ART 255 Internship  4 Qtr. Hours
Students serve as interns and apply their skills in real-world employment situations. All internships are project-oriented and directly related to their focus in design. Internships are served under the sponsorship of a faculty advisor. Students are required to document the results of their experience. Course can be repeated up to 12 hours.

ART 261 Graphic Design I  4 Qtr. Hours
Students explore various aspects of graphic design with a focus on the design process and production for various media, including print and web. Students learn Adobe InDesign skills as well as apply design principles and concepts relating to typography, page layouts and general graphic design techniques to solve visual communication problems. (Prerequisite: ART 203)
ART 270  Typography  4 Qtr. Hours
This course introduces the history of the printed word, type development, anatomy, classification, usage, and legibility. Text hierarchies and type family characteristics are explored and applied to design projects. Production skills for type utilization and file preparation for print and web design are emphasized. (Prerequisite: ART 203)

ART 291  Graphic Design II  4 Qtr. Hours
Continuing the use of InDesign, this course introduces multiple-page documents and preparation for multi-media campaigns. Students continue to apply design principles and concepts of typography, color theory, composition, and print production as they expand to dimensional design through prototypes and physical mock-ups. (Prerequisites: ART 205, ART 235, ART 281)

ART 302  Independent Study  2 Qtr. Hours
Independent studies allow a student to explore a topic or area of interest. Students will propose a topic for tutorial study under the guidance of a supervising faculty member.

ART 307  Advanced Digital Photography & Imaging  4 Qtr. Hours
This advanced digital imaging course facilitates mastery of concept-driven image creation for artistic and client-based projects. Students refine composition, color correction, use of layers and masking, advanced retouching techniques, and the use and integration of type to create refined and complex image-driven design work. (Prerequisite: ART 235)

ART 308  Studio Lighting  4 Qtr. Hours
Students are introduced to basic studio lighting techniques for photography and video, beginning with direct, diffused and bounced lighting for continuous and strobe equipment in the studio and on location. Students learn appropriate lighting techniques and strategies for a variety of situations and develop projects that demonstrate the understanding and utilization of these techniques. (Prerequisites: ART 207, ART 235)

ART 312  2D Animation  4 Qtr. Hours
Students are introduced to the theory and principles of animation for design interaction, including storyboarding and the development of time-based animation techniques for web, app design, digital publishing, and video. (Prerequisites: ART 203, ART 108)

ART 319  Independent Study  4 Qtr. Hours
Independent studies allow a student to explore a topic or area of interest. Students will propose a topic for tutorial study under the guidance of a supervising faculty member. Course can be repeated up to 12 hours.

ART 326  Web Development for Designers  4 Qtr. Hours
Students will learn how to create a dynamic, attractive and functional interactive business-driven site. The course emphasizes responsive design for cross-platform usability. It employs design methods such as flowcharting, wire-framing, and appropriate font and color selection to create a consumer friendly, attractive User Interface (incorporating JQuery product slideshows and CSS visual enhancements).

ART 334  Interface Design  4 Qtr. Hours
This course advances students' development of web coding using the standard programming languages introduced in earlier coding courses. The focus in this course is on developing user interface design and user experience for mobile devices.

ART 337  Design Interaction for Mobile  4 Qtr. Hours
This advanced course will develop students' ability to work collaboratively in team situations to develop a responsive application for mobile devices. Students continue to explore information architecture, develop content strategy, design prototypes, and execute user testing across platforms. (Prerequisite: ART 235)

ART 338  Video & Sound Production  4 Qtr. Hours
This course is designed to provide students with hands-on training in digital video and sound production, with emphasis on creating video content for digital publications, the internet, and mobile and wireless delivery. Students develop video production skills, lighting, sound, camera operations and editing. Students are introduced to multi-camera shooting and the crew roles necessary to produce live streaming productions. Professional acquisition, post-production, and media content creation tools will be used for students to gain real world knowledge of best practices in the field. (Prerequisite: ART 108)

ART 342  Advanced Typograploy  4 Qtr. Hours
Students apply their knowledge of typography towards creative and technical projects designed to explore systems of text-based visual communication. Styling type for content is emphasized, as are both contemporary and historical typographic design trends and preparation of files for pre-press production. (Prerequisite: ART 270)

ART 346  Advanced Digital Illustration  4 Qtr. Hours
Students learn advanced digital illustration skills through a variety of client-driven, creative projects. Students research illustration styles and techniques and incorporate both historic and contemporary trends into their work. Through concept development and ideation, students create sophisticated, professional-quality pieces.

ART 352  Publication Design  4 Qtr. Hours
This advanced class focuses on the development and production of multi-page print publication integrating typography techniques, vector and raster images, and graphic elements. Students research and work collaboratively to develop and design content for a large-scale professional quality publication. (Prerequisites: ART 270 & ART 291)

ART 356  Advanced Internship  4 Qtr. Hours
Students serve as interns and apply their skills in real-world employment situations. All internships are project-oriented and directly related to their focus in design. Internships are served under the sponsorship of a faculty advisor, and students will be required to document the results of their experience. Course can be repeated up to 12 hours. (Prerequisite: Junior status)

ART 365  History of Graphic Design  4 Qtr. Hours
This course surveys the development of design for print media, beginning with the first systems of written language and hand-illustrated manuscripts. It then spans the evolution of graphic design from the invention of the printing press to the plethora of modernist and contemporary design styles utilizing digital hardware and software.

ART 380  Senior Internship  4 Qtr. Hours
Graphic Design students are required to complete an internship during their senior year of study in order to create professional portfolio pieces, understand workflow, develop project management skills, and gain experience working with clients. Students will shadow senior designers, build self-confidence, and transition from school to the professional world. Internships last approximately ten weeks, and students must complete 100 hours of work during that time. (Prerequisite: Senior status)

ART 411  The Business of Graphic Design  4 Qtr. Hours
This class focuses on the administrative side of artistic business. Students will explore business concepts and theories and how they apply differently to artistic disciplines. The theories presented will better prepare them for moving into management positions and/or run their own business. Content includes: financial issues and terminology, marketing, personnel and business organization.
In this advanced course, students develop sophisticated packaging systems through the study of the science and art of package design. They learn the value of packaging, through consumer research, branding and positioning, and gain an understanding of how to develop successful packaging for a variety of client needs. Students will understand structural design and packaging solutions, from concept and ideation to the production of prototypes and physical mock-ups. (Prerequisite: ART 291)

Students explore advanced principles of visual communication theory, including applications of typographic design, logo design and the creation of symbolic visual systems, such as pictorial icons, navigation and corporate identity. Students research how graphic identity systems support branding. (Prerequisite: ART 291)

In this advanced course, students extend their knowledge of publication design into digital media. They are introduced to industry tools and techniques for delivering publication content such as newsletters, magazines and email blasts for electronic devices. Students will develop typography, imagery, graphics and color schemes appropriate for digital media and will promote the project using industry-standard electronic marketing. (Prerequisite: ART 291)

In this advanced course, students utilize concept development, design, photography, illustration, and video to create an interactive digital publication for tablet devices that demonstrates a mastery of interactive tools and techniques. Students write a creative brief, design appropriate graphics and navigational elements, develop a library of photographs and illustrations, produce video, and develop all other aspects of the final publication. (Prerequisite: ART 291)

Students examine methods and techniques for presenting print, web and interactive design work to prospective employers and clients. Students will produce multiple presentations of their portfolio; throughout the course, they develop and design a personal branding package, ready to present their work in a professional manner. (Prerequisite: Senior status)

This course is a survey of project management and how it is implemented to solve business problems. This course will provide students with a holistic view of how projects contribute to the strategic goals of the organization. Emphasis is placed on the systems development life cycle, project scope, project time management, project cost management and project quality management. The students will review the possible outcome of project management risk and the importance of the role and commitment of a project manager. Mini project management case studies will supplement class lectures. Students will use spreadsheets and Project Management software for project planning, analysis and determining project feasibility. Students will submit a final project proposal in finest professional format. (Prerequisite: Junior status)

Professional status in our society offers many benefits and also carries significant responsibilities. This course examines the skills and attitudes needed to contribute effectively and successfully as a professional. Personal conduct, appropriate communication, goal setting and success strategies within the context of a professional environment are discussed. The potential value of membership in professional organizations and application of professional codes of ethics will be addressed. Emphasis is on application of using a framework of professionalism and critical problem solving regarding ethical dilemmas, how moral values are defined, collaboration, and the impact of political, legal, social and environmental influences. (Prerequisite: Junior status)

Today the service industry dominates much of the world economy. In North America, the fastest growing segment of the economy is the creation and performance of services. More and more organizations must be adept at also performing services rather than simply producing goods. This course will introduce students interested in working in the services industry to the unique concepts of service marketing. Specifically, this course will focus on differentiating service organizations from goods organizations. This course will use case studies to examine the key issues and challenges facing organizations in a variety of service sectors (e.g. retail, healthcare and professional services). (Prerequisite: Junior status)

This course will provide an overview of the processes and procedures basic to the practice of facilities management. Topics will include facilities design, space planning, energy management and emergency preparedness with an emphasis on applications relevant to general management and supervision of the physical plant. (Prerequisite: Junior status)

An overview of business concepts, including accounting and finance is necessary for the professional in today’s competitive business environment. As competition in the marketplace grows, professionals will be required to be familiar with concepts covered in this course such as reading and analyzing financial statements, preparing and deciphering budgets and dealing with investments, debt and interest rate considerations. (Prerequisites: Junior status)

This course analyzes complex issues in specific professional areas by integrating and applying previous coursework in project and facilities management, marketing and financial planning. Through case studies and research, students will develop strategies and solutions for business in their particular area of concentration. (Prerequisite: Senior status)

This course examines the impact of the legal environment on a business firm from a managerial perspective by investigating the legal principles, laws and regulations that affect contracts, sales, property, and employment practices.

This course is designed to provide the foundation in developing and delivering effective formal business presentations. Topics include: creating presentations using the five presentation stages which are planning, preparing, polishing, performing and assessing performance. Also, the appropriate use of effects, such as color and imagery to match the target audience will be discussed. Completion of this course will prepare the student to take the MCAS exam.
**BUS 256  Internship  4 Qtr. Hours**

Students serve as interns and apply their skills in real-world employment situations. All internships are project-oriented and directly related to their focus in Business. Internships are served under the sponsorship of a faculty advisor, and students will be required to document the results of their experience. Course can be repeated up to 12 hours.

**BUS 300  Contemporary Legal Issues  4 Qtr. Hours**

This course covers an in-depth study of significant areas of law as they apply to the accounting profession. An overview of the U.S. legal system is provided, with heavy emphasis placed on the decision-making criteria used in the courts. Topics include the formation of contracts, the sale of goods and the legal liability of accountants.

**BUS 319  Independent Study  4 Qtr. Hours**

This course is intended to give students the opportunity to deepen their understanding of an area of study or explore new areas not covered in the offered courses while earning graduate credits. Students select their own topics of study, under the approval of the Dean and a supervising faculty member. Course can be repeated up to 12 hours.

**BUS 356  Advanced Internship  4 Qtr. Hours**

Students serve as interns and apply their skills in real-world employment situations. All internships are project-oriented and directly related to their focus in Business. Internships are served under the sponsorship of a faculty advisor, and students will be required to document their experience. (Prerequisite: Junior status) Course can be repeated up to 12 hours.

**BUS 500  Combined Foundations of Accounting & Finance  4 Qtr. Hours**

*Part I – Accounting is an information system which provides useful information to its users. An introduction to accounting provides both theoretical foundation and applications of accounting. The accounting model and information processing cycle are developed. The content of the income statement, balance sheet, and statement of cash flows are studied and analyzed. The topics also include accounting aspects of bonds and stocks.*

*Part II – Finance will introduce students to the basic tools of financial management. The students will have an opportunity to diagnose the financial health of a firm. In addition, students will also be introduced to other important concepts such as valuation, risk and return, cost of capital, and capital budgeting. The course also examines fundamental drivers of a firm’s financial policy.*

*(This course will be waived with a “B” or better grade in ACC 300 and FIN 300, or equivalent. This is an accelerated course on the foundations of accounting and finance.)*

**BUS 501  Economic Principles  4 Qtr. Hours**

This course examines economic principles with emphasis on their applications to business decision-making. Topics include market analysis (supply and demand), price elasticity, profit maximization, market structure and the firm’s output and pricing decisions. The course is also an introduction to probability theory and statistics, and their application to data description and analysis. Topics include data description using graphs and numerical measures, probability and probability distributions, estimation and simple linear regression. Emphasis is placed on the application of these techniques to practical business problems through the use of standard statistical software.

*(This course is waived with a “B” or better grade in SSC 304 or equivalent and a “B” or better grade in MAT 320 or equivalent.)*

**CIS 220  Operating Systems  4 Qtr. Hours**

This course surveys personal computer operating systems (Windows 7, 8) and provides an introduction to networking technology. Topics include file system design and management, installation and upgrade of operating systems, input/output devices, and networking devices and topologies. The course employs a computer troubleshooting approach in the instructional methodology. (Prerequisite: CIS 240 or concurrent)

**CIS 232  Local Area Networks  4 Qtr. Hours**

This course will provide a theoretical and practical guidance to Local Area Networking using Windows 2016 Server software. The student will focus on installing, configuring, managing and troubleshooting the Windows the 2016 environment. Network hardware requirements will be discussed. Included are client server software installation, active directory set-up, network security, client account creation, and installation of print services. The student will learn to monitor and optimize the system for best performance. All concepts are introduced in both lecture and hands-on laboratory exercises.

**CIS 237  Internetworking  4 Qtr. Hours**

This course is the second course in Local Area Networks. It will provide theoretical and practical guidance to Local area networking using Windows Server 2016 software. The student will focus on the skills that are required to configure and manage identity with Windows Server 2016. Students will gain in-depth knowledge of Windows Server 2016 identity-related services, including Active Directory, user and group accounts, Group Policy, Active Directory Certificate Services, and advanced identity solutions such as Active Directory Federation Services and Active Directory Rights Management Services. (Prerequisite: CIS 232)

**CIS 240  System Engineering I  4 Qtr. Hours**

This course is a study of microcomputers and their various architectures. It encompasses many of the basic principles necessary to begin preparing for Comp TIA’s A+ certification examination. Hardware design fundamentals and hardware/software interrelationships are combined with practical hands-on experience to give the student a thorough understanding of the basic platforms pertaining to the IBM compatible/clone computer.
CIS 244  Security Fundamentals  4 Qtr. Hours
This course provides a comprehensive introduction to computer and network security. The course covers basic security principles including a detailed discussion of security attack techniques and security defense technologies. Hands-on exercises are designed to apply defensive tactics to harden a company’s servers and workstations (Windows 2016 Server and Windows 7, 8). Students learn cryptography and employ PKI (public key cryptography) to thwart attacks. The course topics are mapped to the Security+ certification.

CIS 256  Internship  4 Qtr. Hours
Students serve as interns and apply their skills in real-world employment situations. All internships are project-oriented and directly related to their focus in Computer Studies. Internships are served under the sponsorship of a faculty advisor, and the students will be required to document the results of their experience. Course can be repeated up to 12 hours.

CIS 261  Linux/Unix  4 Qtr. Hours
This course introduces the student to the Linux operating system. The student will gain actual hands-on experience in installing, configuring, and administering Linux in both a client and a server environment, as well as in integrating it with other operating systems. In addition, the student will acquire the skills necessary to manage a Linux/Unix based computer system by performing a variety of administrative tasks and functions inherent in using any Unix-based operating system.

CIS 262  Linux Security  4 Qtr. Hours
This is a second course in the Linux operating system. The focus is on the administration tasks associated with adding security to Linux servers. Lab exercises include creating user accounts, setting file permissions, configuring the Apache web server for security, and configuring Samba file sharing for security. Security fundamentals are covered, including encryption and authentication. (Prerequisite: CIS 261)

CIS 264  Networking Essentials  4 Qtr. Hours
This course introduces the architecture, structure, functions, components, and models of the internet and other computer networks. The principles and structure of IP addressing and the fundamentals of Ethernet concepts, media, and operations are introduced to provide a foundation for the curriculum. By the end of the course, students will be able to build simple LANs, perform basic configurations for routers and switches, and implement IP addressing schemes.

CIS 265  Routing & Switching  4 Qtr. Hours
This course focuses on initial programming of routers and switches. The course begins with IP sub-netting calculations using binary math. Basic switching concepts are then described in detail. Switch VLANs are created and programmed, and inter-VLAN routing is configured. Static routing is configured on routers using both IP versions 4 and 6. (Prerequisite: CIS 264)

CIS 266  Router Configuration  4 Qtr. Hours
This course focuses on dynamic routing protocol categorization – Interior/Exterior, Classful/Classless, Distance Vector/Link State, and Open Standard/Cisco Proprietary. Router configuration lab exercises are conducted using the RIP and OSPF routing protocols. Router Access Control Lists (ACLs) for security policy implementation are applied. IP address management with DHCP and NAT are employed. (Prerequisite: CIS 265)

CIS 308  Database Design  4 Qtr. Hours
This course will include an overview of all phases of design from the customer requirements to the analysis of software alternatives to successfully select a DBMS and application interface. Topics will include analysis and data modeling, entity-relationship diagrams, relational integrity, data dictionaries, database languages, secondary indexes, normalization, selection of DBMS, and selection of application interface.

CIS 310  Management Information Systems  4 Qtr. Hours
Students will survey computer information systems to solve business problems as managers. Emphasis is placed on management techniques of information systems development and design tools. Several case studies will supplement class lectures. The students will use spreadsheet files outside of class meetings to strengthen their case analysis.

CIS 318  Java Programming  4 Qtr. Hours
This course introduces fundamentals of Java programming language to create Android applications. Students will learn key programming concepts including variables, decision structures, lists, arrays, user interface components, error handling, testing and debugging. The course provides students hands-on experience in using Android development environment and techniques for writing Android applications. Upon course completion, students will be able to write simple android applications.

CIS 320  Independent Study  4 Qtr. Hours
Independent studies allow a student to explore a topic or area of interest. Students will propose a topic for tutorial study under the guidance of a supervising faculty member. Course can be repeated up to 12 hours.

CIS 356  Advanced Internship  4 Qtr. Hours
Students serve as interns and apply their skills in real-world employment situations. All internships are project-oriented and directly related to their focus in Computer Studies. Internships are served under the sponsorship of a faculty advisor, and the students will be required to document the results of their experience. (Prerequisite: Junior status) Course can be repeated up to 12 hours.

CIS 364  Advanced Routing & Switching  4 Qtr. Hours
This course covers advanced router and switch configuration. Advanced switching features include link aggregation, redundancy, and wireless LANs. Advanced routing configuration focuses on Cisco’s enhanced EIGRP routing protocol. Complex multi-area OSPF routing is also explored. At the end of the course, operating system management procedures are employed to troubleshoot or upgrade the routers and switches. (Prerequisite: CIS 266)

CIS 366  WAN Technologies  4 Qtr. Hours
This course focuses on the Hierarchical Design of a complex corporate network. Wide Area Networking (WAN) services are configured. The WAN services studied include the Point-to-Point Protocol (PPP), Frame Relay, Broadband, and Virtual Private Networks. This course is the last of five courses preparing students to achieve their Cisco CCNA networking certification. (Prerequisite: CIS 364)

CIS 415  Database Management  4 Qtr. Hours
This course will focus on all aspects of managing a database, including database installation, configuration and administration, data warehousing, performance issues, database security, database architecture and disaster recovery operations. Students will install Microsoft SQL Server client-server software on Windows Server. (Prerequisites: CIS 208 or CIS 308)

CIS 417  Objective-C for iPhone  4 Qtr. Hours
This course introduces mobile application programming environment using Apple’s iOS SDK for building iPhone applications. Students will learn the Swift programming language along with necessary libraries of reusable software components to develop and deploy iPhone applications. Upon course completion, students will be able to write simple iPhone applications. (Prerequisite: CIS 318 recommended)
CIS 418  iPhone Application Development  4 Qtr. Hours
Students are introduced to iPhone SDK’s Xcode, Interface Builder, and UIKit framework to build iPhone applications. Students will learn to use powerful features of the Swift, Cocoa Touch, and the various iOS SDK libraries and frameworks for developing and deploying applications on iPhone. Upon course completion, students are expected to produce a mobile solution for a real-life solution.  (Prerequisite: CIS 417)

CIS 419  Android Application Development  4 Qtr. Hours
Students will learn how to develop Android Applications, a hands-on Android course designed to provide essential skills and experience with developing applications on the Android mobile platform. This course is best suited for Java developers who are seeking a fast track to the Android API and best practices. Throughout the course, the students develop a real-life application, which can serve as a basis for their future Android projects. Eclipse and Android SDK are used as the development environment throughout the class.  (Prerequisite: CIS 318)

CIS 443  Wireless Technologies  4 Qtr. Hours
This course explores the latest wireless technologies in the networking industry. Currently, this includes, Wireless LAN 802.11a/b/g/n, Bluetooth, Cellular, IR, microwave, satellite, and WiMax. An important aspect of this study is wireless security implemented within the standards of 802.11i (advanced cryptography) and 802.1x (RADIUS). Students receive both historical coverage and future expectations through personal research and practical laboratory experiments. A business perspective illustrates how these concepts relate to real-world personal and corporate networks.

CIS 444  Network Security  4 Qtr. Hours
This course aims to provide a practical, up-to-date and comprehensive survey of network-based and Internet-based security applications and standards. Topics include authentication, cryptography, encryption, digital signatures, and key exchange. Current applications explored in this course include: Kerberos, PGP, S/MIME, PKI, firewalls, and anti-virus software.

CIS 445  Advanced Network Services  4 Qtr. Hours
In this course, students will study a set of advanced network services that are used to support core business functions. Examples of such services include email, firewalls, and voice over IP. These services go beyond the range of essential network services covered in previous networking courses.  (Prerequisite: CIS 322)

CIS 446  Computer Forensics  4 Qtr. Hours
This course focuses on computer investigation for crime scene analysis with an emphasis on software tools for determining what was done and by whom, regardless of whether or not the information has been deleted.  (Prerequisites: CIS 240, CIS 261)

CIS 447  Network Management  4 Qtr. Hours
This course focuses on network management, server virtualization, and specialized server hardware. The servers will employ the Windows Server 2008 and Linux operating systems. Clients will employ the Vista and Linux operating systems. Virtualization software will include VMware and Windows Server 2008 Hyper-V virtual machine manager. Lab setup will include Blade server hardware, wireless routers and access points, switches and printers with network monitoring agents, and specialized network management software. Green technologies for IT are addressed.  (Prerequisites: CIS 232, CIS 261, CIS 264)

CIS 448  Senior Project  4 Qtr. Hours
An independent investigation of an appropriate problem in computer study carried out under the supervision of a faculty member. A formal written report is essential and an oral presentation is also required. This course may be extended over more than one quarter in which case the grade will be deferred until the whole project has been completed. No more than three quarters of this course may be taken.  (Prerequisites: CIS 237, CIS 262, and Senior status)

COM 101  Introduction to Communication  4 Qtr. Hours
This course introduces the student to major theories of human communication, focusing on the impact communication patterns have on intra- and interpersonal relationships. Students study, evaluate and practice basic skills necessary for effective communication in both formal and informal settings.  (Fulfills General Education Speech Communication requirement)

COM 219  Independent Study  4 Qtr. Hours
Independent Study allows a student to explore a topic of interest. The student will propose a topic for tutorial study under the guidance of a supervising faculty member.  (Prerequisite: Instructor’s approval)

COM 256, 356  Internship & Advanced Internship (CC)  4 Qtr. Hours
Internships are served under the sponsorship of a faculty advisor, and students will be required to document the results of their experiences.

COM 302  Independent Study  2 Qtr. Hours
Independent studies allow a student to explore a topic of interest. Students will propose a topic for tutorial study under the guidance of a supervising faculty member.

COM 319  Independent Study  4 Qtr. Hours
Independent studies allow a student to explore a topic of interest. Students will propose a topic for tutorial study under the guidance of a supervising faculty member.

COM 325  Advanced Communication  4 Qtr. Hours
This course introduces students to communication theory with major emphasis on its applications in the corporate work environment. It includes extensive practical training in audience analysis, emerging technologies, group communication, presentations and other professional communication tasks and techniques.  (Prerequisite: COM 101 or equivalent)

CRX 107  Creative Expressions: Digital Photography  4 Qtr. Hours
This course introduces students to digital photography as an art form and a communication tool. Students are introduced to the technical and practical aspects of using a digital camera and the built-in software associated with it. Students are also introduced to the use of Elements. Emphasis is placed on learning to take better photographs, utilizing photography as a vehicle to explore personal creativity and on developing verbal and visual skills necessary to appreciate and critique the medium both as a means of communication and as an art form. This course is intended for non-art majors.

CRX 108  Creative Expressions: Painting  4 Qtr. Hours
Students examine painting methods and techniques via field experiences and images and apply those methods and techniques to expressing their own ideas and feelings while exploring a variety of contemporary issues and themes.  (Fulfills General Education Creative Expressions requirement)

CRX 109  Creative Expressions: Art Studio  4 Qtr. Hours
Students visit museums and galleries exploring art works and learning about the artists who made them and how they were created. Students create art works inspired by the art seen utilizing contemporary themes and issues as a springboard for creation.  (Fulfills General Education Creative Expressions requirement)
CRX 112 Creative Expressions: Creative Writing

Everyone has a story to tell of his or her life that is like no other. Telling our stories through poems, plays, short stories, journalistic pieces, or improvisational speaking allows us to contribute to the understanding of human experience. As Michelangelo said of his sculptures, “The sculpture was already there, I just had to remove the excess parts.” We all have stories to tell – they just need an opportunity to be discovered. Through writing, discussion, and performance, students will work with published authors to create written work in various genres. Students will meet individually with the instructor to discuss their writing, workshop their pieces as a group, and produce an anthology of the class’s work at the end of the course.

CRX 113 Creative Expressions: Cooking Techniques for the Non-Professional

This course will provide a broad orientation to non-professionally oriented students who wish to develop their culinary skills to enrich their personal lives. This course is an introduction to skills and techniques involved in cookery. Students will focus on the social significance of food and its role in cultural development. This course also provides an overview of menu development as well as proper identification, usage, safety, and care procedures for culinary tools and food.

CRX 122 Topics in Language & Culture 4 Qtr. Hours

The purpose of this course is to introduce a language used in a study-abroad destination, focusing primarily on everyday speech with some attention to common written forms as well. The course also explores the relationship between language and culture, and their influence on international business and world politics.

CRX 200 Language & Culture for Travel Abroad

This course introduces a language used at a study-abroad destination, focusing primarily on everyday speech with some attention to common written forms as well. Students will explore the relationship between language and culture, and their influence on international business and world politics. The courses introduce the pronunciation, basic vocabulary, and fundamental grammatical notions that facilitate immediate communications in the target language. They cover the useful expressions and practical information needed to negotiate common travel situations such as dining out, shopping using public transportation, and asking for directions or help. Students practice listening to and speaking the language, and begin to develop their reading and writing skills while learning to appreciate another culture.

CRX 210 Cultural Perspectives

The cultural development and lifestyle of the study abroad site country will be presented through research, lectures and guided site visits. Students will experience cultural diversity and gain an awareness of the area, its history, economy, politics, business, art, food, literature and people. This course is specifically designed for students while abroad in order to become a “traveler” abroad rather than a “tourist”. (Prerequisite: must be study abroad participant)

CRX 225 Creative Studies

This course examines the facets and roles of creativity, innovation, and critical thinking as applied across disciplines, in the workplace, and in students’ personal lives. Students will develop their own creative and problem-solving skills by exploring diverse ideas and solutions to various problems. Students will also reflect on, discuss, and assess their creative processes to understand the importance of trial and error in generating ideas and innovating.

CRX 230 Critical Thinking About Self & Society

In this course, students will be challenged to think critically about themselves and the society in which they live. Students will engage in analysis and defend conclusions with sound critical thinking. Through research, students will distinguish between evidence and opinion, and approach concrete problems of knowledge and reality through reason. Using multiple modes of creative expression, students will explore the complex nature of the individual and the meanings of the community.

CRX 312 Advanced Creative Writing

Through the studying of, and writing of various creative genres: poems, plays, short stories and non-fiction pieces, students develop and hone their personal voices and unique perspectives. Built upon a foundation of the students’ understanding of different literary devices, the course’s creative writings explore different student-generated themes, personally as well as socially centered. By writing, performing, and submitting for publication a variety of pieces, students carefully consider how language and form are used to identify and connect with a target audience. (Prerequisites: CRX 112 or ENG 111 or ENG 114)

CUL 110 Culinary Arts 1 Qtr. Hour

This course provides a thorough understanding of sanitation as it relates to the production, service, and management of a food service facility. The course covers micro-organisms, food-borne illnesses, their causes and prevention, and food service workers’ responsibilities in maintaining safety and public health.

The ServeSafe National Restaurant Association Education Foundation program is the restaurant and food service industry’s provider of educational resources and programs. The ServeSafe program provides accurate, up-to-date information on all aspects of food safety training.

CUL 126 Culinary Fundamentals I 5 Qtr. Hours

This course will develop the students’ initial understanding of the skills and professional work habits needed to successfully prepare a solid foundation and understanding of the principles used within a professional kitchen. Students will be introduced to basic knife skills and stock making with an emphasis on professionalism, speed and timeliness, organization, and mise en place. This course provides a thorough understanding of sanitation as it relates to the production, service, and management of a food service facility. The course covers microorganisms, food-borne illnesses, their causes and prevention, and food service workers’ responsibilities in maintaining safety and public health. This is a kitchen lab course.

CUL 235 Meat & Poultry 5 Qtr. Hours

This course will develop the students’ initial understanding of the necessary skills and fundamentals of meat and poultry identification, fabrication, and preparation used within a professional kitchen. Students will prepare a series of finished plate presentations using beef, veal, pork, lamb, game meats, and domestic and wild poultry. Students will build on their sauce skills by preparing matching sauces for each meat. Students will also learn how to make accompanying sides including starches, grains, vegetables, and legumes. This is a kitchen lab course. (Prerequisites: CUL126)
CUL 240 Baking & Pastry 4 Qtr. Hours
Students identify and use bakeshop equipment and scale to order. Types of floors, exact weight and measures, bakeshop tools/equipment, and cutting, shaping, and baking techniques are covered. Students will handle and use organic flour ingredients, pre-mixes, straight dough methods, sour dough, preferment dough, quick breads, breads made by hand and with the use of proper equipment, breads make with and without the use of dough conditioners, while identifying, assessing, and using the proper techniques from start to finish. Students evaluate both technique and ingredients as they affect the final bakery or pastry product. This is a kitchen lab course. (Prerequisite: CUL 126)

CUL 245 Seafood 5 Qtr. Hours
This course will develop the students' initial understanding of the necessary skills and fundamentals of seafood identification, fabrication, and preparation used within a professional kitchen. Students will be introduced to classical and modern culinary techniques/cooking methods as it pertains to seafood. Students will prepare a series of finished plate presentations using fish and shellfish. Students will build on their sauce skills by preparing matching sauces for each seafood. Students will also learn how to make accompanying sides including starches, grains, vegetables, and legumes. This is a kitchen lab course. (Prerequisites: CUL 126, CUL 235)

CUL 252 Culinary Fundamentals II 4 Qtr. Hours
Students in this course will learn current industry trends for the Midwest region. Students will also examine future industry trends that could impact their career. These trends will include current garde manger techniques, plating styles, garnishes, flavors, glazes, cooking techniques and unique cuisines not explored in CUL 265. This is a kitchen lab course. (Prerequisites: CUL 126, CUL 235, CUL 245)

CUL 253 Restaurant A la Carte 3 Qtr. Hours
Students in this course will prepare a la carte service in a restaurant setting. This course reinforces the skills acquired during previous classes in an actual restaurant setting. Emphasis will be on cooking techniques and ingredients along with planning for production, station organization, sanitation, preparing and plating, timing and service. This is a kitchen lab course. (Prerequisites: CUL 126, CUL 235, CUL 245) Course can be repeated up to 12 hours.

CUL 256 Externship 4 Qtr. Hours
Students serve as externs and apply their skills in real-world employment situations. All externships are project-oriented and directly related to their focus in Culinary Arts. Externships are served under the sponsorship of a faculty advisor, and the students will be required to document the results of their experience. (Prerequisites: CUL 126, CUL 235, CUL 245) Course can be repeated up to 12 hours.

CUL 260 American Cuisine 2 Qtr. Hours
This course explores the cuisines of North America and will include cuisines from the North Western Frontier, Midwest, Southwest, Northeast, and the South. Emphasis will be on recognition, preparation, and evaluation of each regional cuisine and its relevance to the region. This is a kitchen lab course. (Prerequisites: CUL 126, CUL 235 CUL 245)

CUL 265 Taste of the World 4 Qtr. Hours
This course surveys the cuisines of the world and will feature Mediterranean, Asian, African, New World, and Ellis Island fare. Emphasis will be on recognition, preparation, and evaluation of each regional cuisine. This is a kitchen lab course. (Prerequisites: CUL 126, CUL 235, CUL 245)

CUL 290 Culinary Externship 4 Qtr. Hours
This course culminates the students' culinary education with applied experience. Students are required to work at least 180 hours in a foodservice establishment that provides a continuation of the skills learned in culinary classes. Included in applied experiences are learning the flow of restaurant operations and basics such as plate layout. Students will serve the externship at any number of establishments in the Chicagoland area. Students are required to keep a journal and to develop learning outcomes with a supervising faculty member. (Prerequisites: CUL 126, CUL 235, CUL 245)

CUL 295 International Experience 4 Qtr. Hours
This course is for students in the Culinary Study Abroad Program. Students are required to work 240 hours in a food service establishment in a foreign country. Students will apply their knowledge from their previous culinary and hospitality classes in order to work with the chef at a particular restaurant or foodservice industry. Students will be required to keep a journal of their experiences. These internships are not paid. (Prerequisites: CUL 126, CUL 235, CUL 245)

CUL 321 Cakes & Petit Fours 4 Qtr. Hours
Students will learn to bake and decorate different types of cakes, including wedding cakes. They will make a variety of icings and fillings including butter creams, glazes, ganaches, and mousses, as well as rolled fondant and poured glazes. Students will be required to complete a photographic journal of their work. This is a kitchen lab course. (Prerequisite: CUL 240)

CUL 325 Advanced Breads 4 Qtr. Hours
Students will learn the art of baking bread. Theory and hands-on work will support the students' understanding of this art and science. This course is intended to give the student a detailed understanding of the components of baking yeast breads, starter breads, sponge breads, artisan breads, holiday and international breads. Students will also incorporate laminated dough into products and experience gluten-free and alternative flours. This is a kitchen lab course. (Prerequisite: CUL 240)

CUL 331 Plated Desserts & Chocolates 6 Qtr. Hours
Students will learn the fundamentals of decorative pastry work. Theory and hands-on work will support the students' understanding of this art and science. This course is intended to give the student a detailed understanding of the components of chocolate tempering, truffles, garniture, and sugar work including ganature, candies and showpieces, marzipan and cocoa painting, plated desserts, including flavor, temperature and texture profiles and how to set up banquet desserts, buffets and sweet tables. This is a kitchen lab course. (Prerequisite: CUL 240)

CUL 356 International Study Abroad 4 Qtr. Hours
This course enables students to participate in a study abroad program to study cuisines and learn techniques from a specific foreign country. (Prerequisites: CUL 126, CUL 235, CUL 245). Course can be repeated up to 12 hours.

CUL 435 Food & Wine Pairing 4 Qtr. Hours
This course addresses the needs of food and wine pairing in the catering, personal chef, and event planning areas. This course provides students an introduction to the unique characteristics of the six major wine varietals, as well as the principles of food/wine pairings with the practical experience of tasting major wine styles with “perfect” food pairings. The course also covers how the grapes are grown and wine is made, along with the major steps in the vine to bottle process throughout the winemaker’s year. It also addresses cost control, purchasing, storage and presentation of food and wine pairings in a variety of hospitality settings. (Prerequisites: Junior standing and CUL 126, CUL 235, CUL 245).
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CUL 453 Advanced Restaurant A la Carte 4 Qtr. Hours
This is a production class preparing a la carte service to the public in the RMU student-run restaurant. The focus of this class will be on writing menus, working with vendors to obtain resources based on local and seasonal products, costing out menus, and implementation of menu into plate designs.

This course emphasizes advanced cooking skills and techniques, trends and ingredients along with planning and ordering for production, station organization, sanitation, preparation and plating, timing and other realities of a restaurant. Restaurant service is also emphasized.  

(Prerequisite: CUL 240)  
Course can be repeated up to 12 hours.

EBL 100 College as Career 4 Qtr. Hours
This course will help students learn to navigate life through their college career and beyond by covering topics important to a first year student while infusing experiences to enhance the learning. Students will build a strong foundation of college, life and work skills, engage in various self-assessments, and address important topics in today’s workforce. This course is recommended for freshmen.

EBL 150 Introduction to Career Advancement 4 Qtr. Hours
This is an online course only for adult evening students which will guide them through important topics facing today’s professionals. Topics will include, but are not limited to, global business, diversity and inclusion, conflict resolution in the workplace, mental health and stress. As an online course, the facilitation of the class will rely heavily on digital tools: Blackboard, G Suite applications, open resources, videos and online discussions.

EBL 200 Developing Professional Presence 4 Qtr. Hours
This course will introduce students to professional development and enhance their understanding of expectations in the corporate environment. Students will learn about the importance of service learning by engaging in opportunities with the outside community through the Citizenship Project. In addition, students will begin to create their professional presence through high impact projects such as creating career documents and engaging in interviewing simulations.  

(Prerequisite: Sophomore status)

EBL 300 Personal Narrative & Branding 4 Qtr. Hours
Students will act as consultants to a real-life client by evaluating and recommending solutions for a challenge they are facing. This project will allow students to put their business acumen into practice, while continuing to build their skill set. Students will also examine their own professional goals which will guide them in creating their personal brand by combining their education and qualifications into a professional context that will help shape how they market themselves in the workforce.  

(Prerequisite: Junior status)

EBL 400 Life-Long Career Strategy 4 Qtr. Hours
This EBL capstone course takes you from college to career and beyond. Students will focus on all areas of the job search including professional caliber career documents, enhanced networking skills, utilizing their professional brand, landing and excelling in interviews and how to accept a job offer. In addition, students will examine their future career paths and to how to move forward in the corporate world.  

(Prerequisite: Senior status)

ECN 306 Principles of Microeconomics 4 Qtr. Hours
This course introduces the fundamental problem of scarcity and covers the concepts of supply and demand, price determination and resource allocation. In addition, students study the relationship between a firm’s production and cost, the goal of profit maximization and the decisions of firms in different market structures.

ECN 307 Principles of Macroeconomics 4 Qtr. Hours
This course covers basic concepts such as a nation’s production possibilities and major economic systems. It also studies how key economic aggregates such as gross domestic product, unemployment and inflation are measured. Basic macroeconomic models are introduced to analyze short-run economic fluctuations and long-run economic growth. In addition, the effects of fiscal and monetary policies on economic aggregates are discussed.

ECN 510 Managerial Economics 4 Qtr. Hours
A study of the economic theory and applications relevant to business decision-making. Topics include supply and demand analysis, consumer elasticity, the theory of production and cost, profit maximization and marginal analysis, the theory of the firm in different selling and hiring environments, and the economics of personnel and compensation. Specific applications include such business decisions as production, pricing strategy, and employment.  

(Prerequisite: BUS 501)

ENG 111 Foundations for Composition & Rhetoric 4 Qtr. Hours
Within the context of a rhetorical vocabulary, students learn to claim a voice in public writing by connecting specific purpose to particular audience, to achieve focus and coherence on both the essay and paragraph level and to use appropriate syntax, grammar, punctuation, and spelling in their writing to establish their credibility. Students read a number of essays that model rhetorical strategies and learn how to appropriately integrate these texts as support for their own writing.

ENG 114 News Writing I 4 Qtr. Hours
Within the context of a rhetorical vocabulary, students learn to claim a voice in public writing, including news writing, by connecting specific purpose to particular audience to achieve focus and coherence on both the essay and paragraph level and to use appropriate syntax, grammar, punctuation, and spelling to establish their credibility as writers. Students read a variety of newspaper articles and essays that model rhetorical strategies and learn how to appropriately integrate these texts as support for their own writing.  

(Prerequisite: Instructor’s approval)

ENG 211 Foundations for Literature & Argument 4 Qtr. Hours
Students explore further, the process of writing by synthesizing information from primary and secondary sources. Expanding students’ abilities to critically read, think, and provide opportunities for further development of their voice through structured rhetorical modes. These skills will be applied in analysis and argumentation of various literatures with a continued emphasis on unity, coherence, professional mechanics and organization.  

(Prerequisite: ENG 111 or ENG 114)

ENG 214 News Writing II 4 Qtr. Hours
Students explore further, the process of writing by studying news writing and synthesizing information from primary and secondary sources. Expanding students’ abilities to critically read and think provides opportunities for further developing their voice through structured rhetorical modes. These skills will be applied in analysis and persuasion/argumentation in news writing with a continued emphasis on unity, coherence, professional mechanics and organization.  

(Prerequisites: ENG 211 or ENG 114)
Independent Study allows a student to explore a topic or area of interest. The student will propose a topic for tutorial study under the guidance of a supervising faculty member. (Prerequisite: Instructor’s approval) Course can be repeated up to 12 hours.

Writing for The Community 4 Qtr. Hours
This service learning course emphasizes the application of oral and written communication by immersing students in the dialogue of their local communities and developing their voice and civic responsibility as individuals. It includes advanced practice of group communication, oral presentations, and the writing of business documents, such as memos, letters, project proposals, and reports, with particular emphasis on helping students achieve professional quality in the areas of style, tone, organization and layout. (Prerequisites: ENG 211 or ENG 214)

Advanced Creative Writing 4 Qtr. Hours
A writer’s responsibility is to give his or her readers an exceptional view of what seems common; to broaden each reader’s frame of reference and contribute to the understanding of human experience. Writing as a public practice must consider audience and apply craft. Through studying and writing poems, plays, short stories, and journalistic pieces, students will develop and hone their personal voices and unique perspectives. By writing and performing in a variety of creative genres, students will consider how language and form are used to achieve a purpose with a target audience. (Prerequisite: Junior standing with 20 hours of writing intensive courses)

Advanced Internship 4 Qtr. Hours
Students will work either off campus or at the University on a faculty-supported project central to their course of study. (Prerequisite: Junior status with 20 hours of writing intensive courses)

Basic Yoga 1 Qtr. Hour
Participants will learn how to relax, strengthen and soothe their bodies and minds while increasing flexibility and strength through various postures and breathing techniques. Course can be repeated up to 3 hours.

Boot Camp 1 Qtr. Hour
This class incorporates drills designed to enhance agility, speed, power, strength and quickness. You will move around the room to different stations – each designed for a specific exercise. Circuit training alternates strength training exercises with aerobic activities to give you two workouts in one. Work your entire body – heart and muscles – challenge your body to its limit. Course can be repeated up to 3 hours.

Pilates 1 Qtr. Hour
Participants will learn how to strengthen their cores, increase their flexibility, improve posture and breathing patterns, and focus on stabilization and strength. The ability to modify Pilates exercises makes this an excellent class for a variety of populations and exercise levels. Course can be repeated up to 3 hours.

Zumba Fitness 1 Qtr. Hour
Zumba is an exercise class that features exotic rhythms set to high-energy Latin and international beats. You are able to get fit and increase your energy level in a fun, party atmosphere. Zumba is easy to learn and an effective dance fitness workout that is totally exhilarating. Course can be repeated up to 3 hours.

Introduction to Finance 4 Qtr. Hours
This course introduces students to three different areas of finance viz., Personal Finance, Corporate Finance and Investments. The primary goal is to familiarize students with the importance of financial decision making at the personal level and the corporate level. The topics include, but not limited to role of finance, financial markets, financial statement analysis, time-value concepts, personal investing, managing liquidity, and managing debt.

Principles of Finance 4 Qtr. Hours
This course examines the tools and techniques relevant to investments in financial assets and the financial management of a business firm. Topics covered include: the goal of the business organization and the principal-agent problem; financial statement analysis and financial planning, the structure of interest rates; the time value of money; bond and stock valuation techniques; financial return and risk; the capital budgeting process; and the cost of capital. (Prerequisite: ACC 211)

Independent Study 4 Qtr. Hours
Independent studies allow a student to explore a topic or area of interest. Students will propose a topic for tutorial study under the guidance of a supervising faculty member.

Investment Management 4 Qtr. Hours
This course provides knowledge in the concepts, terminology, and application of investment tools for decision-making. It not only helps those who are interested in managing their own portfolios, but also those who are seeking a career in the investment industry. Topics include, but not limited to security markets, online investment techniques, efficient markets, introduction to fundamental analysis of bonds and stocks, technical analysis, derivatives, and allocation of assets. It also provides a comprehensive discussion of investment concepts and tools available today. Students will be using a stock market simulation for hands-on training of investment strategies. (Prerequisites: FIN 300, MAT 210)

Financial Markets & Institutions 4 Qtr. Hours
This course focuses on the functioning of U.S. and international financial markets. It evaluates the factors affecting interest rates, inflation, and maturity risk. The course also covers domestic financial institutions, supply and demand for funds, liquidity, capital adequacy, and the role of the Federal Reserve in light of the 2008 financial crisis. The international finance section focuses on foreign exchange markets with emphasis on exchange rate determination, exchange risk, hedging and interest rate arbitrage. The topics such as international capital budgeting and cost of capital is also covered. (Prerequisites: FIN 300, MAT 210, MAT 240 or MAT 245)

International Financial Management 4 Qtr. Hours
This course focuses on financial management topics in the international context. The impact to world financial markets, international banking and markets, international monetary system, foreign exchange exposure, foreign direct investment, international capital structure and cost of capital, and international capital budgeting decisions. (Prerequisites: FIN 300, FIN 325)

Financial Analysis & Valuation 4 Qtr. Hours
This course focuses on effective evaluation of financial statements from the viewpoint of managers, creditors, financial institutions, rating agencies, and investors. It also covers constructing pro-forma financial statements for forecasting purposes. It helps in understanding and interpreting underlying risk associated with the business. Financial modeling is one of the tools being used in this course for financial analysis. The course not only takes into account the traditional accounting-based tools of ratio analysis, but also incorporates new cash flow tools that are gaining recognition in the financial world. (Prerequisite: FIN 325)
FIN 520  Corporate Finance  4 Qtr. Hours
This course overviews advanced topics in financial management with particular emphasis on working capital management, dividend policy, investment banking, mergers and acquisitions, and pension plan management. Study financial aspects relating to a corporation or a not-for-profit entity. Through the use of case studies as well as corporate research, students will make financial decisions for an organization analyzing the alternatives and their effects on all stakeholders, and respond rationally to change.  
(Prerequisite: BUS 500)

FIN 525  Investment Analysis  4 Qtr. Hours
This course is designed as an introductory graduate level course on investments and security analysis. It will provide a thorough study of financial markets, valuation techniques, asset allocation issues, risk and return, indirect investing, top-down analysis for investment decisions, and other financial instruments such as derivatives. The course also discusses an analysis of bond markets and bond duration, fundamental analysis, modern portfolio theory, and evaluation of investment performance.

FIN 620  Money, Banking & Financial Markets  4 Qtr. Hours
This course examines the essential elements of money, banking and financial markets. The emphasis is on macroeconomics including forms and functions of money, financial markets, the role of electronic trading, interest rates, efficient markets, depository institutions and regulations, money supply, central banks, the role of the Federal Reserve and monetary policy. (Prerequisite: Accounting/Finance or Management/Finance majors only, FIN 520 with a grade of B or better.)

FIN 680  Security Analysis & Portfolio Management  4 Qtr. Hours
This course is specifically designed to prepare individuals for the Chartered Financial Analyst (CFA) exam, level one. The course focuses on the tools and input for investment valuation, especially statistical tools and financial statement analysis, fundamental analysis, asset valuation, portfolio and financial instruments.  
(Prerequisite: FIN 520 with a grade of B or better and FIN 525)

FIN 690  Capstone: Advanced Topics in Finance & Investments  4 Qtr. Hours
This is an advanced, case-based, corporate finance course with an emphasis on valuation, mergers, and acquisitions, capital structure, debt management, and dividend policy. Topics include optimal capital structure, IPOs, mergers and acquisitions, optimal payout policy, working capital policy, contemporary issues in corporate finance, and corporate governance.  
(Prerequisites: FIN 520 with a grade of B or better, FIN 620 and FIN 680)

FIT 100  Introduction to Exercise Science  4 Qtr. Hours
& Nutrition
This course will examine contemporary fitness and exercise issues, conditions, and practices in light of the physical, mental, social, and cultural aspects of health and well-being. This course will also discuss the importance of lifestyle and self-responsibility for achieving health and wellness. Students will develop and implement a personal wellness plan in a fitness center.

FIT 101  Intercollegiate Team Participation I  2 Qtr. Hours
Open to students participating in intercollegiate team activities. Students engage in teambuilding, leadership development, and fitness training while enrolled in these classes.

FIT 102  Intercollegiate Team Participation II  2 Qtr. Hours
Open to students participating in intercollegiate team activities. Students engage in teambuilding, leadership development, and fitness training while enrolled in these classes.

FIT 103  Intercollegiate Team Participation III  2 Qtr. Hours
Open to students participating in intercollegiate team activities. Students engage in teambuilding, leadership development, and fitness training while enrolled in these classes.

FIT 104  Intercollegiate Team Participation IV  2 Qtr. Hours
Open to students participating in intercollegiate team activities. Students engage in teambuilding, leadership development, and fitness training while enrolled in these classes.

FIT 140  Human Performance for Various Populations  4 Qtr. Hours
In this class, various health conditions, risk factors and medications will be explored in relation to the ability to exercise safely. The relationship between health/fitness and productivity will be discussed. Students complete the AHA, CPR, AED, first-aid and blood-borne pathogens certifications.

FIT 150  Fitness Trends  4 Qtr. Hours
This course will examine current fitness trends within the fitness industry. Students will understand the staying power of trends within the fitness industry compared to historic data and future predictions. Relevant content for the course is derived from the Worldwide Survey of Fitness Trends, a survey sent out to thousands of fitness professionals annually. Students will learn how to leverage the trends to their advantage within the fitness and exercise industry. Learners in this course will also be able to determine how the current fitness trends discussed in this course can be incorporated into their own business model and also decide how they will promote the expansion of the fitness, exercise, health and wellness industries.

FIT 180  Fitness Assessment  4 Qtr. Hours
This course provides models for development of programs of exercise and activity including content, combination and sequencing. Individual and group assessment of fitness status, needs and goals will be looked at to enable realistic goal setting. Students will apply appropriate instruction and assessment methodologies and use effective communication skills to ensure safe and beneficial participation for a variety of clients.

FIT 192  Introduction to Athletic Training  4 Qtr. Hours
& Taping
This course will examine the duties of an athletic trainer as part of a team approach to caring for injured and ill athletes. The students will also look at both the prevention and management of injuries and illnesses. The topics include professionalism in athletic training, risk factors in sport participation, pre-participation physical exams, fitness testing, strength and conditioning, preventive efforts including environmental concerns and protective device and emergency care. Labs will include athletic taping.
FIT 205  Kinesiology & Biomechanics  4 Qtr. Hours
Students will study the mechanics of human movement in relation to muscles, bones, joints and nerves. The course will examine strength training, sport and exercise from a physiological and biomechanical perspective. The components of a conditioning program, as well as the methods used to determine appropriate conditioning intensives will be addressed.

FIT 225  Exercise & Sport Externship  4 Qtr. Hours
This course consists of 100 externship hours in an athletic training environment under the supervision of an athletic trainer or fitness professional. Students will shadow, observe and assist in treatment and interaction with clients, athletes and coaches. The externship will emphasize exercise modalities necessary for effective sport and exercise participation, as well as rehabilitation from injuries. This course is graded Pass/No Pass. (Prerequisites: FIT 180 & FIT 290)

FIT 275  Strength & Conditioning  4 Qtr. Hours
Within this evidence-based course, students will be analyzing and critiquing techniques currently in use by the National Strength & Conditioning Association (NSCA). A student-centered approach will also be incorporated by making students participants in their own learning process. The various program designs will be discussed in detail through lecture, journals and video demonstrations. In this course, students will recognize daily functional movements in their classmates, develop a comprehensive program with corrective strategies to optimize functional daily movement. After implementation of these corrective strategies, they will analyze and critique the effectiveness of their program design. (Prerequisites: FIT 100, FIT 140 & FIT 180)

FIT 290  Exercise Program Design  4 Qtr. Hours
This course will provide the student with the knowledge and skills to develop realistic, measurable short- and long-term goals through evaluation of a client’s needs, expectations, and health, fitness, and lifestyle assessments. The American College of Sport Medicine (ACSM) competencies in exercise program design will also be integrated throughout the course. Students design a safe, well-balanced, comprehensive physical activity exercise program implemented in a fitness environment. Motivational and communication techniques will be reviewed. (Prerequisites: FIT 100, FIT 140 & FIT 180)

FIT 100  Principles of Boulangerie  4 Qtr. Hours
This course focuses on exploring foundational theories specific to pastry and baking ingredients, including the chemistry of milk and dairy products, eggs, various types of sugars, water, yeast, salt, wheat and multiple types of flours and starches, as well as the equipment used. Students learn about the sense of taste, and how the taste cells affect the ways people perceive flavor and are influenced by texture. The history of bread, from ancient times to present day, is studied with emphasis on how established recipes influence those of today. The proper set-up of a bread station in a professional kitchen is introduced as well as staff roles and duties. Students learn the core organizational skills needed for bread production.

FIT 110  Fundamentals of French Breads  3 Qtr. Hours
In this course, students will learn all the basics of bread making. Baker’s math, base temperatures, mixing types, shaping, fermentation and baking are the keys to understanding the art of baking and successful bakery production. The four major bread-making ingredients are explored in detail: flour, water, yeast and salt. Students develop procedural and muscle memory for distinguishing among the varying types of doughs and the processes used to produce them. Students work with pre-fermented doughs to create a variety of basic shapes, such as batard, baguette, boule, epis and couronne.

FIT 120  Pre-Ferments: Polish & Sponges  2 Qtr. Hours
This course extends students’ knowledge of pre-ferments (polish and sponges) and expands their recipe repertoire to country bread, soft pretzel, pain brie, and whole wheat bread. Students explore how the ferment, ingredients used, and how the interactions result in a completely changed product, and how the pre-ferment affects taste, texture, and appearance of both crumb and crust. Students also delve deeper into the roles of yeast and salt in developing doughs and breads; and learn how mistakes are made as well as how to correct them.

FIT 130  Levains & Starters  2 Qtr. Hours
This course teaches students how to start and use their own natural pre-ferments (levain). They explore the differences between a stiff and a liquid levain. The time-saving and organizational benefits of using different levain and starter techniques are taught (e.g., slow proofing, bulk fermentation, controlled fermentation). Students learn multiple methods for organizing work flow and schedules to optimize production time. They focus on how established recipes affect the outcome in leavened, unleavened and laminated products. They create laminated (e.g., puff pastry) and enriched doughs and use them to create a variety of classic French breakfast pastries including the croissant, pain au chocolat, danish, various brioches, and the regional specialty, kugelhopf. They also learn to make the fillings for the breakfast pastries and create sweet breads with lemon, chocolate, and other flavors.

FIT 200  Specialty Whole Grains & Organic Breads  2 Qtr. Hours
This course introduces students to a wide variety of specialty whole-grain breads, such as multigrain, 80% rye, flax seed rye, organic baguette, and organic spelt. Students explore the flours and techniques involved in creating the breads, along with the health and nutritional benefits of these recipes. They learn to create products with a large amount of rye flour, thereby gaining an understanding of the unique chemical interactions involved in manipulating and working with these very specific types of doughs. They also learn how to maintain quality and consistency in these specialty breads to meet production standards.

FIT 210  Specialty Breads from France and around the World  2 Qtr. Hours
This course introduces students to a wide variety of products from famous bread-producing regions and countries around the world. They learn how to make the famous fougasse aux olives from the south of France, a Jewish rye bread, Italian semolina bread, American cranberry pecan bread, Mexican jalapeno cheddar corn bread, bolillos mexicanos, and conchas. With each new recipe, students compare and contrast it with others they’ve learned to date. They focus on production methods as well as the unique taste, texture, and profile in each bread. Students also learn to make French baguettes, a type of pre-ferment, and how to use it in producing a variety of regional breads.

FIT 220  Breakfast Pastries & Viennoiseries  2 Qtr. Hours
This course introduces students to the ingredients and techniques used in creating breakfast pastries, and how the interactions of ingredients affect the outcome in leavened, unleavened and laminated products. They create laminated (e.g., puff pastry) and enriched doughs and use them to create a variety of classic French breakfast pastries including the croissant, pain au chocolat, danish, various brioches, and the regional specialty, kugelhopf. They also learn to make the fillings for the breakfast pastries and create sweet breads with lemon, chocolate, and other flavors.

FIT 230  Advanced Breakfast Pastries & Viennoiseries  2 Qtr. Hours
This course builds on the basic breakfast pastry course and students learn more about the wide variety of pastry specialist. They create gabbassier, chocolate panettone, Berliner beignet, stuffed, challah and other recipes. They learn how to incorporate breakfast pastries and viennoiseries into their bakery selection and how to create and highlight seasonal products in a bakery.
FPB 240  
**Sweet & Savory Pies and Tarts**  2 Qtr. Hours

This course introduces students to the techniques and recipes of sweet and savory pies and the importance of offering these kinds of products in a bakery operation. They first learn how to make all different types of doughs (e.g., sweet, pie, quick puff and puff pastry) for pies, tarts and quiches. Students learn the different types of sweet fillings (e.g., almond cream, pastry cream, ganache, custard, and fruit) and savory fillings (e.g., meat and vegetable). This course combines both American- and European-style recipes including Gateaux Basque, Parisian Flan, chocolate tarts, fruit pies, lemon meringue cream pie, ham and cheese quiche Lorraine, flambe leek quiche, Alsation tarte flambée and dark lager quiche.

FPB 250  
**Capstone Course: Applications & Bread Showpieces**  2 Qtr. Hours

In this course, students create an array of sandwiches and savory applications made from the bread they learned throughout the previous weeks. They apply their skills to create a selection of open-faced sandwiches or tартines, sandwiches and other sandwich-type specialty items for bakery lunches, such as carpaccio, breakfast egg and bacon, pear and gorgonzola tartines, vegetable or ham and cheese focaccias and more. Students will also explore how to create an artistic showpiece with bread doughs and how to showcase their breads and sandwiches with the design of a capstone display.

FPC 100  
**Principles of Gateau**  2 Qtr. Hours

In this course, students will learn how to cover both real and dummy cakes in various shapes and sizes using buttercream. Students learn the smooth finish will create a canvas for other decorative embellishments that will be taught. Excellent piping techniques are essential for any cake decorator and take practice to refine. The details they add give cakes a traditional, elegant or whimsical look.

FPC 110  
**Buttercream Decorating Techniques**  2 Qtr. Hours

In this course, students make a variety of celebration cakes that spark imagination. Our master sugar artists will teach techniques using fondant, gum paste, and other edible decorations that can bring ideas to life. Students also learn how to consult with clients so they can recreate the client’s vision when they request a cake for a birthday, baby shower, Mother’s Day celebration or any celebratory occasion.

FPC 120  
**Celebration Cakes**  2 Qtr. Hours

In this course, students will learn a wide variety of piping techniques using both buttercream and royal icing that will add a great level of detail to work products. After making and coloring gum paste from scratch, students craft a garden of botanically accurate flowers, berries and leaves then arrange them tastefully.

FPC 130  
**Gum Paste, Piping & Fondant**  3 Qtr. Hours

In this course, students will learn a wide variety of piping techniques using both buttercream and royal icing that will add a great level of detail to work products. After making and coloring gum paste from scratch, students craft a garden of botanically accurate flowers, berries and leaves then arrange them tastefully.

FPC 140  
**Cake Baking & Construction**  3 Qtr. Hours

This course covers all aspects of wedding, celebration and specialty cake baking; constructing and assembling. Recipe creations with taste and texture profile methods are covered in depth. Students learn a variety of doughs and fillings; the art of cake architecture; European classic recipes; cutting-edge creations; current trends and more. All of this provides students the solid foundation necessary to create their own unique cake designs. Efficient production methods are also taught and students will use these techniques to produce their own designs.

FPC 200  
**Airbrushing & Mold Making**  2 Qtr. Hours

Airbrushing is an art that helps you easily create an interesting design, texture or a 3-D effect on any kind of cake. Students learn elaborate techniques of color layering and details, how to make shadows, highlights and trompe l’oeil effects. Students also learn wonderful world of custom mold making using a range of mediums, such as gelatin, cornstarch, cocoa powder and even silicone. This skill is essential to reproducing figurines or elements that become the main focal point of a centerpiece or a cake topper.

FPC 210  
**Sculpted Cakes**  2 Qtr. Hours

Personalized sculpted cakes are extremely popular and they require a lot of planning and technique. In this course, students first learn to build a strong structure to give the cake support and balance, and then build, carve and cover a creative cake in fondant. Finally, students learn to give their masterpiece its final touches by airbrushing, painting and adding 3-D components to make it come to life.

FPC 220  
**Capstone: Final Project**  3 Qtr. Hours

In this cumulative course, students leverage the processes and techniques learned throughout this 10-week program on an individual project. They are tasked with designing and producing a wedding celebration cake. Under their chef instructor’s supervision, students will go through the entire process from creating an idea board to producing the decorative components to doing the final assembly. The project provides additional practice in all these areas from cake design to kitchen organization, set-up and display which provides a capstone experience that launches students into the world of cake baking and decorating.

FPP 100  
**Principles of Patisserie**  2 Qtr. Hours

This course focuses on exploring foundational food service theory specific to pastry and baking ingredients, including the chemistry of milk and dairy products, eggs, various types of sugars and wheat, as well as the equipment used. Students learn the components of the sense of taste, and how the taste cells affect the ways people perceive flavor and are influenced by texture. The history of bread, from ancient times to present day, is studied with emphasis on how established recipes influence those of today. The proper set-up of the pastry station in a professional kitchen is introduced, along with the duties of various personnel and the general role hierarchy of kitchens. Students learn why the proper set-up is essential for maintaining cleanliness, organization, and efficiency. Students put this set-up into practice through hands-on learning that applies basic skills in pastry, knife skills, and equipment use. They create basic recipes to practice these skills and gain confidence for advancing in the program.

FPP 110  
**Breads & Breakfast Pastries**  3 Qtr. Hours

This course introduces students to the science of the ingredients of pastry and baking, and the practice of creating a variety of baked goods through use of the latest mixing techniques and cost-effective production methods. Students delve deeply into baking technology in this course, learning the different types of flours, sugars and yeast, and how the interactions of these ingredients affect the outcome in leavened, unleavened, and laminated products. This course provides instruction in classic European recipes and new ones. Students learn how to make a levain or bread starter; how to take temperatures of all various elements used in bread making; how to properly mix; how to produce yeast doughs using direct sponges and levain sponges; how to properly allow the breads to ferment through proofing; and how to shape and bake. Students also learn about oven technology and different types of ovens.

FPP 120  
**Petit Fours & Miniature Pastries**  3 Qtr. Hours

In this course, students will learn how to make individual mini French pastries and petit fours, such as the traditional éclair, fruit and lemon tartelettes, macaroons, and madeleines. This course focuses on engaging students in building these types of pastries by using many different French pastry elements such as pastry cream, buttercream, glazes, cream-based fillings, fruit-based fillings, chocolate-based fillings, and doughs. Students also will learn how to present a beautiful display of their petit fours that meets saleable production standards.
FPP 130  French Cakes & Tarts  6 Qtr. Hours
In this course, students learn to produce a wide variety of classic and modern French cakes, or “entremets”, suitable for large- or small-scale production, using the latest assembling techniques and cost-effective production methods. These cakes will be highlighted with glazes and chocolate and sugar decorations. Students will utilize updated methods of traditional French recipes using fresh ingredients. Students’ cakes in this course will represent a variety of textures and flavors. Classic French tarts also will be taught, giving students further practice in refining their knowledge and techniques in preparing different types of crusts, doughs and fillings, as well as presenting them new opportunities for combining these elements in their cakes and tarts repertoires.

FPP 140  Celebration Cake Making & Decorating  3 Qtr. Hours
In this course, students learn the history of celebration cakes, such as the wedding cake, and how to make British- and American-style celebration cakes, including baking, decoration and assembly work. Students will bake sponge cakes, create buttercream fillings, make gum paste flowers, royal icing piped decorations, and rolled fondant. Students will then prepare and decorate cakes incorporating all these elements, from design, baking, and assembly to covering and decorating. Students also will make the classic French wedding cake, the Croquembouche.

FPP 150  Ice Cream & Sorbet  2 Qtr. Hours
In this course, students learn the complex theory behind the recipe formulas for balancing sorbet and ice cream bases while using efficient production methods. They learn formulas that can be applied to any flavor of ice cream or sorbet, so that going forward they not only can reproduce the recipes learned in this course, but also can create their own flavors. Students make a variety of ice creams and sorbets, as well as ice cream cakes and other frozen desserts. They learn how to develop the ideal texture of ice creams and sorbets, and how to preserve flavor and texture while extending product shelf life through use of fresh, natural ingredients.

FPP 200  Gluten-free, Low-sugar, Dairy-free Pastries & Breads  2 Qtr. Hours
In this course, students learn to create health-conscious recipes including those that are gluten-free, dairy-free, or low in sugar and fat. Students learn how to work with alternative flours and alternative sugars like coconut sugar. They learn the philosophy and methodology to create breads and pastries that don’t skimp on flavor, texture or presentation. The course will focus on theory, methodology and techniques, providing a solid foundation for implementing healthy options into their repertoire.

FPP 210  Plated Desserts  3 Qtr. Hours
In this course, students learn how to incorporate ice creams and sorbets into hot, cold and frozen desserts, fruit soups, parfaits, soufflés, and a-la-mode plated desserts. Students become familiar with the flavor and texture elements in successful plated desserts. They learn how to use all five senses to evaluate them. Students learn and explore classic French and modern presentations that can be applied to creating their own plated desserts. Students also learn the fundamentals of jam and jelly making. During the final phase, students use all these elements to create their own plated desserts.

FPP 220  Chocolate Confectionery  3 Qtr. Hours
In this course, students study the history of chocolate, learning about the first cultivation of cocoa pods by the Aztecs to present-day manufacturing of chocolate and its worldwide distribution. They learn the fundamentals of the science of chocolate, the principles of tempering, and practice hand tempering high-grade chocolate couverture. Students learn to produce a wide range of chocolate candies, including ganache fillings, hand-dipped candies, molded bonbons and truffles. This class is taught using updated methods of traditional French recipes in combination with efficient production methods, including the use of an enrobing machine.

FPP 230  Sugar Confectionery  2 Qtr. Hours
In this course, students study the chemistry of sugar at various stages of the cooking and cooling processes. Students learn how to make sugar confectioneries such as pâte-de-fruits (fruit pastes) in a variety of flavors, guimauve (marshmallow), praline, and caramel with salted butter, chocolate caramels, nougats, lollipops and gummies. Students also learn how to appropriately package their candies and how to display them for sale.

FPP 240  Chocolate & Sugar Decoration & Sculpture  3 Qtr. Hours
In this course, students are taught a variety of chocolate and sugar decorations and sculpting techniques to produce decorations that can embellish other desserts or artistic showpieces for display. They will learn techniques such as applying chocolate colors with a spray gun, use of various types of molds, and making cut-out decorations and silk screens that will be applied to showpieces. Students are introduced to various sugar techniques such as pastillage, saturated sugar, pulled sugar (e.g., ribbons and flowers), blown sugar (spun, piped, bubble, straw) to create three-dimensional shapes and poured sugar to create a variety of showpieces. Students will use a given theme to design and build a sugar as well as a chocolate showpiece.

FPP 250  Capstone Course: Final Project  2 Qtr. Hours
In this cumulative course, students will select and reproduce key recipes and techniques learned in the 24-week program. Under their chef instructors’ supervision, students create a final buffet presentation which provides additional practice in all these areas of pastry; from pastry production to kitchen organization, set-up and display, students’ final projects provide a capstone experience that launches students into the world of French pastry work.

FRE 102  First-Year Seminar II  1 Qtr. Hour
The main objective of this course is to help students to be more successful. The topics in this course will be focused on helping students improve in areas related directly to their academic success.

HCA 521  Leading Contemporary Health Organizations  4 Qtr. Hours
This course will analyze the application of effective leadership tactics for multi-disciplinary teams to deliver quality health care services within the constraints of care resources. Contemporary readings on a variety of health care delivery issues and use of simulations and case-based projects are included. The courses will provide enhanced knowledge in areas including analysis of revenue cycles and reimbursement, purchase of technology, system-wide preparation for regulatory requirements, emergency management, staff recruitment and development.

HCA 555  Do No Harm: Social Ethics in Health Care  4 Qtr. Hours
This course analyzes current regulatory, risk management and legal issue facing health care administrators. Historic and current legal cases will be analyzed. Current and emerging federal and state regulatory guidelines will be applied to a variety of case studies. Topics related to bioethics, public disclosure, sentinel events, root cause analysis and ethical dilemmas unique to the health care delivery system are examined.

HCA 585  Graduate Internship for Health Care Administration  4 Qtr. Hours
The Graduate Internship is a capstone experience intended to help students integrate coursework with the practice of administration and to reflect on their own development as professionals. Students work under the supervision of university faculty and a cooperating administrator at the internship site. (Prerequisite: 75% completion of HCA specialization courses)
HEA 602  Transparency in Outcomes  4 Qtr. Hours
Applied Performance Measures
This course examined statistical methods used by health care administrators to create effective performance improvement programs that evaluate quality of care and facility outcomes. Emphasis will be on the use of data collection, medical informatics, reimbursement trends, point-of-service experience, and outcome measures. The course will provide opportunities to create and present a variety of dashboard indicators and performance metrics models used in administrative decision-making.

HCA 603  Applying Cost/Benefit Drivers to Strategic Decisions
This course provides an examination of the scope of relevant funding and revenue sources for health care delivery in both for-profit and non-profit environments around the globe. An in-depth investigation of a variety of third party payers and payment systems will be explored as well as processes health care systems use to ensure reimbursement, self-auditing and recovery from denial of payment. In addition, students will research funding resources such as clinical education funding and clinical research funding. The interaction of costs/benefits and quality is explored.

HEA 535  Organization & Governance in Higher Education
Organizational aspects of institutions of higher education are discussed with emphasis upon governance structure and the process for making major policy decisions. Course content will include accreditation, the four primary organizational frameworks and their implications for administrative practice, leadership, and change within an organization.

HEA 538  The 21st Century College Student  4 Qtr. Hours
This course will examine how social contexts shape individual development, learning preferences, and goals. A wide range of literature will be reviewed, discussing current research and theories on the varied experiences of students of different ethnic backgrounds, genders, disabilities, and sexual orientations. This course provides exposure to the many often-complex issues students face and perspectives regarding how these issues impact student development, learning and persistence. Thus, providing an opportunity to explore how educators and administrators might consider these issues to create more inclusive policies, practices, and environments.

HEA 544  Program & Curriculum Administration & Assessment
This course examines both traditional and emerging models of curriculum and evaluation. Historical and philosophical foundations are combined with current strategies in order to provide an understanding of recurring debates that have shaped American higher education. Several assessment methodologies are examined in order to translate findings into practical implications that inform practice, policy and institutional progress.

HGT 290  Guest Services Management  4 Qtr. Hours
This class will provide students with practical knowledge and skills of customer service in restaurant and hospitality related businesses. Knowledge and appreciation of the relationship between front-of-house and back-of-house is emphasized through operation of an actual food service environment. Quality of service is emphasized through management of the guest experience. Students will also learn to serve customers and handle complaints in a variety of settings. A focus will be placed on restaurant operations, which consists of dining room set-up, breakdown, the manner of presenting food and beverages (including alcoholic and non-alcoholic) and checks to a guest in a variety of styles in a variety of positions from waiter to manager of the dining room. Restaurant management comprises planning, organizing, staffing, leading or directing, and controlling an organization for the purpose of accomplishing a goal. This course will cover the fundamentals of both of these areas.

HGT 320  Restaurant & Hospitality Strategies  4 Qtr. Hours
This course is an advanced class in hospitality and restaurant management that is based on the concepts acquired in previous hospitality classes. Students apply and integrate weekly lessons with case study applications. Students study the food service industry both past and present, its diversity, segments, and the current forces of change acting upon it. Case studies focus on concepts such as business development, growth, financial, brand and revenue development strategies. Synthesis of the knowledge gained are demonstrated with a final hospitality management project.

HGT 330  Purchasing & Cost Control  4 Qtr. Hours
This course covers the principles of the purchasing and inventory process from the qualification and job duties of the purchaser, to the ethical considerations related to purchasing, to the selection of a supplier, various purchasing guides, quality standards, and inventory control and management. It also covers industry buyer’s guides for meat, poultry, seafood, and primary supplier. Students will complete hands-on modules in inventory, receiving, ordering, and costing out. This course also covers the principles of controlling foodservice costs from the definition of cost control, to using standardized recipes, to determining standard portion costs, selling prices, purchasing, receiving, storage, issuing, production, service, sales, and labor costs.
HGT 340  Event Planning Management  4 Qtr. Hours
from Concept to Execution
This course is designed as a detailed look at the planning of and management of events, such as theme parties and weddings; planning for fundraising events, recognition events, convention/conference events, and entertainment for events. The class will cover different event types; design and creativity for events; use of contractors and suppliers; incorporation of sponsors; use of volunteers, and ethical and legal considerations of event planning. This course will serve as a foundation for students preparing for a career in event planning or event management. Students in this course will become actively involved in the planning, preparation and execution of events facilitated by the instructor.

HGT 356  Advanced Internship  4 Qtr. Hours
Students serve as interns and apply their skills in real-world employment situations. All internships are project-oriented and directly related to their focus in Business. Internships are served under the sponsorship of a faculty advisor, and students will be required to document their experience. (Prerequisite: Junior status) Course can be repeated up to 12 hours.

HGT 426  Human Resource Management for the Hospitality Industry  4 Qtr. Hours
This course is designed to teach the necessary skills for proper recruiting, staffing, training, and management of employees at various levels. The course will help prepare the student for the transition from employee to supervisor. Additionally, it will help the student evaluate styles of leadership, and develop skills in human relations and personnel management.

HGT 430  Marketing Management for the Hospitality Industry  4 Qtr. Hours
Students in this course will explore current marketing trends for the restaurant and hospitality industry, including social media marketing and food photography. This course will also cover planning, organizing, directing and analyzing results of various marketing programs for the industry. Emphasis will be placed on target marketing, marketing mix, analysis, product and image development, use of current media, sales planning, advertising, public relations and collateral materials.

HGT 453  Advanced Menu Management & Facility Design  4 Qtr. Hours
This course encompasses both the narrow and broad components of foodservice planning so that students, in effect, build an establishment from the ground up. Beginning with the newly created menus from HGT 275, the complete planning and operation of a foodservice establishment will be explored. Supplied, schedules, licenses, permits, construction, equipment, fixed and controllable costs, and work simplification procedures are stressed. Planning emphasizes efficient production, service, control, profitability, market and feasibility studies. (Prerequisite: HGT 275)

HUM 100  Humanities Through the Arts  4 Qtr. Hours
Students will examine the nature of art, exploring the visual arts (both fine and performing), architecture, music, and film in the context of the political, philosophical, aesthetic, religious, and social thought surrounding them. (Fulfills General Education Fine Arts requirements)

HUM 105  Comparative World Views  4 Qtr. Hours
This course introduces students to conceptual frameworks reflecting diverse perspectives – artistic, economic, historic, mathematical, philosophical, poetic, political, psychological, religious and scientific – for understanding the world in biological, intellectual, physical, social and spiritual contexts. Students will approach foundational texts in various disciplines to examine humanity’s historic endeavor to recognize a fundamental order – cosmos – underlying the empirical universe. They will also identify contemporary sources that continue the metaphysical discussions begun by the historic texts up to the present day.

HUM 115  Moderating Self & Citizenship  4 Qtr. Hours
This course explores the achievements and failures of human beings, wrestling with the basic questions that confront all humans in their lifetimes. Students expand their worldviews through empathy for diverse perspectives, community engagement, and moderating individuality in relationship to social responsibility. Through critical reflection on contemporary issues, students will develop a deeper sense of self within society.

HUM 120  Literary Studies  4 Qtr. Hours
Through the study of poetry, drama, and fiction, students will improve their ability to read critically with keen appreciation and heightened insight while expressing those insights in written and oral forms. (Fulfills General Education Literature requirement)

HUM 125  Appreciating Theatre Arts  4 Qtr. Hours
This course is a survey of the elements of drama and an exploration of theatre as a performing art. Students will confront theoretical, technical, artistic and aesthetic issues related to theatre as a communicator of ideas, human understanding and cultural values.

HUM 127  Film Studies: Dramatic Narrative  4 Qtr. Hours
This course is a survey of the technical and theoretical elements of film, and an exploration of film as a visual art with an emphasis on narrative genres. Students will examine issues specifically relating to acting, cinematography, directing and editing, and locate works of film in their historical and ideological contexts.

HUM 130  Issues in Philosophy: Problems of Knowledge & Existence  4 Qtr. Hours
The course explores the theories of ancient and modern philosophers whose ideas concerning the nature of reality, the possibility and limits of human knowledge, and practical philosophy, have shaped the direction of Western philosophical thought. Consideration will be given to the metaphysical doctrines of materialism and idealism, and to the epistemological doctrines of rationalism and empiricism. The emphasis will be placed on the techniques of philosophical reasoning and analysis.

HUM 136  Philosophy of Religion  4 Qtr. Hours
This course surveys various philosophical topics in relation to religion, including theism, ontology and cosmology, epistemology and the nature of faith, ethics and morality, and eschatology. Attention will be given to the role religion plays in culture and the understanding of global issues such as the world peace, nature and the environment, and the condition of the individual.

HUM 160  Architectural History  4 Qtr. Hours
This survey course examines formal and contextual aspects of major buildings and building techniques and introduces architects from the Egyptian dynasties through the present time with a focus on Western architectural forms. Elements of architectural design and functionality and the influence of social, economic, political, religious, and technological factors on the arts of building and interiors are explored.
HUM 204 Experiencing Lincoln: A Literary Immersion
Using the City’s historical sites to explore the legacy of Abraham Lincoln, this course will give consideration to the words written by and about the Nation’s 16th President. Students will read selected Lincoln speeches at the locations in which they were written and/or delivered and examine the impact of these works on the place and his contemporaries. Additional consideration will be given to more recent writing – fiction and non-fiction – about Lincoln.

HUM 205 Intellectual Foundations of the Arts
Intellectual Foundations of the Arts introduces students to multiple analytical perspectives on creative expression corresponding to different academic disciplines. These may include literature, mathematics, the natural sciences, philosophy, and/or the social sciences. In this way, students learn how to integrate the various modes of thinking practiced in diverse fields of scholarship in interpreting works of art. They will also juxtapose classic and contemporary artifacts and sources in developing their own critical approaches to the arts.

HUM 211 Humor Writing
What is humor? What is wit? What makes us laugh? Students will explore the various aspects of humor, by analyzing, viewing, and reading various forms of humor and comedy throughout the ages. As a class, students will write, direct and perform a comedy show to be performed in front of an audience at the end of the term. Students will also view an improvisational show at a local comedy company and engage in different improvisational exercises.

HUM 213 Illinois & Midwestern Literature
In this course, students will examine regional literature with an emphasis on some of the literary works and writers from Illinois/the Midwest. Through a close and critical reading of selected texts, students will consider what it means to be from the Midwest and more importantly how history, geography, and culture shape perspective. Students will develop the skills necessary to address issues of consciousness and perspective as they apply to regional settings in literature.

HUM 219, 319 Independent Study
Independent Study allows a student to explore a topic or area of interest. The student will propose a topic for tutorial study under the guidance of a supervising faculty member.

HUM 220 Metaphor in the Public Sphere
In this course, students will investigate the way in which metaphor operates in contemporary discourse. Metaphors provide a symbolic language that creates an understanding of larger culture (society). Within different contexts, certain metaphors (symbols) gain traction in our public conversations – for example; monster figures represent particular social anxieties and heroes represent the antidote to social problems. These symbols then allow for an understanding of the world around us through the application of a familiar and shared narrative. This course will focus on a specific metaphor used in contemporary narrative; inquire into what this symbol represents and how it allows us to understand particular problems and social anxieties.

HUM 230 Shakespeare
Through close examination of primary and secondary sources, students will learn to understand and appreciate the work of William Shakespeare. Students will study traditional and contemporary readings of Shakespeare in order to discover his major themes and understand his importance and relevance to contemporary society.

HUM 253 Ethics & Law
This course explores the concepts of right and wrong, the differences between legal and ethical reasoning, and the criteria for determining the conditions under which people should be held responsible for their actions. Special emphasis will be given to examining utilitarian, duty-based, and character-based theories of ethics and law as represented by Bentham, Kant and Aristotle, respectively.

HUM 262 The Sopranos Literary & Philosophical Renderings
The Sopranos re-invents the American gangster for 21st century audiences through its depiction of politics, violence, gender, family, leadership, and justice within the structure of organized crime culture. Literary and philosophical references and allusions from Aristotle and Sophocles to Sun Tzu and Machiavelli will be explored through an in-depth look at characterization and theme with an emphasis on narrative structure and cultural analysis.

HUM 310 Comparative Contemporary Literature
Students compare and contrast examples of various national literatures on the basis of universal social themes. This course emphasizes the global nature of human endeavors through the comparative analysis of selected fiction, poetry, and drama. (Prerequisite: ENG 211)

HUM 315 Travel Writing
In this course students are challenged to expand their understanding and appreciation for the culture of the country in which they are studying abroad. Through research and experience, students will gain familiarity with the place and customs of the country and will create an original, extended narrative as they develop their voice as writers. Students will work independently and collaboratively to create professional, publication-ready writing. (Prerequisite: must be accepted in Study Abroad)

HUM 320 Topics in Aesthetics
This course introduces students to the topics and problems in philosophy that relate specifically to the fine arts. Students will locate artistic and critical works in the historical and ideological contexts of various aesthetic worldviews, with emphasis on their epistemological, ethical, metaphysical, socio-political and theological implications. Students will also examine various theories of composition and reception of and expression and taste. (Prerequisites: HUM 100, 125 or 130)

ICP 222 Experiential Learning Portfolio
This course allows students to demonstrate through the construction of a portfolio of prior college-level learning outside of the classroom. Students will also participate in incremental writing and presentation assignments to showcase the impact of prior learning on career-related goals and credentials within a discipline. Course can be repeated up to 12 hours.

ICP 250 ICenter Project
Students manage and execute a project in a true consultant role for external clients. Projects may involve all phases of the business cycle from planning to oversight to assessment. Projects must meet the criteria established by the ICenter and appropriate dean(s). Students work under the guidance of a supervising faculty member. Course can be repeated up to 12 hours.
ICP 252 Eagle Scholar ICenter Project 2 Qtr. Hours
Eagle Scholars are selected through an application and interview process and enrolled in this course to create sustainable programs that positively impact incoming freshman. Specific outcomes of this course include planned events for freshman, a freshman mentoring program and the development of student success sessions for orientation. Course can be repeated up to 8 hours.

ICP 330 Design Thinking & International Entrepreneurship 4 Qtr. Hours
This course explores the methodology of entrepreneurship and the design thinking process and applies it to a hands-on project. It draws on research, empathy, intuition and the possibilities of technology to find solutions to complex problems and how to integrate this process in the international business realm. The course will include lectures, onsite guest lectures while abroad, and design projects and hands-on challenges. This course will require students and faculty to work cohesively with international counterparts. (Prerequisite: Must be accepted into a Study Abroad program) Course can be repeated up to 12 hours.

ICP 350 Intermediate ICenter Project 4 Qtr. Hours
Students manage and execute a project in a true consultant role for external clients. Projects may involve all phases of the business cycle from planning to oversight to assessment. Projects must meet the intermediate ICenter project criteria established by the ICenter and appropriate Dean(s). Students work under the guidance of a supervising faculty member. Course can be repeated up to 12 hours.

ICP 351 Intermediate ICenter Project 4 Qtr. Hours
Students manage and execute a project in a true consultant role for external clients. Projects may involve all phases of the business cycle from planning to oversight to assessment. Projects must meet the intermediate ICenter project criteria established by the ICenter and appropriate Dean(s). Students work under the guidance of a supervising faculty member. Course can be repeated up to 12 hours.

ICP 352 Intermediate ICenter Project 4 Qtr. Hours
Students manage and execute a project in a true consultant role for external clients. Projects may involve all phases of the business cycle from planning to oversight to assessment. Projects must meet the intermediate ICenter project criteria established by the ICenter and appropriate Dean(s). Students work under the guidance of a supervising faculty member. Course can be repeated up to 12 hours.

ICP 356 International Internship 4 Qtr. Hours
Students serve as interns and apply their skills in real-world employment situations or on special projects in an international company or institution. All internships are project-oriented and directly related to their course of study. Internships are served under the sponsorship of a faculty advisor, and students will be required to document the results of their experience. Course can be repeated up to 12 hours.

ICP 450 Advanced ICenter Project 4 Qtr. Hours
Students manage and execute a project in a true consultant role for external clients. Projects may involve all phases of the business cycle from planning to oversight to assessment. Projects must meet the advanced ICenter project criteria established by the ICenter and appropriate Dean(s). Students work under the guidance of a supervising faculty member. Course can be repeated up to 12 hours.

ICP 550 Graduate ICenter Project 4 Qtr. Hours
Students manage and execute a project in a true consultant role for external clients. Projects may involve all phases of the business cycle from planning to oversight to assessment. Projects must meet the graduate ICenter project criteria established by the ICenter and appropriate Dean(s). Students work under the guidance of a supervising faculty member. Course can be repeated up to 12 hours.

LEA 300 Organization & Administration in Law Enforcement 4 Qtr. Hours
Students will analyze the law enforcement agency from the standpoint of top and middle management, including (but not limited to) labor relations, personnel management, fiscal administration, and the integration of internal and external operations. Topics of instruction include a variety of traditional management subjects. Subjects include, but are not limited to: future of policing, news media relations, administrative law update, leadership, total quality management, negotiating skills, problem employees, performance evaluations, community policing, gang control. (Prerequisite: Junior status with 20 hours of general education plus 20 hours of law enforcement, criminal justice and social science courses)

LEA 330 Social Issues in Criminal Justice 4 Qtr. Hours
This course will study the economic, political, ethical and emotional issues in community policing, courts and corrections. Some of the issues covered are criminal justice services, emotional stress and coping skills needed in criminal justice employment, understanding prejudices and functioning in a culturally diverse society, plea bargaining and the death penalty. Emphasis will be placed on the relationship of law enforcement agencies to the communities they serve. (Prerequisite: LEA BPS student)
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<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
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<tr>
<td>LEA 525</td>
<td>Technology in Security &amp; Law Enforcement</td>
<td>4 Qtr. Hours</td>
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<td>As public and private agencies are increasingly expected to collaborate, technology continues to play a key role for law enforcement and security practitioners. This course explores the functions of private security in sectors such as retail, computing, transportation and banking. An overview of security systems used in both public and private agencies will be examined in addition to the legal framework governing security operations. New and emerging technologies will be surveyed as they become available. (Prerequisite: LEA MM student)</td>
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<tr>
<td>LEA 540</td>
<td>Emergency Management &amp; Homeland Security Practices</td>
<td>4 Qtr. Hours</td>
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<td>Students will examine the major policies, practices, concepts and challenges confronting key players involved in the complex field of Emergency Management and Homeland Security Management. The course provides an overview of various threats to domestic security from terrorism, weapons of mass destruction, and other related risks and vulnerabilities. The course will examine Federal, State and local response procedures including strategies, technological advances in law enforcement/security and systems involved in protecting against and responding to these threats. Focus will include the managerial, political, legal and organizational issues related to crisis planning and response by the U.S. Department of Homeland Security, the National Incident Management System, Federal Emergency Management Agency and Center for Disease Control.</td>
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<tr>
<td>LEA 555</td>
<td>Incident Management</td>
<td>4 Qtr. Hours</td>
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<td>This course introduces students to a management approach to managing hazards, disasters, violence in the workplace and the community, including a social vulnerability analysis. Using a multidisciplinary approach, it will examine historical, geographical, social, and cultural factors and conditions that put people at risk before, during, and after disasters. Drawing on current theory and research, field studies, class activities, and life experiences, students will explore society’s vulnerabilities and how they cope with hazardous conditions and events, and strategies for community-based incident management. (Prerequisite: LEA MM student)</td>
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<tr>
<td>LEA 560</td>
<td>Social Justice &amp; Professionalism in Law Enforcement</td>
<td>4 Qtr. Hours</td>
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<td>This course explores professional ethics applied to law enforcement administration including cultural diversity, racial biases and minority relations. Students examine the philosophical origins of ethics and the relationship of ethics to law and the concept of justice. General ethical propositions are established and applied to specific issues in law enforcement to educate students about ethical decision making and to assist students in becoming personally responsible in their professional careers.</td>
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<tr>
<td>LEA 570</td>
<td>Law Enforcement Administration &amp; Management</td>
<td>4 Qtr. Hours</td>
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<td>This course will be a study of law enforcement administration and management with an emphasis on the application of sound managerial concepts and techniques. This course will explore the functions of managing a police organization in the 21st Century, with a focus on theories and procedures of general management practice. Topics include personnel roles and functions, issues and practices, rights of employees, labor relations, financial administration and administrative practices and principles. The class will relate the actual situation of the application of the general concepts with an emphasis on leadership.</td>
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<tr>
<td>LEA 585</td>
<td>Graduate Internship for Law Enforcement</td>
<td>4 Qtr. Hours</td>
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<td>The graduate internship is a capstone experience intended to help students integrate coursework with the practice of administration and to reflect on their own development as professionals. Students work under the supervision of University faculty and a cooperating administrator at the internship site. (Prerequisites: LEA 510, LEA 540, LEA 560, LEA 570)</td>
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<tr>
<td>LOA 318</td>
<td>Fundamentals of the Law for the Office Administrator</td>
<td>4 Qtr. Hours</td>
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<td>An examination of the substantive law making up the legal environment of a business firm, including the U.S. Constitution and its effects on business, white collar and cyber-crime, ethics in business decision-making, cyber torts, intellectual property, and e-contracts. (Prerequisites: PAR 102, PAR 105, PAR 111 or PAR 221 or BUS 200)</td>
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<tr>
<td>LOA 356</td>
<td>Advanced Internship</td>
<td>4 Qtr. Hours</td>
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<td>Students serve as interns and apply their skills in real-world employment situations. All internships are project-oriented and directly related to the focus Legal Office Management. Internships are served under the sponsorship of a faculty advisor, and the students will be required to document the results of their experience. (Prerequisite: Junior standing) Course can be repeated up to 12 hours.</td>
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<tr>
<td>LOA 441</td>
<td>The Regulatory Environment of Business</td>
<td>4 Qtr. Hours</td>
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<td>An examination of the regulatory framework imposed on a business entity by federal and state governments, including the banking system; negotiable instruments; creditors’ rights in bankruptcy; employment law; investor protection; international law of business, and insurance. (Prerequisite: Junior status)</td>
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<tr>
<td>LOA 480</td>
<td>Ethical &amp; Professional Issues in the Legal Environment</td>
<td>4 Qtr. Hours</td>
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<td>An examination of the ethical and professional issues faced by a manager in the law office, including familiarization with existing ethical standards and guidelines, development of a framework for the analysis of ethical dilemmas, and examination of socially responsible decision-making. (Prerequisite: Junior status)</td>
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<tr>
<td>MAP 115</td>
<td>Communications &amp; Ethics</td>
<td>4 Qtr. Hours</td>
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<td>The learning goals for this course will emphasize critical thinking based on the cognitive knowledge base required for competence in the Medical Assisting profession. Students will incorporate safety and emergency practices cognitive knowledge in performance of psychomotor skills and affective behaviors while applying protective practices. Students will also incorporate applied communications cognitive knowledge in performance of psychomotor skills and affective behaviors, while applying concepts of effective communication. Students will incorporate medical ethics cognitive knowledge in performance of psychomotor skills and affective behaviors, while applying ethical considerations.</td>
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MAP 120  Foundations for Clinical Practice I  4 Qtr. Hours
The learning goals for this course will emphasize critical thinking based on the cognitive knowledge base required for competence in the Medical Assisting profession. Students will incorporate foundations for clinical practice cognitive knowledge in performance of psychomotor skills and affective behaviors while applying Anatomy & Physiology, Applied Mathematics, Infection Control, and Nutrition. (Prerequisite: SCI 127)

MAP 130  Foundations for Clinical Practice II  4 Qtr. Hours
The learning goals for this course will emphasize critical thinking based on the cognitive knowledge base required for competence in the Medical Assisting profession. Students will incorporate foundations for clinical practice cognitive knowledge in performance of psychomotor skills and affective behaviors while applying Anatomy & Physiology, Applied Mathematics, and Infection Control. (Prerequisite: MAP 120)

MAP 135  Medical Business Practices  4 Qtr. Hours
The learning goals for this course will emphasize critical thinking based on the cognitive knowledge base required for competence in the Medical Assisting profession. Students will incorporate foundations for clinical practice cognitive knowledge in performance of psychomotor skills and affective behaviors while applying administrative functions, basic practice finances, third party reimbursement, procedural and diagnostic coding. Students will also incorporate medical law cognitive knowledge in performance of psychomotor skills and affective behaviors, while applying legal implications. (Prerequisite: MAP 115)

MAP 150  Professional Certification  4 Qtr. Hours
The learning goals for this course will emphasize critical thinking based on the cognitive knowledge base required for competence in Medical Assisting. The course offers the preparation for professional certification on CCMA, CMA and RMA. It covers Foundations for Clinical Practice, Applied Communications, Medical Law & Ethics, Medical Business Practices, and Safety & Emergency Practices through certification style practice exams and rationale for answers. (Prerequisite: MAP 130)

MAP 201  Medical Assisting Practicum I  4 Qtr. Hours
This course consists of 80 hours of unpaid practicum in an approved physician’s office or other ambulatory care setting. The student applies critical thinking based on the cognitive knowledge base required for competence in the medical assisting profession. Students perform psychomotor skills and affective behaviors. This course is a requirement for graduation; practicum sites may have additional enrollment requirements. (Prerequisite: MAP 130)

MAP 211  Medical Assisting Practicum II  4 Qtr. Hours
This course consists of 80 hours of unpaid practicum in an approved physician’s office or other ambulatory care setting. The student applies critical thinking based on the cognitive knowledge base required for competence in the medical assisting profession. Students perform psychomotor skills and affective behaviors. This course is a requirement for graduation; practicum sites may have additional enrollment requirements. (Prerequisite: MAP 130)

MAT 142  Applied Mathematics for Culinary Arts Majors  4 Qtr. Hours
This class is a survey of mathematical topics that focus on applications of quantitative reasoning, critical thinking and problem solving. Through experience-based learning activities, students will study and apply basic mathematical fundamentals including decimals, fractions, ratios, percentages, weights and measures, metric system, portion control, recipe conversion, food, recipe and labor costing, determining cost percentages and pricing a menu, and purchasing and receiving. Calculators will be used extensively to enhance the student learning experience. (Prerequisite: CUL major)

MAT 170  Math for Nursing Practice  4 Qtr. Hours
This course is designed to assist nursing students in the mastery of drug dosage calculations across the lifespan, a necessary competency for the safe and accurate administration of medications. A variety of methods will be used to teach drug dosage calculation including dimensional analysis and the ratio-proportion method.

MAT 172  Quantitative Analysis & Problem Solving  4 Qtr. Hours
This course develops quantitative thinking and problem-solving skills. Through experience-based learning activities, students will study and apply statistics, mathematics of finance, mathematical modeling with linear equations, graphs and systems of equations, and linear inequalities. Calculators and computers are used extensively to enhance the students learning experience. (Prerequisite: MAT 142)

MAT 210  Finite Mathematics  4 Qtr. Hours
This course covers basic concepts and applications of matrices, linear programming, and probability. Through experience-based learning activities, students will study and apply systems of linear equations and inequalities, matrix operations and reduction, geometric and simplex methods of linear programming, set theory, permutations, combinations, and elementary probability theory. Calculators and computers are used extensively to enhance the students learning experience. (Prerequisite: MAT 172 or equivalent high school coursework)

MAT 219  Independent Study  4 Qtr. Hours
Independent Study allows a student to explore a topic or area of interest. The student will propose a topic for tutorial study under the guidance of a supervising faculty member.

MAT 220  Discrete Mathematics  4 Qtr. Hours
This course is an introduction to basic concepts and applications of selected topics in discrete mathematics. Topics include logic and the nature of mathematical proof, set theory, relations and functions, Boolean algebra, and graph theory.

MAT 240  Calculus for Business & Social Sciences  4 Qtr. Hours
This course covers applications of differential and integral calculus to situations in business and economics. Topics include limits, rules for differentiation, optimization, techniques of integration, definite integral applications, and exponential and logarithmic functions.

MAT 305  Probability: The Science of Chance  4 Qtr. Hours
This course will focus on understanding the different types of probability and their applications to biology, genetics, psychology, gaming, gambling, lottery, etc. Through experience-based learning activities, students will study and apply probability topics such as odds of winning (losing), conditional probability, and making predictions. Graphing calculations and/or a statistical computing package will be utilized.

MAT 311  Biostatistics  4 Qtr. Hours
This course is an introduction to the use of biostatistics in describing and analyzing data as it relates to life sciences, epidemiology and health outcomes analysis. Through experience-based learning activities, students will study and apply measures of central tendency, variation and position, probability distributions, sampling methods, confidence intervals, hypothesis testing and survival analysis with significant utilization of a statistical computing package. (Prerequisite: MAT 170 or MAT 172)
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<th>Credits</th>
<th>Description</th>
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<tbody>
<tr>
<td>MAT 319</td>
<td>Independent Study</td>
<td>4 Qtr. Hrs</td>
<td>Independent Study allows a student to explore a topic or area of interest. The student will propose a topic for tutorial study under the guidance of a supervising faculty member.</td>
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<tr>
<td>MET 120</td>
<td>Laboratory Techniques</td>
<td>2 Qtr. Hrs</td>
<td>This course is an introduction to the clinical laboratory. Topics include organization and regulation of clinical laboratory, laboratory safety, mathematics, quality control and laboratory tests and procedures. Professional responsibilities in the medical laboratory science profession are covered. Upon completion the student should be able to utilize laboratory principles and techniques to perform basic laboratory procedures including point of care testing.</td>
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<tr>
<td>MET 140</td>
<td>Urinalysis &amp; Body Fluids</td>
<td>2 Qtr. Hrs</td>
<td>This course focuses on studying urine and body fluids with attention to functions in the body and relation to disease. Urinary system physiology and methods to detect the physical, chemical and microscopic properties of the urine in both normal and abnormal states are discussed. Students will be exposed to miscellaneous fluid analysis, including cerebrospinal fluid, synovial fluid and fecal analysis. Upon completion, the student should be able to perform basic urinalysis and analysis of other body fluids and correlate their findings to normal or pathologic conditions. (Prerequisite: MET 120)</td>
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<tr>
<td>MET 160</td>
<td>Clinical Chemistry</td>
<td>5 Qtr. Hrs</td>
<td>This course covers the fundamental theories and techniques in Clinical Chemistry and examines various methods of performing analysis on laboratory specimens. Focus will be on instrumentation, quality control and the clinical correlation of laboratory results with pathophysiology of disease processes. Upon completion, the student should be able to apply various chemical analysis methods and techniques to analyze normal and abnormal samples and correlate results to clinical significance. (Prerequisites: SCI 133 and SCI 233)</td>
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<tr>
<td>MET 180</td>
<td>Immunology</td>
<td>2 Qtr. Hrs</td>
<td>This course covers the basic concepts of clinical immunology and principles of serology laboratory techniques utilized for diagnostic testing. Emphasis on types of immunity, cells and cytokines involved in the immune response and understanding the diseases that alter the immune response. Upon completion, the student will be able to perform the routine immunological techniques used in the clinical laboratory. (Prerequisite: SCI 233)</td>
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<tr>
<td>MET 181</td>
<td>Hematology &amp; Homeostasis</td>
<td>5 Qtr. Hrs</td>
<td>This course covers the theory and principles of blood cell formation, cell function and morphology in both normal and diseased states in hematology. Basic techniques and instrumentation used in the hematology laboratory. Theory, techniques and common diseases associated with hemostasis, and clinical correlation of all procedures. Upon completion, students will acquire the basic laboratory skills associated with performing hematology/hemostasis analysis along with recognizing the sources of error in hematology laboratory work. (Prerequisite: MET 120)</td>
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<tr>
<td>MET 201</td>
<td>Pre-Professional Seminar for Medical Technology Ethics &amp; Certification</td>
<td>1 Qtr. Hr</td>
<td>This course covers the aspects of laboratory management (general theory, financial, operations) and professionalism (performance standards, roles, philosophy, communication and ethics). Students create a capstone project that includes research and personal reflection in relation to the clinical laboratory science field. (Prerequisite: all didactic MET requirements must be met)</td>
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<tr>
<td>MET 202</td>
<td>Pre-Professional Seminar for Medical Technology Ethics &amp; Certification</td>
<td>2 Qtr. Hrs</td>
<td>Students continue to create a capstone project that includes research and personal reflection in relation to the clinical laboratory science field. This course is also a cumulative review of theory, laboratory procedures, and clinical applications of all laboratory disciplines through practice review exams, case studies and discussions. Upon completion, the students take a comprehensive exam that is required for the completion of the course and for graduation. (Prerequisite: All didactic MET requirements must be met)</td>
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<tr>
<td>MET 220</td>
<td>Clinical Microbiology</td>
<td>5 Qtr. Hrs</td>
<td>This course is an overview of diagnostic microbiology covering both the theory of medically important bacteria and techniques used to isolate and identify them. Relevance to human disease is emphasized. Proper handling of specimens, specific growth requirements and the basics of preliminary testing including antimicrobial susceptibility testing and interpretation of clinical data are covered in the laboratory. Upon completion, the student should be able to correctly identify pathogens and differentiate them from normal flora. Mycology, virology and parasitology will be introduced. (Prerequisite: SCI 154)</td>
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<tr>
<td>MET 240</td>
<td>Immunohematology &amp; Transfusion Medicine</td>
<td>4 Qtr. Hrs</td>
<td>This course will introduce the basic concepts of blood banking as it applies to the Clinical Laboratory. Topics covered include blood group systems, genetics, detection and identification of antibodies, current transfusion practices, anti-globulin testing and hemolytic disease of the newborn. Donor testing, component therapy, safety and quality control are covered. Proficient performance of related laboratory testing is mandatory. Upon completion, the student should be able to perform routine procedures utilized in blood banking and transfusion services. (Prerequisite: MET 180)</td>
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<tr>
<td>MET 250</td>
<td>Clinical Practicum I</td>
<td>6 Qtr. Hrs</td>
<td>This course is a clinical experience in the areas of immunohematology/transfusion medicine, clinical hematology, clinical microbiology, clinical chemistry, urinalysis and immunology and serology. Emphasis is placed on application of knowledge and technical skills in a clinical laboratory environment. (Prerequisite: All didactic MET requirements must be met)</td>
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MGT 251 Clinical Practicum 2 6 Qtr. Hours
This course is a continued clinical experience in the areas of immunohematology/transfusion medicine, clinical hematology, clinical microbiology, clinical chemistry, urinalysis and immunology and serology. Emphasis is placed on application of knowledge and technical skills in a clinical laboratory environment. (Prerequisite: All didactic MET requirements must be met)

MGT 260 Clinical Practice Sim Lab 2 Qtr. Hours
This course mimics an integrated clinical laboratory experience focusing on organization and work flow in regards to processing and resulting of samples. Upon completion, the student should be able to review, perform, integrate and apply various aspects of didactic experience to clinical testing in preparation for clinical rotations. (Prerequisite: MET 200)

MGT 101 Introduction to Business 4 Qtr. Hours
This course analyzes how business works. The establishing, operating and managing of today’s businesses are explored by studying effective business practices and analyzing the success of certain companies. Specific topics: financing, marketing-economics, sales, production control, ethics and the importance of effective management.

MGT 280 Principles of Management 4 Qtr. Hours
This course examines basic management functions and specific areas of management as found in the contemporary management structure. It also provides a framework for additional study in management and related business fields.

MGT 282 Business Ethics 4 Qtr. Hours
This course examines the challenges and complex issues that individuals and organizations face in making ethical decisions. Students will apply contemporary business ethics concepts and framework to cases and current issues to explore the realities of making decisions in a business context. Drawing on real world examples, students will develop the ability to gather information, think clearly and effectively, appreciate viewpoints of others, and examine situations from multiple perspectives.

MGT 285 Small Business Management 4 Qtr. Hours
An examination of small business practices, small business planning and operation; coverage of economics and ownership of a small business, its status, problem and requirements, entrepreneurial opportunities and new-venture processes, as well as coverage of management activities needed for a successful operation of a small firm.

MGT 302 Independent Study 2 Qtr. Hours
Independent studies allow a student to explore a topic or area of interest. Students will propose a topic for tutorial study under the guidance of a supervising faculty member.

MGT 310 Contemporary Applied Management 4 Qtr. Hours
Examines the problems faced by contemporary managers and their effects on the organization. Emphasis is on the application of basic theoretical principles as well as skills and techniques of individual and group problem solving, decision making and critical thinking to business simulations, cases and reality based scenarios. (Prerequisite: Junior status)

MGT 319 Independent Study 4 Qtr. Hours
Independent studies allow a student to explore a topic or area of interest. Students will propose a topic for tutorial study under the guidance of a supervising faculty member. Course can be repeated up to 12 hours.

MGT 335 Applied Sports Management 4 Qtr. Hours
This course serves as an overview of the field of sports management. The student will be introduced to a variety of different aspects of sport and the organization found within and to sport principles as they apply to management, leadership style, communication, planning and organizing. Time will be spent reviewing the industry, its development, current state and future trends within a variety of competitive levels. Much class discussion and case study evaluation will be used to understand the major challenges confronting various sport industry segments.

MGT 340 Organizational Behavior 4 Qtr. Hours
This course explores management with respect to human behavior in the workplace. Current developments in the behavioral sciences as they apply to business organizations are stressed. Concepts include individual and group dynamics, motivation, leadership, ethics, power, conflict resolution, decision making and stress management.

MGT 350 Human Resource Management 4 Qtr. Hours
This course introduces to principles, policies, and procedures of personnel management. Emphasis is placed on recruitment and selection, salary and benefits, training and development, performance evaluation, employee relations, and legal issues pertaining to health, safety and security.

MGT 400 Operations Management 4 Qtr. Hours
This is a concept-oriented course in managing operations. The focus is on improving customer service. Key topics include: quality management, project planning tools and management of production/inventory. Techniques surveyed include: JIT, MRP, EOQ, PERT, GANTT. Much of the learning is centered on case studies, class discussion and group projects. (Prerequisite: MAT 210)

MGT 430 International Management 4 Qtr. Hours
An understanding of global business is critically important whether a manager has to evaluate supply chain options, new market opportunities or overseas investment possibilities. Overall, it is imperative to evaluate the borderless marketplace that reflects our current global economy and how organizations do business. This course is designed for business majors to complement the core business courses by providing a global perspective and integrating business and management concepts and topics. Course content will include concepts, frameworks and cultural insights that will expose the student to global business and management strategies. (Prerequisite: MGT 310 or equivalent)

MGT 450 Business Strategy & Policy 4 Qtr. Hours
This course analyzes business problems from a senior management perspective by integrating and applying previous coursework in marketing, finance, operations and management. Through case studies, research and business simulations students will develop strategic plans and policies for specific companies. (Prerequisite: FIN 360)

MGT 505 Ethics & Communication 4 Qtr. Hours
This course explores vital management, ethical and communication issues in today’s business environment. Students develop skill in communicating among internal and external constituents, composing effective professional correspondence and presentations, facilitating discussions, negotiation and making responsible decisions. Students will exercise these skills through research, debate, negotiation, role-play and presentations.

MGT 508 Research & Statistics for Management 4 Qtr. Hours
This course applies statistics to practical business situations. Students will make and support decisions based on responsibly manipulated statistical data, data analysis, probability, hypothesis testing, analysis of variance, correlation analysis and multiple regression models. Emphasis will be placed on the application of these techniques to practical problems in business through the use of standard statistical software. (Prerequisite: BLIS 501)
MGT 540 Managing Diverse Organizations 4 Qtr. Hours
Students will learn to recognize diverse points of view and appreciate the many ways that a diverse workforce can enhance an organization's effectiveness, improve work relationships, and maximize both individual and group contributions. Through guest speakers, media, and cases, students will have the opportunity to explore attitudes about all aspects of diversity including race, gender, religion, sexual preference, age, disability and culture. Sources of power, influence, culture and ethics will be analyzed for their effect on an organization. Students will examine advanced managerial and leadership principles to improve work relationships with both individuals and groups in a multicultural society.

MGT 545 Leadership Practice & Theory 4 Qtr. Hours
This course examines leadership concepts and theories underlying relationships with the leader, followers and situations. Through various evaluative instruments, students will analyze their own leadership styles and competencies and receive feedback on observable behaviors and styles. This course further examines some of the most pressing issues facing today's organizational leaders. Using a systems perspective, students will examine contextual and operational issues such as social responsibility, ethical climate, diversity, globalization, performance measures, and strategic planning that challenge today's leaders. Through extensive readings, discussions, individual and group projects, students will develop a comprehensive leadership perspective, an appreciation of the complex leadership environment facing contemporary leaders, and a sense of their own abilities for future success.

MGT 550 Organizational Design & Change 4 Qtr. Hours
Management
This course will focus on the assessment and alignment of organizational strategy, structure, technology, size and culture and their effect on organizational change. Through case studies and discussion, students will analyze the fit between an enterprise's internal and external environments. Students will review and evaluate change strategies, including initiating change, gaining commitment, overcoming resistance and maintaining momentum to improve the effectiveness of work groups and organizations.

MGT 554 Management & Performance Consulting 4 Qtr. Hours
This course provides for the essential management consulting competencies needed by management professionals in the 21st century business workplace. Skills in developing human capital, utilizing relationship interaction and coaching, employee training and development techniques, and promoting competitive strategies through HR initiatives are the main topics covered. The course will address these topics, processes and dynamics through the framework of performance consulting and consulting model and application.

MGT 555 Legal Issues in Human Resource Management 4 Qtr. Hours
This course examines the various federal, state and local laws, regulations and executive orders as they affect the human resource function including equal employment opportunity, affirmative action, wage/overtime payment, employment agreements, union-management labor relations, employee rights and other restrictions on management actions. Emphasis will be placed on maintaining compliance with these laws and developing proactive practices to avoid costly litigation.

MGT 556 Compensation & Benefits 4 Qtr. Hours
Compensation and benefits explores the strategic importance of a well-structured total compensation package in attracting, motivating and retaining key employees. The use of pay systems as a strategic tool for improving organizational effectiveness and the introduction and maintenance of a sound performance management system including performance appraisal methods and management training will be thoroughly discussed. In addition, the financial administrative and legal implications of benefit plans will be discussed.

MGT 557 Capstone: Employee Recruitment, Selection & Retention 4 Qtr. Hours
This course focuses on developing a strategic plan for providing an organization with the human resources needed to achieve corporate goals. The plans, policies and procedures needed for short- and long-range human resource planning, recruitment, selection and retention will be examined. The importance of training and development in enhancing organizational effectiveness and employee retention will be explored. In addition, this course will look at the effects of layoffs, downsizing and employee separations on the morale of an organization.

MGT 558 Graduate Internship 4 Qtr. Hours
Management
The Graduate Internship is a capstone experience intended to help students integrate coursework with the practice of administration and to reflect on their own development as professionals. Students work under the supervision of university faculty and a cooperating administrator at the internship site.

MGT 590 Capstone: Competing Globally 4 Qtr. Hours
This is a cross-disciplinary course that examines the challenges in formulating effective competitive strategy. Students will learn to anticipate industry changes when formulating and implementing strategy and balance opportunities and risks associated with dynamic changes in industry. Special emphasis will be placed on developing a strategic plan that focuses on industry analysis, strategic positioning, competitive dynamics, and global planning. Students will participate in the simulation that explores how good strategic management leads to good business performance, presents the basic concepts and tools of strategic analysis, and drills students in the methods of crafting a well-conceived strategy and executing it competently. This course will focus on solving domestic and international business problems from the senior management perspective. This course emphasizes the use of group decision-making, self-directed work teams, and formal group reports and presentations. (Prerequisite: Final Quarter or Dean's consent)

MGT 591 Contemporary Management Capstone 4 Qtr. Hours
This is an interdisciplinary project-oriented course consisting of a thorough examination of current management philosophies and practices in today's environment. Students will learn to identify and anticipate opportunities and risks in their industries of interest. Students from different professions, disciplines and backgrounds will work together for mastering necessary skills in conducting a SWOT analysis for formulating and implementing operational (functional) strategy for the students' specialization areas. Special emphasis is placed on preparing an experiential, creative deliverable that demonstrates the knowledge, critical thinking and production skills garnered from prior coursework. (Prerequisite: Final Quarter or Dean's consent)

MGT 598 Independent Study 4 Qtr. Hours
This course is intended to give students the opportunity to deepen their understanding of an area of study or explore new areas not covered in the courses offered while earning graduate credits. While students do select their own topics of study, they must get the approval of the dean and a faculty member who will be supervising the study. Course can be repeated up to 12 hours.
MIS 510 Management Information Systems
4 Qtr. Hours
This course examines current issues, themes, and research related to the strategic use of information systems in organizations. It focuses on the use of information and information technology for competitive advantage in businesses, organizations, and non-profits. It explores the impact of an innovative environment on the design and implementation of strategic systems and explores the concept of strategic alignment between the business and information technology. It examines in detail the use of portfolio management in selecting information technology projects that provide real strategic value to the company. It explores the issue of deriving real value out of information technology investments and discusses the development of meaningful benchmarks. Also included are in-depth discussions regarding the impact of IT security and government regulations in the organizations.

MIS 515 Database Design & Management 4 Qtr. Hours
Through this in-depth study of data semantics, graphics-based data modeling, relational algebra, the database language SQL, and normalization theory, students develop a solid and practical foundation for the design and implementation of relational database systems. Students will learn the practical applications of database technology: the acquisition, specification, and management of data. Advanced topics such as enterprise databases, database recovery, database security and concurrency control issues will be discussed. Students will assess an organization’s information and data availability to design and build.

MIS 525 Object-Oriented Programming 4 Qtr. Hours
In this course, students will develop a software product using an object-oriented approach. Through case studies and projects, students will understand the concepts of classes and objects, methods and message passing, inheritance, polymorphism, encapsulation and method overloading. The course will also introduce advanced programming constructs needed for the implementation of programming projects.

MIS 531 IT Service Management 4 Qtr. Hours
This course introduces students to the basic concepts and terminology associated with IT service management. Simulations will aid students in understanding how service management best practices help to align IT with business objectives. Topics include a history of IT Service management, current trends in the industry, an introduction to the Information Technology Infrastructure Library (ITIL), ISO 20000 and other standards and best practices in use by organizations today, and outsourcing and supplier/vendor management.

MIS 540 Data Communication & Networking 4 Qtr. Hours
In this course, students will learn the most significant aspects of data communications and computer networking using the OSI and TCP/IP reference models. It is essential that MIS professionals understand a variety of media, hardware, devices, protocols, and technologies to analyze a computer network and its security. This course will lay the foundation for advanced security topics in the area of LAN and Internet Security. Where appropriate, hands-on approach will be used to explore and understand basic computer networking and associated risks.

MIS 542 Network & Internet Security 4 Qtr. Hours
This course provides the students with the theoretical and technical knowledge needed to design and implement an effective security strategy in a corporate network environment. Topics covered in this course include firewalls, intrusion detection systems, authentication, cryptography, encryption, digital signatures and key exchange. Students will learn how to enhance network security with cabling and network hardware, understand different types of firewalls, packet filtering and NAT, set up and secure virtual private networks and understand hacker exploits.

MIS 544 Operating System & Database Security 4 Qtr. Hours
In this course, students will learn principles for defending operating systems including account and file system security. Assessing risk and reducing risk is not only an issue for the operating system but also for the database. To understand database protection concepts, students will discuss access control models for DBMSs, multilevel secure relational models, inference controls, and database encryption. The ethical considerations of data access and privacy will be addressed from an IT perspective.

MIS 548 Information Security Management 4 Qtr. Hours
In this course, students will learn the fundamentals of managing information security and risks within an organization. Students will be exposed to the spectrum of information security best practices, methodologies, and procedures at infrastructure level. Topics such as security policies, incident response, disaster recovery, and risk analysis from both a technical and managerial perspective will be discussed. An overview of the information security management lifecycle will be introduced; students will study managerial responsibilities including ethics, audit and compliance procedures, and security costs/benefit analysis.

MIS 550 Cloud Computing 4 Qtr. Hours
This course provides an introduction to cloud computing with specific consideration for architecting the Cloud environment and focusing on highly scalable (or so-called “web-scale”) web applications, and enterprise applications in a hybrid environment comprising both on premises and cloud infrastructure. We will focus primarily on infrastructure and platform services, and will introduce software, as a service, from the perspective of a consumer application. The course will emphasize practical applications of cloud computing technologies, with sufficient exploration of their theoretical underpinnings to inform architectural, design, and implementation decisions.

MIS 575 Ethical Hacking 4 Qtr. Hours
This course focuses on developing techniques for attack detection and mitigation in enterprise networks. The course includes: traffic/log analysis, anomaly detection, intrusion prevention, adaptive security policy, alarm analysis, worm contaminating and quarantining, and performance evaluation of defense systems. Special emphasis will be given to developing intelligent network defense systems. Thus, students must be prepared to do programming projects using any platform or programming language. (Prerequisite: MIS 542)

MIS 585 Special Topics: Mobile Development
This course will be exposed to advanced topics in mobile computing such as location-based services, M-Commerce, Wireless and Mobility and others. The topics reflect on the latest technologies available in the market. In addition, students will be required to do a main project in this course that assesses their knowledge in mobile computing overall.

MIS 589 Business Continuity, Disaster Recovery Theories and Strategies
This course focuses on the knowledge necessary for an organization to prepare for a variety of major disruptions (floods, earthquakes, terrorist attacks, etc.). The goal is survival of the organization and its daily workflow despite major disruption. Students learn to analyze and prioritize risks and determine criticality ratings that are used to determine survival strategies. Students also learn how to organize employees to respond to a major disruption and how to document recovery plans. Course content includes coverage of current industry trends, as well as planning for the survival of Information Technology functions within an organization. (Prerequisite: MIS 548, and MIS 575)
MIS 590 Capstone: Connecting Globally 4 Qtr. Hours
In this integrative capstone course, students apply the knowledge gained in the courses of the MIS program. Students will collaborate to research, analyze, design, and document a complete IS system. Students will consult with local businesses to propose an IS design that meets the business’s challenge. Students will meet with the selected business’s management to discuss their requirements and the students’ solutions. This real-world project will allow students to use their knowledge of databases, networking, information security, and management to facilitate global connections. (Prerequisite: Dean’s consent)

MKT 280 Integrated Marketing Communications 4 Qtr. Hours
This course examines all the marketing communications tools: advertising, personal selling, sales promotion, sponsorship, direct marketing, point-of-purchase, public relations and interest communication; and discusses how to orchestrate these elements into one clear voice that breaks through today’s communication clutter. These concepts are studied in greater detail with students to gain an understanding of how to use, coordinate and integrate these elements to maximize promotional impact and improve marketing budget return on investment.

MKT 305 Marketing Principles & Analysis 4 Qtr. Hours
This course develops the market-oriented thinking necessary in today’s competitive environment. Students will analyze marketing issues faced by marketers of products and services in both consumer and industrial markets. Marketing problems faced by for-profit and not-for-profit organizations, small and large businesses, and low-tech and high-tech industries will be studied.

MKT 319 Independent Study 4 Qtr. Hours
Independent studies allow a student to explore a topic or area of interest. Students will propose a topic for tutorial study under the guidance of a supervising faculty member. Course can be repeated up to 12 hours.

MKT 320 Consumer Preferences & Choices 4 Qtr. Hours
This course will investigate the reasons behind and the forces influencing the selection, purchase, consumption and disposal of goods and services by consumers. Individuals are influenced by internal and external forces in their decision-making processes. The forces combine and dynamically interact to produce shopping behavior, the objective of which is to satisfy human needs and wants. This course will help students better understand how marketing strategies and tactics work to influence consumers and impact their product selections. (Prerequisite: MKT 305)

MKT 331 Social Media Marketing 4 Qtr. Hours
This course will examine contemporary issues in social media marketing and will explore the constantly changing landscape in which individuals use social media to satisfy their needs. Students will conduct an in-depth study of a topic of interest, examining how people use social media. The insights gained from this study are fundamental to the design of effective social media strategies. Students will apply these insights in the analysis of an existing social media strategy or in the design of a proposal for the development of a social media strategy to address a current opportunity or challenge. (Prerequisite: MKT 305)

MKT 370 Global Marketing Practices 4 Qtr. Hours
This course examines the practices that constitute marketing to customers in worldwide markets. Topics addressed include major trade agreements (GATT, NAFTA, etc.); market entry strategies, cross-cultural marketing research and ethnocentrism. This course applies the elements of the marketing mix (Product, price, promotion and distribution) in the context of international trade. (Prerequisites: Senior standing and MKT 305 or the equivalent)

MKT 400 Research Methods in Marketing 4 Qtr. Hours
This course examines the scope of marketing research and equips students with the knowledge and skills necessary to conduct basic marketing research in an ethical manner. The focus of the course is on studying primary and secondary data collection, survey research and evaluating questionnaire design. Students will also examine the design of the research project to obtain the necessary information in the most valid and cost-effective manner possible. (Prerequisite: MKT 305)

MKT 430 Specials Topics in Marketing 4 Qtr. Hours
This course examines contemporary marketing topics referencing important historical thought leaders and insightful contemporary marketing insights, to synthesize theory and practice. Marketing literature will include present-day marketing blogs, marketing journals, and other business publications. Students will select current topics, of interest, to be included in the course. Topics may include cause marketing; consumer behavior; customer relationship management; ethical aspects of marketing; market research; marketing communications; marketing strategy; mobile marketing; product development and management; product distribution; public relations; sports marketing and social media. (Prerequisite: MKT 305)

MKT 440 Marketing Problems & Applications 4 Qtr. Hours
This course covers the analysis of marketing problems and information required by the marketing manager to make a set of decisions. Cases used will explore whole marketing strategy, marketing information and forecasting, product and brand management decisions, distribution decisions, promotion decisions, pricing decisions and ethical aspects of marketing. (Prerequisites: Senior standing and MKT 305 or the equivalent; recommended: ACC 300)

MKT 520 Marketing Management 4 Qtr. Hours
This course focuses on providing a framework that teaches students how to think about marketing as a process that creates value. The course will utilize the knowledge and skills of marketing, management, accounting, ethics, economics and finance. Students will deal with marketing situations in diverse industries and marketing environments. Marketing problems will be analyzed and resolved. Through case discussion, simulations, and team problem solving, students will experience the challenges and opportunities marketing managers encounter.

NUR 190 Professional Nursing I 2 Qtr. Hours
This course introduces students to current issues in health care. Historical and social perspectives are explored and the legal and ethical underpinnings of practice are analyzed. A critical thinking approach focuses the student on generating new thoughts, insights and beliefs. Additionally, students will begin to explore HESI exam questions and learn how to begin early preparation towards the NCLEX exam.

NUR 191 Professional Nursing II 2 Qtr. Hours
This course continues the exploration of current issues in health care. The health care delivery system, health policy, politics and workforce issues as well as research in nursing are analyzed. A critical thinking approach focuses the student on generating new thoughts, insights and beliefs.
NUR 200 Introduction to Health Assessment & Basic Nursing Skills
This course provides opportunities to develop core competencies necessary to meet the needs of individuals throughout the lifespan in a safe, legal, and ethical manner. The role of the nurse as a member of the health care team is emphasized. Students are introduced to the basic concepts of client needs, safety, communication, critical, ethical, legal, transcultural diversity, nursing history, and the program's philosophy of nursing. Additionally, this course introduces psychomotor nursing skills needed to assist individuals in meeting essential human needs. Skills necessary for maintaining microbial, physical, and psychological safety are introduced along with skills needed in therapeutic interventions. At the conclusion of this course, the student should demonstrate competency in performing basic nursing skills. (Prerequisites: MAT 170, SCI 191, A6P)

NUR 230 Nursing Fundamentals 6 Qtr. Hours
This course introduces classic nursing principles that underpin future clinical practice. Principles include such things as comfort measures, assistance with daily living activities, environmental concerns, positioning and transportation, asepsis and sterile technique, medication administration, invasive therapies and use of the nursing process with particular emphasis on the intervention component. Concepts related to nursing fundamentals and nursing care is integrated throughout the course. The campus laboratory and clinical settings will afford practical experience in application of the theoretical content. The student will be expected to demonstrate beginning competency in application of the nursing process.

Each student will gain experience in a geriatric senior living facility. The clinical portion of their course will prepare students for active participation in delivery of healthcare to the geriatric client. Each student will perform designated nursing skills after having successfully demonstrated them in nursing skills laboratory. (Prerequisites: SCI 132, SCI 192, MAT 170)

NUR 231 Fundamental Nursing Assessment 2 Qtr. Hours
This lab consists of a series of activities and assessments to assist you in achieving the outcomes/objectives for the course. Each week you will complete various combinations of online assignments, activities, readings, etc. Instructional strategies that may be used include: lecture, discussion, demonstration, media resources (YouTube and others), role playing, simulation, team-based learning strategies, audio-visual aids, computer assisted instruction, case studies, and return demonstration. Each student must demonstrate proficiency in the nursing skills lab before they can perform it on a client in the clinical setting. (Prerequisites: SCI 132, SCI 192, MAT 170)

NUR 250 PCT Certification Review 4 Qtr. Hours
A comprehensive preparation course designed for students to learn the role of a Patient Care Technician (PCT) and their vital membership within the healthcare team. Students will be expected to understand the clinical and administrative duties in a medical office, nursing home, and hospital. PCT curriculum will be offered to assist in preparation for the PCT certification exam offered by the National Healthcare Association (NHA). Study guide and practice exams and rationale for answers will be reviewed.

NUR 270 Psychiatric/Mental Health Nursing 6 Qtr. Hours
This nursing course focuses on the application of psychiatric/mental health nursing concepts for culturally diverse clients from age 18 up to, and including the geriatric years. Theoretical content includes interpersonal relationship theory, pharmacology, psychopathology, pathophysiology, as well as cognitive, behavioral, and biologic theories. The nursing process will be utilized with consideration of psychopathology. Legal, ethical, and critical thinking concepts specific to psychiatric/mental health nursing are covered in depth.

Each student will gain clinical experience in an inpatient psychiatric/behavioral health setting. The clinical portion of this course will prepare students to effectively care for clients with a variety of mental health disorders. Emphasis will be on continual assessment of patient responses and safety. Students will integrate contemporary concepts and evidence-based practice to foster growth in knowledge and clinical competencies as a professional nurse. (Prerequisites: NUR 230, NUR 231)

NUR 271 Nursing Assessment 1 2 Qtr. Hours
The psychiatric mental health nursing simulation lab experiences will be focused on the goals of 1) creating scenarios to enhance critical thinking and judgment; 2) evaluating student performance in a controlled environment; and 3) increasing students' self-confidence in clinical practicum. The lab experiences will include case studies, client (mannequin) situations in practical application, and reflective individual and group assignments. (Prerequisites: NUR 230, NUR 231)

NUR 280 Adult Medical/Surgical Nursing 1 6 Qtr. Hours
The didactic portion of this course focuses on the nurse's role in caring for clients with the following complex health care problems: fluid and electrolyte imbalance, perioperative care, oxygenation, and tissue perfusion. Further, students will be introduced to the nurse's role in the pre-operative, perioperative and post-operative areas. The student will learn to apply the nursing process to identify acute and chronic alterations in the gastrointestinal systems including: non-inflammatory and inflammatory bowel disorders, alterations in bowel elimination. Through advanced reasoning, synthesis, and application of evidence-based care, students will obtain the knowledge and skills to coordinate, and evaluate priorities of comprehensive care for the adult client with acute and chronic health care diseases and disorders. Emphasis throughout the course is placed on prevention, management of care, and treatment modalities. In this course, students will have expanded opportunities to use the nursing process and clinical reasoning to guide care planning decisions for hospitalized clients. The clinical portion of this course will prepare students to effectively care for clients with fluid and electrolyte imbalances and/or alterations in oxygenation, tissue perfusion, and gastrointestinal disorders. Students will integrate contemporary concepts and evidence-based practice to foster growth in knowledge and clinical competencies as a professional nurse. (Prerequisites: NUR 230, NUR 231)

In this course, students will have expanded opportunities to use the nursing process and clinical reasoning to guide care planning decisions for hospitalized clients. The clinical portion of this course will prepare students to effectively care for clients with fluid and electrolyte imbalances and/or alterations in mobility, oxygenation, tissue perfusion, and hemodynamics. Students will integrate contemporary concepts and evidence-based practice to foster growth in knowledge and clinical competencies as a professional nurse. (Prerequisites: NUR 230, NUR 231)
NUR 281 Nursing Assessment II 2 Qtr. Hours
The fluid and electrolyte imbalance and alterations in, oxygenation, tissue perfusion, nutrition digestive and hemodynamics simulation lab experiences will be focused on the goals of: 1) prevention of fluid and electrolyte imbalance; 2) management of fluid and electrolyte imbalance and alterations in tissue perfusion; 3) practice of skills used in perioperative and post-operative care; 4) prevention of gastrointestinal and respiratory disorders; 5) management of alterations in lung and fecal disorders; 6) practice of skills used in the assessment and management of respiratory and gastrointestinal disorders; and 7) use of patient education to assist clients and families in the management of impairments associated with the respiratory and gastrointestinal system. The lab experiences will include case studies, client (mannequin) situations in practical application, and reflective individual and group assignments.  
(Prerequisites: NUR 230, NUR 231)

NUR 290 Nursing of Childbearing & Childrearing Families 6 Qtr. Hours
The theory portion of this course focuses on the nursing care of women throughout the prenatal, antepartum, intrapartum and postpartum periods of pregnancy. Physiological, sociocultural and ethical concepts are explored. Risks, complications and appropriate nursing care are also to be discussed. Care of the neonate is addressed including possible complex outcomes of both term and preterm infants. Each student will also participate in the clinical setting gaining experience in both the labor and delivery and mother-baby aspects of care in an impatient setting. This portion of the course will help further their grasp of this specialty and enhance their skills and understanding. Students will utilize their knowledge from theory and past clinical sites to promote growth in a new environment.  
(Prerequisites: NUR 280, NUR 281)

NUR 291 Nursing Assessment III 2 Qtr. Hours
The lab component of this course will provide the ability to learn and practice hands-on nursing care with the use of a simulation mannequin. Different scenarios involving possible complications of labor and delivery will be applied. Case studies will be utilized to help the student develop critical thinking and reasoning skills in which they will analyze individually and as a group. These opportunities will help the student increase their confidence and facilitate the learning process in addition to their experiences in the clinical setting.  
(Prerequisites: NUR 280, NUR 281)

NUR 319 Remedial Nursing Concepts 4 Qtr. Hours
Review of concepts required for licensure examination and entry into the practice of professional nursing. Includes application of National Council Licensure Examination for Registered Nurses (NCLEX-RN) test questions, assessment and review of knowledge deficits, and planning and implementation of needed remediation.

NUR 320 Adult Medical/Surgical Nursing II 6 Qtr. Hours
The didactic portion of this course focuses on the nurse's role in caring for adult clients with cardiac, hemodynamic and endocrine disorders. Through advanced reasoning, syntheses, and application of evidence-based care, students will obtain the knowledge and skills to coordinate, and evaluate priorities of comprehensive care of the adult client with acute and chronic health care diseases and disorders.

Emphasis throughout the course is placed on prevention, management of care, and treatment modalities. In this course, students will have expanded opportunities to use the nursing process and clinical reasoning to guide care planning decisions for hospitalized clients. The clinical portion of this course will prepare students to effectively care for clients cardiac, hemodynamic and endocrine impairments. Students will integrate contemporary concepts and evidence-based practice to foster growth in knowledge and clinical competencies as a professional nurse.  
(Prerequisites: NUR 280, NUR 281)

NUR 321 Nursing Assessment IV 2 Qtr. Hours
The simulation lab experiences will be focused on the goals of: 1) identification of hemodynamic deficiencies; 2) management of cardiac and endocrine and diabetic disorders. The lab experiences will include case studies, client (mannequin) situations in practical application, and reflective individual and group assignments.  
(Prerequisites: NUR 280, NUR 281)

NUR 340 Adult Medical/Surgical Nursing III 6 Qtr. Hours
The didactic portion of this course focuses on the nurse's role in caring for adult clients with renal, neurologic, oncologic and end-of-life care issues. The student will learn to apply the nursing process to identify acute and chronic alterations in the renal/urinary system, and neurological and/or sensory disorders. Students will evaluate diverse client populations with a variety of neurological impairments, such as spinal cord injuries, traumatic brain injuries, and peripheral and central nervous system disorders. Additional assessment of systems including: alterations in urinary elimination, acute and chronic renal failure, oncologic staging, emergencies and alterations grief, loss and end-of-life issues. Through advanced reasoning, synthesis, and application of evidence-based care, students will obtain the knowledge and skills to coordinate, and evaluate priorities of comprehensive care for the adult client with acute and chronic health care diseases and disorders. Emphasis throughout the course is placed on prevention, management of care, and treatment modalities.

In this course students will have expanded opportunities to use the nursing process and clinical reasoning to guide care planning decisions for hospitalized clients. The clinical portion of this course will prepare students to effectively care for clients with renal/urinary system, and neurological and/or sensory disorders. The student will learn to apply the nursing process to identify alterations in urinary elimination, acute/chronic renal failure; and alterations in neurologic and or sensory disorders and end-of-life care. Students will integrate contemporary concepts and evidence-based practice to foster growth in knowledge and clinical competencies as a professional nurse.  
(Prerequisites: NUR 320, NUR 321)

NUR 341 Nursing Assessment V 2 Qtr. Hours
The renal/urinary, neurologic and/or sensory impairment, oncologic and end-of-life care simulation lab experiences will be focused on the goals of: 1) prevention of renal/urinary disorders; 2) management of alterations in renal/urinary elimination, neurological injuries and end-of-life care; 3) practice of skills used in the assessment and management of urinary, and neurologic disorders; and 4) use of patient education to assist clients and families in the management of impairments associated with the renal/urinary neurologic, oncologic disorders and use of patient education to assist clients and families in grief, loss, and end-of-life issues. The lab experiences will include case studies, client (mannequin) situations in practical application, and reflective individual and group assignments.  
(Prerequisites: NUR 320, NUR 321)
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<th>Course Code</th>
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<td>NUR 420</td>
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<td>NUR 421</td>
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<td>NUR 435</td>
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<td>NUR 450</td>
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<td>NUR 495</td>
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<td>OCL 310</td>
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<td>OCL 350</td>
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The didactic portion of this course will focus on the care of clients immune, musculoskeletal, hearing and visual and integumentary disorders. Students will have diverse client populations with a variety of immunological, musculoskeletal, and integumentary impairments, such as post-operative fracture and total joint replacement care, wound care and care of patients with immune disorders. Students will also have clients with hearing and visual impairments. Emphasis will be on the use of critical thinking, clinical reasoning, and ethical principles to provide safe and high quality care. The student is expected to integrate previous learning to assist these clients in achieving optimal functioning and perfusion principles to burn clients will also be addressed.

Each student will gain clinical experience in an inpatient setting. The clinical portion of this course will prepare students to effectively care for high acuity neurologically and/or sensory impaired clients and their families. Students will integrate contemporary concepts and evidence-based practice to foster growth in knowledge and clinical competencies as a professional nurse. (Prerequisites: NUR 340, NUR 341)

The didactic portion of this course will focus on the care of clients immune, musculoskeletal, hearing and visual and integumentary disorders. Students will have diverse client populations with a variety of immunological, musculoskeletal, and integumentary impairments, such as post-operative fracture and total joint replacement care, wound care and care of patients with immune disorders. Students will also have clients with hearing and visual impairments. Emphasis will be on the use of critical thinking, clinical reasoning, and ethical principles to provide safe and high quality care. The student is expected to integrate previous learning to assist these clients in achieving optimal functioning and perfusion principles to burn clients will also be addressed.

Each student will gain clinical experience in an inpatient setting. The clinical portion of this course will prepare students to effectively care for high acuity neurologically and/or sensory impaired clients and their families. Students will integrate contemporary concepts and evidence-based practice to foster growth in knowledge and clinical competencies as a professional nurse. (Prerequisites: NUR 340, NUR 341)

The musculoskeletal, immunologically and integumentary simulation lab experiences will be focused on the goals of: 1) management of the complex musculoskeletal and immunologically impaired client; 2) practice of skills used typically in emergency care; and 3) use of patient education to assist these clients and their families to achieve optimal functioning and self-care maintenance. The lab experiences will include case studies, client (mannequin) situations in practical application, and reflective individual and group assignments. (Prerequisites: NUR 340, NUR 341)

The didactic portion of this course will serve as a foundation in providing culturally competent healthcare to individuals, families, and communities. Health management strategies such as individual cases, disease prevention, health promotion, and population-based approaches will be examined within a global perspective. Health promotion topics such as epidemiology, health disparities, healthcare access, available resources, healthcare costs, quality of care, healthcare policies, disease screening, and regulatory environments will be examined and discussed. Emphasis is placed on assessment, analysis of culturally competent care, and enhancing clinical reasoning through application of a variety of practical client situations.

Each student will gain clinical experience in a community-based organization. The clinical portion of this course will prepare students for active, responsible community participation as professional nurses in a global environment. Their role will be to positively impact the health of diverse communities through critical thinking, evidence-based practices, patient education, meaningful service, and support of the client(s), their families, and lay caregiver(s). (Prerequisites: NUR 420, NUR 421)

This course is a review of concepts required for licensure examination and entry into the practice of professional nursing. The NCLEX-RN test plan, assessment of knowledge deficits, and development of individual study plans, based on the results of previous HESI exams, will be utilized. This course will challenge students to apply their knowledge, skills, and understanding of critical concepts needed for entry level practice. NCLEX principles and concepts will be emphasized to prepare the student for success on the NCLEX examination. (Prerequisite: NUR 450, final quarter of nursing) (Prerequisites: NUR 420, NUR 421)

This course focuses on the career element of communication and leadership in both formal and informal situations and is built on the principle that leadership is a communication process. Leadership theories, concepts and issues will be looked at in both a historical and contemporary context. Students will focus on leader traits, behaviors, influence, values, and ethics; on follower characteristics and needs; on situational variables; and on the influence of communication on leadership dynamics. Course topics include leadership emergence and enactment and quality of problemsolving strategies utilized to propel student towards future leadership positions.

This course takes a broad approach to understanding the roles and effects of new technology and media within a variety of organizations. Students will look at many mass media topics including; television, newspapers, film, video games, the internet, advertising, social media, etc. using extensive in-class and small-group media analysis and review their history and impact on organizational culture. Focus is on building crucial skills for evaluating technology and media and looking to use those messages within organizations that produce them to the communities they serve.

Students articulate and apply their learned skills in a real-world situation. All projects are directly related to their focus in organizational communications and leadership and students are required to document their experiences through a series of reflection journals leading to a cumulative presentation. Projects are served under the sponsorship of a faculty advisor. (Prerequisite: Senior standing)

This course introduces students to the principles of communication theory as leaders in organizations as they apply to an intercultural context. Students will identify and analyze how culture, identity, gender, race and class affect communication within an organization. Students will explore the effects of those differences with attitudes, social organization, role expectations, language and non-verbal behavior.

This course will look at the leadership theories and strategies important for conceptualizing, developing, and managing conflict negotiation, mediation, and third-party intervention. Students will be required to apply theoretical concepts to develop and present a mediation training and facilitation plan. Groups will work through case studies providing conflict analysis and developing exercises for resolution.

This course provides the student with a general overview of the federal and state judicial systems, including jurisdiction and venue. Students will study the rules governing operation of the courts and the litigation process from the filing of a complaint through settlement or verdict, execution of a judgment and appeal.
PAR 105  Legal Research & Writing  4 Qtr. Hours
The student is given an overview of legal research and writing techniques and methodologies. Through research projects, the student will become familiar with legal citation form, state and federal reporter and statutes, legal encyclopedia and treaties, and other legal publications. The student will perform research using a manual and computer-assisted legal research tools. The student will formalize research results in memorandum form utilizing legal vocabulary and accepted writing techniques.

PAR 111  Torts & Personal Injury  4 Qtr. Hours
Students will become familiar with the laws of negligence, product liability, strict liability, and medical malpractice in the context of personal injury litigation. Analysis and application of the principles of law will encompass both plaintiff’s and defendant’s perspectives.

PAR 121  Business Organizations  4 Qtr. Hours
Sole proprietors, partnerships, corporations and the principal/agency relationship are the fundamental frameworks that all businesses are built upon. Students will review the dynamics of each business form and will learn how to establish each entity in compliance with state statutes.

PAR 211  Estates, Wills & Trusts  4 Qtr. Hours
Students will learn about a comprehensive estate plan. The topics discussed will include an overview of the law of wills and trusts, drafting of wills and trusts, estate administration, probate practice, calculation and closing of the estate and related tax considerations.

PAR 212  Real Estate  4 Qtr. Hours
This is an introductory overview of real estate law and its applications to the sale and purchase of property. Areas to be covered include the roles of the attorney, paralegal, broker and title company in the real estate process, the various ways property can be owned and the financing of the real estate purchase. There will be strong emphasis on the review and preparation of documents required to complete a real estate transaction.

PAR 213  Domestic Relations  4 Qtr. Hours
Students will be given an overview of various issues surrounding the law of domestic relations. Students will examine the creation of the marital relationship, termination of marital status, property rights and distribution, maintenance, parental responsibility, parenting time, and child support issues, and enforcement of orders and judgments. Students will also explore adoption, parentage, and domestic violence statutes and related issues.

PAR 221  Commercial Law  4 Qtr. Hours
This course provides the student with an overview of contract law and relevant provisions found within the Uniform Commercial Code. The students will learn how to assist in the preparation of business contracts.

PAR 280  Ethics & Professional Responsibility  4 Qtr. Hours
This course provides students with an understanding of the rules of professional conduct and their application to paralegals.

PAR 299  Advanced Legal Research & Writing  4 Qtr. Hours
This course provides an in-depth look at advanced legal research methodology and writing skills. Utilizing the research techniques students have mastered in PAR 105, they will research and write legal memoranda and briefs, focusing on the use of sources, citation format, and thorough written analysis of research. (Prerequisite: PAR 105)

PFA 101  Performing Arts I  2 Qtr. Hours
Open to students participating in RMU arts and guilds. Students experience awareness, appreciation and performance in their specialty. Students engage in teambuilding and leadership as integral experiences of their participation.

PFA 102  Performing Arts II  2 Qtr. Hours
Open to students participating in RMU arts and guilds. Students experience awareness, appreciation and performance in their specialty. Students engage in teambuilding and leadership as integral experiences of their participation. (Prerequisite: PFA 101)

PFA 103  Performing Arts III  2 Qtr. Hours
Open to students participating in RMU arts and guilds. Students experience awareness, appreciation and performance in their specialty. Students engage in teambuilding and leadership as integral experiences of their participation. (Prerequisite: PFA 102)

PFA 104  Performing Arts IV  2 Qtr. Hours
Open to students participating in RMU arts and guilds. Students experience awareness, appreciation and performance in their specialty. Students engage in teambuilding and leadership as integral experiences of their participation. (Prerequisite: PFA 103)

PMP 575  Project Management  4 Qtr. Hours
This survey course will focus on Project Integration Management – which identifies, defines, and describes the processes and activities that combine, unify and coordinate the various elements of project management. Project Integration Management is the roadmap for effectively implementing business strategies that span the entire organization. By using project management tools and techniques, students will learn how to overcome organizational barriers in order to achieve fully integrated, enterprise-wide project management success. (Prerequisite: BUS 501)

PRD 500  Introduction to Business Analytics  4 Qtr. Hours
This course is designed to explore the ways in which strategy, marketing, and research and development assistance decision-makers to predict future trends and market shifts to unlock tomorrow’s opportunities. It will introduce the concepts of market drivers and forecasts, trend hunting and trend predictions, trend evolution and early adopters/influentials. Furthermore, it will instruct on syndicated and custom research methodologies that support the revelations of unmet consumer interests and needs indicating future opportunities.

PRD 580  Data Modeling & Intelligent Information  4 Qtr. Hours
This course offers basic principles in data modeling and intelligent information. Students will learn the fundamentals of how big data can be converted into actionable insights to drive better business decisions. Emphasis will be placed on methodologies. This course combines the business minded and the technical/analytical inclined student. Topics covered in this course include big data, social intelligence, data warehousing, data aggregation, data preparation, basic analytics, data visualization and communication. (Prerequisite: MGT 508 with a grade of B or better)

PRD 585  Predictive Modeling I – Econometric Analysis  4 Qtr. Hours
Econometric Analysis is based on the development of analytical tools to support business decision-making. Topics will include regression analysis with cross sectional data (simple and multiple models, heteroskedasticity, auto-correlation, specification and data issues), panel data models, instrumental variables estimation, simultaneous equation models, logit and probit models, and Poisson regression. Students will learn the basic steps involved in the formulation, parametrization and use of econometric models. (Prerequisite: PRD 580 with a grade of B or better)
The course provides a description of key areas of social psychology.

PSY 210 Abnormal Psychology 4 Qtr. Hours
This course provides a description of abnormal behavior patterns, causes of abnormal behavior, and the treatment of such behavior. Psychopathology will be explored in order to develop the students' ability to think critically about the field of abnormal behavior.

PSY 219 Independent Study 4 Qtr. Hours
Independent Study allows a student to explore a topic or area of interest. The student will propose a topic for tutorial study under the guidance of a supervising faculty member.

PSY 225 Human Development 4 Qtr. Hours
This course will explore human development from conception to death. In a chronological fashion, each phase of the human lifespan will be examined in terms of physical, cognitive, social, and emotional development. The periods of infancy, childhood, adolescence, adulthood and death are studied.

PSY 260 Drugs & Behavior 4 Qtr. Hours
This course addresses the influence of psychoactive drugs on human behavior. Specific topics include the influence of stimulants, depressants, sedatives, hallucinogens, and psychotropic drugs will be discussed in terms of both the pharmacological action in the brain as well as an introduction to substance abuse/dependence treatment.

PSY 285 Group Dynamics 4 Qtr. Hours
This course provides an overview of the theories, research, and self-understanding of group processes and intergroup relations, with an emphasis on the communication behavior of individuals within group structures. A broad range of topics will be explored including the stages of group development, decision-making techniques, group problems, resolution skills, conformity, ethics, and various approaches to intergroup biases and prejudice. This course will provide an in-depth look at group work with an emphasis on practical knowledge and techniques for effective group involvement and leadership. (Prerequisite: PSY 205 or Sophomore standing)

PSY 295 Research Methods 4 Qtr. Hours
This project-based course provides an understanding of quantitative and qualitative research design. Topics include controlled observation, correlational, experimental, and applied approaches to research and an introduction to descriptive statistics. Emphasis will be on the applications of research methodology to further understand various issues in the social sciences. (Prerequisite: PSY 120 and Sophomore standing)

PSY 300 Diversity and Community 4 Qtr. Hours
The purpose of this course is to explore, understand, accept and appreciate culture and its influence on behavior, emotion, and thought in a social context. Special attention will be placed on developing greater personal awareness and knowledge of issues in diversity. Students will critically examine one's own sense of self-identity as it relates to others' identity, personal attitudes, values and norms. Using a number of co-cultural, cross-cultural, and intercultural examples in the community, students will explore bridging cultural differences. (Prerequisite: PSY 120)

PSY 315 Toward a Multicultural Environment 4 Qtr. Hours
This course will be taught as a discussion-based seminar with focus on multicultural psychology. Multiculturalism and diversity are increasingly becoming multifaceted with aspects of political, educational, historical, and social policies that influence individual perceptions and relationships. Moreover, multiculturalism has global importance regardless of where one resides. It is with this in mind that this course will strive to integrate global perspectives, learning models, and social influence theories to determine their possible implications on human behavior and relations.

PSY 319 Independent Study 4 Qtr. Hours
Independent Study allows a student to explore a topic or area of interest. The student will propose a topic for tutorial study under the guidance of a supervising faculty member.

PSY 321 Health & Wellness Psychology 4 Qtr. Hours
Health psychology is the scientific study of psychological, social, and behavioral aspects of health and illness. The course will cover topics related to understanding; the etiology, promotion and maintenance of health; the prevention and treatment of illness; and patient-provider interactions within the healthcare system. This course is designed to introduce students to the range and scope of healthy psychology research and to foster critical reading, writing, and thinking about topics in the field.

PSY 325 Sports Psychology 4 Qtr. Hours
Sport psychology is an applied field aimed at using the fundamental principles in psychology toward increasing performance in sport and exercise. Success in athletic activities is dependent upon many factors, including motivation, confidence, presence of role models, personality, social environment, and mastery of cognitive skills. Another focus is aimed at helping individuals meet their athletic potential and even applying the principle to enhancing life outside of sport and exercise.
PSY 330 Learning, Motivation & Emotion 4 Qtr. Hours
This course will explore the factors that guide, activate, and sustain behavior. Principles of learning and motivation based primarily on studies in classical and instrumental conditioning, operant conditioning, and observational learning will be explored. This course will focus on procedures, theories and applications. Additionally, we will examine the role of positive and negative emotions as it relates to both learning and motivation. (Prerequisite: PSY 120 and Sophomore standing)

PSY 340 Psychology of Personality 4 Qtr. Hours
This course will explore the major contemporary theories of personality. Specific topics include: motivation, personality development, self-concept, unconscious processes, psychological adjustment and interpersonal relations. (Prerequisite: PSY 225)

PSY 350 Psychology of Social Justice 4 Qtr. Hours
This course will explore the influence of social issues and the risk as it relates to human behavior. Topics include: (a) diversity issues-race, ethnicity, socioeconomic status, gender, sexual orientation; (b) human rights issues-bullying, global politics and social media; and (c) justice issues-decision-making, regulation and public policy, and criminal justice with a focus on juvenile delinquents and the incarcerated mentally ill.

PSY 360 Death & Dying 4 Qtr. Hours
This course will provide students with an understanding of the death and dying process. Topics include: cultural and historical differences in concepts of death, dying, grief and bereavement; individual differences related to preparation, adjustment, and coping; hospice and palliative care; euthanasia, legal and ethical issues; healthcare and mental health interventions; funeral rituals; suicide; and war. (Prerequisite: PSY 225)

PSY 370 Child & Adolescent Psychology 4 Qtr. Hours
This course will provide a deeper understanding of human development, focusing on the age periods from early childhood through adolescence. Theories and research related to development will be discussed in addition to the major domains of development - biological, cognitive, social and emotional. An emphasis on the many different historical factors that have influenced behavior and its development will be supplemented with an exploration of child and adolescent psychopathology and treatment throughout the course. (Prerequisite: SCI 225)

PSY 380 Biopsychology 4 Qtr. Hours
This course examines the biological basis of behavior and the relationship between brain functions and behavior. The course content covers the following areas: a) neural communication; b) anatomy of the human nervous system; and c) an examination of the relationship between the brain and both simple and complex behaviors. Specific topics include learning and memory, development, drugs, sleep and mental disorders. (Prerequisite: SCI 134)

PSY 390 Industrial/Organizational Psychology 4 Qtr. Hours
This course will explore the personal, social, and environmental factors related to human behavior in the workplace. Specific topics include: personnel selection and assessment, performance appraisal, training and development, attitudes and motivation, leadership, group dynamics, organizational structure and climate. (Prerequisite: PSY 330)

PSY 400 Pre-Professional Seminar 4 Qtr. Hours
This course prepares students for effective practice by providing a framework for integration of critical thinking skills into the professional practice standards. An emphasis will be placed on the development of writing and communication skills that will contribute to the successful preparation for career options for psychology majors, preparation for various post-Bachelor’s career options and preparation techniques for graduate-level (Master’s and higher) education. It will provide students with a broad and comprehensive understanding of important issues in contemporary psychology careers.

PSY 420 Psychological Testing & Assessment 4 Qtr. Hours
This course provides an introduction to psychological assessment. Topics include: construction, administration, and interpretation of surveys, psychological tests of intelligence, abilities, and personality. Special attention will be given to issues of sampling, scaling, norming, reliability, validity, and psychometrics. Additionally, ethical, legal, and judgmental issues in psychological assessment in clinical, industrial, and educational settings will be explicated. (Prerequisite: PSY 340)

PSY 440 Human Sexuality 4 Qtr. Hours
This course examines contemporary knowledge and attitudes towards human sexuality, relying on theoretical and empirical psychological research. Multiple perspectives are presented, including psychosocial, cross-cultural and psychobiological. Sexuality across the life span is examined, including issues pertaining to: biological sexual differentiation, intimacy and communication, gender role development, varieties of sexual relationships and behavior, and sexually transmitted diseases and HIV. Students are encouraged to develop an appreciation for the complexity of sexuality in its conceptualization, representation and enactment. (Prerequisite: PSY 321 or PSY 380)

PSY 450 History & Systems of Psychology 4 Qtr. Hours
This capstone course seeks to integrate and broadly conceptualize material presented previously in other psychology courses. It is designed to provide students an opportunity to reflect upon the field as a whole, specifically to understand the history of the profession and evolution of ideas over time. The course will review areas that currently define the study of psychology, explore older ideas that are no longer current, those ideas that are still relevant, and areas that are likely to be important in the future. Specific topics include the early influence of philosophy and physiology in the development of psychology, major historical figures, and the evolution of the scientific method. (Prerequisites: HUM 130 and PSY 340)

PSY 480 Mental Health Counseling 4 Qtr. Hours
This course will provide an overview of the major theories of counseling, the psychotherapy process and the skills required of a helping professional. Several major theories of counseling are examined with an emphasis on the key concepts of each theory, the central beliefs about therapeutic processes, and specific theoretical applications for change. Special attention will be devoted to reviewing the knowledge, attitudes, skills and cultural competence essential to fully understanding clients’ problems, and effectively intervening with an emphasis on experiential learning and interviewing strategies. (Prerequisite: PSY 340)

PSY 495 Psychology Externship 4 Qtr. Hours
The Psychology Externship is a capstone experience intended to help students integrate coursework with the practice of human services. Under the supervision of a university faculty member and a cooperating site supervisor, students will gain an understanding of the emotional and practical support services aimed at addressing the needs of people facing a variety of challenges in their lives. (Prerequisite: PSY 480)
PSY 498 Research Thesis 4 Qtr. Hours
By working on their theses, students will be able to hone their own ways of organizing and presenting research. The thesis will involve original, empirical research, although theoretical papers will also be permitted with faculty approval. Students are responsible for a review of the literature in their topic area, the obtainment of data, conclusions as a result of gathered information, and any future implications that may arise as a result of their research. A formal research paper and presentation to a faculty panel is required. Students must obtain the consent of a faculty member to serve as their thesis advisor prior to the start of the semester and provide the faculty advisor with a detailed contract of the proposed parameters of their research. (Prerequisites: PSY 295 and PSY 480)

RMU 100 Keys to College Success 4 Qtr. Hours
This course will provide academic and social connections to college life. Course topics will provide practical strategies for students to improve study skills and develop greater self-awareness and self-management in order to become lifelong learners.

SCI 110 Earth Science 4 Qtr. Hours
This course introduces students to the scientific study of the earth and the processes that form it. Students study the geologic history of earth, the rock cycle, fossils, and the plate tectonics. Climatic events are examined to better understand the dynamics of the earth’s atmosphere and oceans. This course has a laboratory component.

SCI 112 Environmental Science (CC) 4 Qtr. Hours
This course examines the relationship between humans and the environment. Students study basic ecological principles and analyze the impact of humans on the earth. Throughout the course, emphasis is placed on the interdependency of life and on the importance of working towards a sustainable future. This course has a laboratory component.

SCI 115 Humans & Environment 4 Qtr. Hours
This directed-learning course examines the relationship between humans and the environment. The course will require the students to watch a video series “Race to Save the Planet” and are expected to self-evaluate and analyze causes and effects of environmental problems such as deforestation, air and water pollution, and endangered species. The interactions between humans and nature are examined to study how various species struggle to survive and adapt to their changing environments, while sharing a limited amount of natural resources and natural habitat with the humans. The students will learn about these issues by visiting various ecosystems in the area. In the field, students will visit different ecosystems and observe the biological communities that inhabit the eco-systems. Students will observe, document, and analyze various species’ interactions; impact of species on their eco-systems; and the human impact on the species and their eco-systems. (Fulfills General Education Laboratory Science requirement)

SCI 121 Anatomy & Physiology 4 Qtr. Hours
This course will study the general anatomy of the human body from a systematic approach. Students will gain an understanding of anatomical terminology, gross structures, and locations of different body structures. Cells, tissues and organs of the integumentary, skeletal, muscular, nervous, circulatory, respiratory, digestive, urinary and reproductive systems are emphasized. This course includes a laboratory component.

SCI 127 Anatomy & Body Systems I 4 Qtr. Hours
This course focuses on the fundamental principles of the structure, function and organization of the human body through the study of several major body systems including respiratory, lymphatic and immune, gastrointestinal, urinary, and reproductive systems. Medical terminology and pathology for systems is covered. Critical thinking based on the academic subject matter is developed and enables the incorporation of cognitive knowledge in the performance of psychomotor and affective domains. This course includes a laboratory component. (Prerequisite: SCI 122)

SCI 128 Anatomy & Body Systems II 4 Qtr. Hours
This course focuses on the fundamental principles of the structure, function and organization of the human body through the study of major body systems including respiratory, lymphatic and immune, gastrointestinal, urinary, and reproductive systems. Medical terminology and pathology for systems is covered. Critical thinking based on the academic subject matter is developed and enables the incorporation of cognitive knowledge in the performance of psychomotor and affective domains. This course includes a laboratory component. (Prerequisite: SCI 127)

SCI 130 Human Anatomy & Physiology I 4 Qtr. Hours
This course for Nursing majors focuses on the fundamental principles of the structure, function and organization of the human body through the study of several major body systems including body orientation, cells and tissues, the integumentary, skeletal and cardiovascular, respiratory, digestive and urinary systems. Critical thinking based on the academic subject matter is emphasized. Medical terminology and pathophysiology for the systems are presented. This course includes a laboratory component.

SCI 131 Human Anatomy & Physiology II 4 Qtr. Hours
This course for Nursing majors focuses on the fundamental principles of the structure, function and organization of the human body through the study of several major body systems including the reproductive, lymphatic, immune and endocrine muscular, nervous and special senses systems. Human development is discussed. Critical thinking based on the academic subject matter is emphasized. Medical terminology and pathophysiology for the systems are presented. This course includes a laboratory component. (Prerequisite: SCI 130)

SCI 133 Chemistry for Health Sciences 4 Qtr. Hours
This course covers fundamental principles and laws of chemistry. Emphasis is placed upon the understanding of basic chemical processes, measurement, the states of matter, energy, the atom, molecules, chemical bonds and reactions, chemical equilibria and reaction rates. The student will explore the characteristics of gases, liquids, solids, acids, bases, solutions and colloids. Upon completion, students will be able to demonstrate an understanding of fundamental chemical laws and concepts. This course includes a laboratory component.
SCI 134  Life Science Biology  4 Qtr. Hours
This course provides a general overview of biology in relation to health concepts at the performance level of human activities. Students will study the concepts of homeostasis, cell repair, body rhythms, pain, pharmacology, sleeping, healing, epidemiology and dying. In addition, it prepares students to better understand how human activities effect different body systems such as moving to the skeletal and muscular systems; transporting to the blood, lymphatic and cardiovascular system; breathing to the respiratory system and eliminating to the renal system. This course includes a laboratory component.

SCI 140  Biological Science  4 Qtr. Hours
This is an introductory biology course. The basic characteristics of life are examined with emphasis on the role of evolution in creating the diversity of life on earth. Genetic principles and the molecular basis of genetic disease are explored. Human sexual reproduction and modern reproductive technologies are examined. Ethical questions created by biotechnological advances are discussed. This course includes a laboratory component.

SCI 148  Nutrition, Health & The Environment  4 Qtr. Hours
This course will investigate the environmental and health problems arising from food production and consumption. Students will examine the connection between nutrition and good health. The environmental and dietary dilemmas caused by agricultural industrialization and harvesting food from the sea will be considered and sustainable solutions proposed. Ultimately, the goal of this course is to help the student make informed and ethical decisions about choosing food. This course includes a laboratory component.

SCI 151  Exercise Physiology  4 Qtr. Hours
This course is designed to provide an overview of the acute and chronic responses to exercise. Attention will be placed upon understanding muscle bioenergetics and metabolism, as well as the cardiopulmonary responses to exercise. Topics to be addressed include exercise testing and training and related environmental concerns. This course includes a laboratory component.

SCI 154  Microbiology for Healthcare Professionals  4 Qtr. Hours
This microbiology course examines the relationship of control microbiological procedures. Surgical wound classification, stages of wound healing and factors influencing wound healing are studied. The processes of microbiological life are analyzed, as are diseases caused by microbes. This course includes a laboratory component.

SCI 160  Physics  4 Qtr. Hours
In this course, students are introduced to the concepts and methods of classical mechanics, electricity and magnetism. Emphasis is placed on the applications of physics to everyday life. This course includes a laboratory component.

SCI 180  Microbes & Society  4 Qtr. Hours
This course is designed to give students an understanding of microbes and other infectious agents, their role in nature, and their impact on human life and health. The theory of evolution is used as the framework for understanding the emergence of new diseases and the reappearance of old ones. The role of personal, political, cultural, and environmental factors in the spread of disease will be examined. This course includes a laboratory component.

SCI 191  Pharmacology I  4 Qtr. Hours
This course provides an introduction to the study and application of pharmacological principles, the classification of drugs, principles and practices of drug administration, mathematical systems and conversions, and professional responsibilities of the Registered Nurse in drug administration. Students will be introduced to commonly-prescribed psychotherapeutic, central nervous system stimulants and depressants, cardiac, circulatory, diuretic, fluids and electrolytes, and hormonal drugs. Consumer safety, drug relations and poison will also be reviewed. A laboratory component is incorporated into this course. (Prerequisite: MAT 170)

SCI 192  Pharmacology II  4 Qtr. Hours
This course provides an introduction to the study and application of pharmacological principles, the classification of drugs, principles and practices of drug administration, mathematical systems and conversions, and professional responsibilities of the Registered Nurse in drug administration. Students will be introduced to commonly-prescribed respiratory system, antibiotics, antivirals, anti-tubercul, anti-fungal, anti-inflammatory, anesthetics, analgesics, women’s and men’s health, gastrointestinal, vitamins/minerals, dermatologic, ophthalmic and optic drugs. A laboratory component is incorporated into this course. (Prerequisites: MAT 170, SCI 191)

SCI 219, 319  Independent Study  4 Qtr. Hours
Independent Study allows a student to explore a topic or area of interest. The student will propose a topic for tutorial study under the guidance of a supervising faculty member. (Prerequisite: instructor approval) Course can be repeated up to 12 hours.

SCI 233  Organic Biochemistry  4 Qtr. Hours
This course presents the fundamentals of organic chemistry with emphasis in the sources, structure, and functional groups of organic compounds. Topics discussed include alkanes; alkenes; Benzene and its derivatives, alcohols; ethers; thiols; amines; aldehydes; and ketones. Biosynthetic pathways of carbohydrates, fatty acids, membrane lipids and amino acids are introduced. This course includes a laboratory component. (Prerequisite: SCI 133)

SCI 240  Animal Behavior  4 Qtr. Hours
This course focuses on the ecology and evolution of animal behavior. By studying a wide variety of animals, students will learn how behavior has evolved in response to different environmental pressures and how the theory of evolution can be used as a framework for understanding animal behavior. The different ways that animals solve the basic problems of life will be studied including strategies for finding food, escaping predation, finding a mate, and leaving offspring. The evolutionary basis of human behavior will also be considered. This is an intensive self-directed course with a laboratory component. (Fulfills General Education Laboratory Science requirement)

SCI 260  Clinical Nutrition  4 Qtr. Hours
A review of human nutrition science and fundamentals including individual nutrient needs, food choices, prevention of chronic disease, medical nutrition therapy and nutrition-related public health. (Prerequisites: SCI 133, SCI 134)

SCI 270  Scientific Revolutions  4 Qtr. Hours
This laboratory course investigates the seven greatest scientific discoveries and the people who made them. These discoveries are the heliocentric universe, gravity, atomic structure, relativity, the formation of the universe, evolution, and the structure of DNA. This course includes a laboratory component.
SCI 280 Clinical Pathophysiology 4 Qtr. Hours
This course focuses on the pathophysiology process of disease alteration, its etiology, clinical manifestations, diagnosis, prognosis, risk factors, and the principles of pathology underlying illness and injury to therapeutic nursing interventions and outcomes. Content builds on basic anatomy and physiology, microbiology, and chemistry content. (Prerequisites: SCI 130, SCI 131)

SCI 300 Accelerated Anatomy & Physiology 4 Qtr. Hours
This course provides an accelerated study of anatomical terminology and common disease processes found in the integumentary, skeletal, muscular, nervous, endocrine, cardiovascular, lymphatic/immune, respiratory, digestive, urinary, and reproductive systems. A focus on anatomical and physiological fundamentals will be emphasized.

SCI 301 Accelerated Physiology & Fitness 4 Qtr. Hours
This course provides an accelerated study of physiological terminologies and common disease processes found in the integumentary, skeletal, muscular, nervous, endocrine, cardiovascular, lymphatic/immune, respiratory, digestive, urinary, and reproductive systems. Topics include qualitative, quantitative, and mixed methods research designs, analyzing and interpreting data, and ethical considerations in research. (Prerequisites: MAT 311 or Statistics class and senior status)

SCI 505 Advanced Anatomy & Physiology 4 Qtr. Hours
This course provides a comprehensive study of anatomical terminology and common disease processes found in the integumentary, skeletal, muscular, nervous, endocrine, cardiovascular, lymphatic/immune, respiratory, digestive, urinary, and reproductive systems.

SCI 506 Advanced Exercise Physiology 4 Qtr. Hours
This course applies physiological principles to exercise circumstances; includes critical analysis of the effect of exercise on human physiologic function with in-depth examination of current literature regarding physiological regulatory mechanisms of oxygen transport and muscle metabolism. In this course, students study advanced physiological adaptations that occur in response to acute and chronic exercise, as well as examination of these changes as they affect training, performance and health. (Prerequisite: SCI 505)

SCI 520 Biomechanics of Human Movement 4 Qtr. Hours
This course aims to develop an appreciation of how mechanical principles can be applied to human movement including internal and external forces acting on the body. Students will focus on kinematics, vectors, Newton’s law of motion, transitional and rotation motion, work, energy, power and momentum. An understanding of motions of the body during typical activities will be emphasized.

SCI 525 Strength & Conditioning 4 Qtr. Hours
This course serves as a practical/technical foundation for major compound movements and weight-lifting techniques to enhance performance in sport and fitness. There will be a focus on corrective exercise technique to reduce injuries. It also provides comprehension of movement specific to dynamic warm-ups and advanced stretching techniques.

SCI 528 Sport Management & Leadership 4 Qtr. Hours
This course offers an exploration of issues of management and organizational behavior within sports industry. There will be a focus on staffing, motivation and communication as well as tools and techniques utilized for effective leadership of a sports organization. Examples of sports management issues will be presented for students to learn how to effectively deal with external forces that arise in the sports industry. (Prerequisite: SCI 506)

SCI 530 Sport Psychology 4 Qtr. Hours
This course emphasizes psychological considerations pertaining to sport and exercise in the design of programs and in discussions with athletes and recreational exercisers. A focus on personality, emotional and mental control, self-concept, self-esteem, and self-efficacy will be emphasized as well as an appreciation for cognitive styles and practical strategies for clients with issues related to these topics.

SCI 532 Sport Nutrition 4 Qtr. Hours
This course focuses on the role of nutrition and prescriptive diets in improving health to developing a healthy eating pattern for rehabilitation services, fitness, and human sport performance. Culinary facilities will also be incorporated. (Prerequisite: SCI 506)

SCI 590 Graduate Internship I 4 Qtr. Hours
This course credit represents 100 hours of experience that may be within the University’s athletic facilities, high schools, and other university athletic facilities. The internship must be approved, supervised, and evaluated by faculty. (Prerequisite: Advisor approval)

SCI 598 Independent Study 4 Qtr. Hours
This course is intended to give students the opportunity to deepen their understanding of an area of study or explore new areas not covered in the courses offered while earning graduate credits. While students do select their own topics of study, they must get the approval of the Dean and a faculty member who will be supervising the study. (Prerequisite: Dean approval)

SCI 625 Human Performance Evaluation & Prescription 4 Qtr. Hours
This course prepares students to gain sufficient knowledge to develop and prescribe appropriate exercise programs as well as administration and interpretation of evaluative techniques related to strength and conditioning and considering kinesiological and physiological parameters. (Prerequisites: SCI 520 and SCI 525)

SCI 626 Injury Prevention & Rehabilitation 4 Qtr. Hours
This course explores general considerations of preventing, recognizing and treating injuries within an exercise facility. This course focuses on skills of management and rehabilitation with proper communication with the entire sports medicine team. Nutritional and physiological principles in the prevention of and rehabilitation of sport injuries will also be discussed. (Prerequisite: SCI 625)
SCI 690 Graduate Internship II 4 Qtr. Hours
This course is a continuation of SCI 590 – Graduate Internship II and this credit represents 100 hours of experience that may be within the University’s athletic facilities, high schools, and other university athletic facilities. The internship must be approved, supervised, and evaluated by faculty. (Prerequisite: SCI 590)

SEC 101 Keyboarding 4 Qtr. Hours
This course is an introduction to keyboarding, basic formatting techniques, as well as an introduction to the numeric keypad. Development of language arts, composition skills and introduction to beginning Word features are included.

SEC 140 Legal Applications I 4 Qtr. Hours
This course is designed to familiarize students with legal formats and legal terminology used in preparing a variety of legal correspondence, non-court documents, and court documents in specialty areas of law. Emphasis is placed on developing employable levels of knowledge of legal procedures that are needed to work in a law office. Document creation from recorded material is included.

SPM 510 Sport Facility & Event Management 4 Qtr. Hours
An overview of all procedures and functions necessary to plan, design, and organize sport events and facilities will be provided. Topics include human resource management, risk management, financial consideration, marketing theory, and overall planning issues in the industry. Special emphasis will be placed on game-day organization and management. Experiential learning opportunities include site visits to various types of local sport and recreation facilities and events.

SPM 520 Sport Media & Public Relations 4 Qtr. Hours
Students will gain an understanding of the sports communications industry at both the collegiate and professional levels. The role of communications in the sports industry from a management perspective will be examined. Topics include news release writing, utilizing various forms of media, crisis management, pitching stories, interviewing techniques, and ethical issues.

SPM 550 Intercollegiate Athletic Administration 4 Qtr. Hours
Focus on the prevailing issues in college athletics, including financial trends, legislation, conference realignment, reform, gender equity and other contemporary issues are covered in this course. Students will analyze the management structure of collegiate athletic departments, reviewing organization structure in regard to NCAA and other athletic conferences.

SPM 560 Legal & Liability Issues Affecting Sport Policy 4 Qtr. Hours
An introductory examination of the legal and liability issues that commonly arise in the sport and recreation industry is provided. Students will be introduced to the legal structures and standards as related to the field of Sports Management including recent precedents and mandates such as Title IX gender equity and policy affecting the recruitment, evaluations and personnel. Relevant legal cases and ethical dilemmas will be incorporated.

SPM 585 Graduate Internship for Sports Administration 4 Qtr. Hours
The advanced internship is a capstone experience intended to help students integrate coursework with the practice of administration and to reflect on their own development as professionals. Students work under the supervision of University faculty and a cooperating administrator at the internship site.

SSC 115 History of Social Media 4 Qtr. Hours
This course takes a critical approach to understanding the cultural relationship between society and new media technologies known as social media, a complex set of practices, norms, and values that both reflect and shape our understanding of society. The course will explore the development of these new media technologies by situating them in broader social, political, and historical contexts through an evaluation of the reasons behind their widespread popularity as well as their implications on social communities, business organizations, politics, and personal privacy, leading to a deeper understanding of our own digital citizenship.

SSC 130 Contemporary Sociology 4 Qtr. Hours
This course explores the study of society and social interaction. The topics include research methods, culture and social structure, socialization, deviance and social control, family, gender roles and social stratification.

SSC 140 Western Civilization to 1600 4 Qtr. Hours
This course surveys the development and transformation societies and institutions from the rise of civilizations in the Near East through the emergence of Greece and Rome, thence to pre-modern Europe, emphasizing their influences on contemporary Western civilization.

SSC 143 American History I 4 Qtr. Hours
This course surveys the period from the early exploration of the New World through the early twentieth century with emphasis on the origins of American society and the institutions that it generated. Consideration is given to tensions between divergent visions of the United States and how these led to strife. Emphasis is given to a social perspective and voices of dissent that challenge traditional perceptions.

SSC 160 Western Civilization: 1600 to the Present 4 Qtr. Hours
This course surveys the continued development of societies and institutions in Europe and the New World from the Age of Exploration to the political and cultural realities of the twenty-first century.

SSC 163 American History II 4 Qtr. Hours
This course surveys the social, cultural, and political history of the United States from the early twentieth century and will equip students to better understand the problems and challenges of the contemporary world in relation to events and trends in American history.

SSC 200 A History of American Music 4 Qtr. Hours
Students explore the development of American Music in historical context through a wide range of genres, with particular emphasis on Native, European, and African influences. Through the study of the structural elements of composition, including lyrical expression, students further examine music as a reflection of culture and social identity.
SSC 207 Movies, Sports & The American Dream 4 Qtr. Hours
The term “American Dream” captures a key aspect of what it means to be an American. Movies and sports have long been associated with the charm and excitement that constitute part of what has made the American Dream so compelling to so many generations of Americans. In this course, we’ll explore the American Dream by watching and discussing a series of movies about the world of sports. The movies we examine may differ in a variety of ways, but they all have in common the wish to explore not only the sports world, but also what is meant by the American Dream.
SSC 208 The Holocaust: Memory, History, Meaning 4 Qtr. Hours
This course will investigate and attempt to understand the most infamous and well-documented genocide in history. Focus will be upon the causes, the experiences, the memorization and the depiction of the Holocaust as relayed by primary and secondary sources. The voices of the victims, survivors, perpetrators, and collaborators of the Holocaust will be examined by studying first-hand written accounts, film, government documents and field experience.
SSC 209 Modern War: The Human Experience 4 Qtr. Hours
This course will investigate the experience of war from the frontlines and home front. The course will focus upon the social and cultural constructions of the warrior ethos, the meaning given to combat by warriors and society, and the challenges of differentiation between war and peace that warriors have faced. It will also examine loss and sacrifice needed during ‘total war’ from a nation’s civilians. Students will investigate the human experience of modern war mainly through primary source materials, which include memoirs, diaries, novels and film.
SSC 215 Criminal Justice 4 Qtr. Hours
This course is a comprehensive study of the historical development of criminal justice systems and operations in the United States. This course includes detailed examination, analysis and evaluations of the major components of the criminal justice system with emphasis on the total system of police, courts, corrections; loss prevention and principles of law.
SSC 219, 319 Independent Study 4 Qtr. Hours
Independent Study allows a student to explore a topic or area of interest. The Student will propose a topic for tutorial study under the guidance of a supervising faculty member. Course can be repeated up to 12 hours.
SSC 220 American Democratic Principles 4 Qtr. Hours
This course provides an introduction to the role of government in American society and the contemporary participants in the policy making process. Emphasis will be placed on the Constitution, federalism, the division of powers, and the roles of political parties, elections and interest groups in public policy making. National, state and local governments will be comparatively examined.
SSC 223 Sports in American History & Culture 4 Qtr. Hours
This course will investigate how and why sports have been central to American history and culture from the Colonial era to the 21st Century. Students will learn how sports and sporting culture have continually helped shape American identity. The course will focus upon such major American cultural issues as race, gender, consumerism, nationalism and so-called “American Exceptionalism”. Students will utilize primary and secondary sources to understand the role sport has played in the formation of the American nation.
SSC 225 The History & Culture of Food 4 Qtr. Hours
Students will explore the importance of cuisine to culture and the development of cuisine throughout history. Through lecture, readings, group work and projects, students will identify and explore the historical periods which have contributed to the most prominent cuisines of the world. Students also gain knowledge of the cultures pertaining to the prominent cuisines, including France, Italy, South America, Asia and Africa.
SSC 235 The Darwinian Revolution: The Theory of Evolution & Modern Life 4 Qtr. Hours
This course will explore Darwin’s theory of evolution and how that theory has changed Western thought and life. From racism to social evolution, from eugenics to political arguments about creationism in public schools, Darwinian thought for the last 150 years has been more than simply a biological issue. Students will comprehend and investigate this by closely probing primary documents from the 19th, 20th and 21st centuries.
SSC 240 Great Political Issues 4 Qtr. Hours
This course examines the political issues that typically give rise to controversy, reflecting the concerns and ideologies of our two main political parties. The course explores topics ranging from civil rights and free speech, to war, crime control and immigration. These issues will be approached from several viewpoints with emphasis on their treatment in the media.
SSC 248 The American Civil War 4 Qtr. Hours
This course examines the origins of the American Civil War, the progression of the war itself and its far-reaching ramifications for the United States. The course will approach the Civil War from various perspectives, addressing the political, military and diplomatic conduct of the war, as well as its social, racial and economic implications.
SSC 260 Cultural Anthropology (Fulfills General Education Behavioral Science requirement) 4 Qtr. Hours
Students will be introduced to the principles of anthropology, that is, the study of humans as social beings and creators of culture. This course will address the cultural aspects of anthropology in particular. Students will focus on the study of living peoples and their ways of life.
SUR 125 Introduction to Surgical Technology 6 Qtr. Hours
This course provides instruction in professional responsibilities of the surgical technologist, the operating room environment, legal, ethical and moral issues related to surgery including liability and scope of practice. Course content includes discussion of the various levels of credentialing, hospital organization and healthcare professional organizations. Included is an introduction to the basic concepts of biomedical sciences as related to surgery. Principles and concepts related to aseptic techniques for non-sterile and sterile responsibilities, preoperative patient care and supplies and equipment as apply to the role of the surgical technologist are discussed. This class includes a laboratory component.
SUR 130 Principles of Surgical Technology 6 Qtr. Hours
This course includes an introduction to endoscopic and robotic surgery, diagnostic procedures, emergency situations and all-hazards preparation, and anesthesia and surgical pharmacology. The course content will provide further instructions on perioperative patient care concepts and supplies used during the course of surgery with application of aseptic technique. This class includes a laboratory component. (Prerequisite: SUR 125)
SUR 150 Surgical Technology I 9 Qtr. Hours
This course provides instruction in professional responsibility in the operating room environment, as well as communication and teamwork. It will cover the responsibilities of the surgical technologist in the first scrub role during the preoperative, intraoperative and postoperative phases of the surgical procedure. The course instructs the student in the principles and skills required to assist in procedures for general, obstetric/gynecologic and ear, nose, pharynx and larynx surgery. This class includes a clinical surgical rotation component. (Prerequisite: SUR 130)
SUR 200  Surgical Technology II  9 Qtr. Hours
This course provides instruction in professional responsibility in the operating room environment, as well as communication and teamwork. It will cover the responsibilities of the surgical technologist in the first scrub role during the preoperative, intraoperative and postoperative phases of the surgical procedure. The course instructs the student in the principles and skills required to assist in orthopedic, genitourinary and plastic surgery. This class includes a clinical surgical rotation component. (Prerequisite: SUR 150)

SUR 225  Surgical Technology III  9 Qtr. Hours
This course provides instruction in professional responsibility in the operating room environment, as well as communication and teamwork. It will cover the responsibilities of the surgical technologist in the first scrub role during the preoperative, intraoperative and postoperative phases of the surgical procedure. The course instructs the student in the principles and skills required to assist in procedures for cardiothoracic surgery, peripheral vascular surgery and neuro surgery. This class includes a clinical surgical rotation component. (Prerequisite: SUR 200)

SUR 250  Surgical Technology IV  9 Qtr. Hours
This course provides instruction in professional responsibility in the operating room environment, as well as communication and teamwork. It will cover the responsibilities of the surgical technologist in the first scrub role during the preoperative, intraoperative and postoperative phases of the surgical procedure. The course instructs the student in the principles and skills required to assist in procedures for ophthalmic and oral & maxillofacial surgery. This course also presents a large collection of review questions to prepare students for the computer-based CST exam. Exam content is reviewed. Comprehensive rationale for correct response is provided. This class includes a clinical surgical rotation component. (Prerequisite: SUR 225)
MIL 111 Introduction to Officership 1 Qtr. Hour
Part I – freshman level curriculum. This course introduces issues and competencies that are central to military officership. Emphasis is placed on the framework of leadership, Army values and officership. *Includes a practical Leadership Laboratory. May be repeated up to 3 hours.

MIL 112 Basic Leadership 1 Qtr. Hour
Part II – freshman level curriculum. This course continues on the framework of leadership and introduction to the fundamentals, principles, and traits of leadership, as well as discussion and practical application of life skills, to include fitness and time management. *Includes a practical Leadership Laboratory. May be repeated up to 3 hours.

MIL 113 Military Leadership 1 Qtr. Hour
Part III – freshman level curriculum. This course concludes the framework of leadership and introduction to the fundamentals, principles, and traits of leadership, as well as discussion and practical application of life skills, to include fitness and time management. *Includes a practical Leadership Laboratory. May be repeated up to 3 hours.

MIL 121 Basic Physical Training 1 Qtr. Hour
This course offers training and practical application of physical fitness and endurance, covering flexibility, muscular and cardiovascular endurance, preparation and execution of the Army Physical Fitness Test. This course is recommended for freshman enrolled cadets. May be repeated for 3 hours.

MIL 122 Basic Physical Training – Cadet Military Fitness 1 Qtr. Hour
This course is intended for students participating in ROTC. The students will gradually improve their level of physical fitness over the course of the Quarter. May be repeated up to 3 hours.

MIL 123 Basic Physical Training – Cadet Military Fitness Lab 1 Qtr. Hour
This course is intended for students participating in ROTC. The students will gradually improve their level of physical fitness over the course of the Quarter. May be repeated up to 3 hours.

MIL 211 Individual Leadership Studies 2 Qtr. Hours
Part I – sophomore level curriculum. This course offers experiential learning activities which enables students to develop problem-solving, critical thinking skills, and apply communication, feedback and conflict resolution skills. Emphasis is placed on self, self-confidence, and individual leadership. *Includes a practical Leadership Laboratory. May be repeated up to 6 hours.

MIL 212 Leadership & Self-Development 2 Qtr. Hours
Part II – sophomore level curriculum. This course continues the experiential learning activities enabling students to develop problem-solving, critical thinking skills, and apply communication, feedback, and conflict resolution skills. Focus is placed on self-development guided by knowledge of self and group. Learning activities are designed to challenge student’s current beliefs, knowledge, and skills. *Includes a practical Leadership Laboratory. May be repeated up to 6 hours.

MIL 213 Leadership & Teamwork 2 Qtr. Hours
Part III – sophomore level curriculum. This course concludes the experiential learning. Focus is placed on self-development guided by knowledge of self and group. Learning activities are designed to challenge student’s current beliefs, knowledge, and skills. *Leadership Laboratory is not required for Basic Course participating students. May be repeated up to 8 hours.

MIL 221 Basic Physical Training 1 Qtr. Hour
This course offers training and practical application of physical fitness and endurance, covering flexibility, muscular and cardiovascular endurance, preparation and execution of the Army Physical Fitness Test. This course is recommended for freshman enrolled cadets. May be repeated for 3 hours.

MIL 222 Basic Physical Training 1 Qtr. Hour
Basic Physical Training is intended for students participating in ROTC. The students will gradually improve their level of physical fitness over the course of the Quarter. May be repeated for 3 hours.
ADVANCED COURSE CLASSES

Prerequisite for the Army ROTC Advanced course is Basic course credit and the approval of the Professor of Military Science. Advanced course Cadets will take MIL 121 each quarter and are still eligible to take MIL 107. The Leadership Laboratory and one weekend field training exercise are mandatory for Advanced course Cadets.

MIL 301 Leadership & Problem-solving 3 Qtr. Hours
Part I – junior level curriculum. This course enables students, with no prior military or cadet experience, to quickly learn essential cadet knowledge and skills necessary for integration into the cadet battalion and successful performance of key cadet tasks. Instruction includes continuation of principles of physical fitness and a healthy lifestyle to improve or maintain cadet physical fitness from the very beginning of the term; introduction to the Leader Development Program, that will be used to evaluate leadership performance and provide developmental feedback; instruction to prepare cadets for their responsibilities of teaching and participating in Military Science and Leadership Labs; how to plan and conduct individual and small unit training, and basic military tactical principles. Following these important introductory modules, the course turns to a four-week study of reasoning skills and the military-specific application of these skills in the form of the Army’s troop leading procedure. The term concludes its final four weeks with a detailed examination of officership, which culminates in a five-hour officership case study. Includes a practical Leadership Laboratory and instruction is located at the Roosevelt building at UIC campus.

MIL 302 Leadership & Ethics 3 Qtr. Hours
Part II – junior level curriculum. This course offers the same instruction as MIL 301, totaling a 3-quarter year-long class. Includes a practical Leadership Laboratory and instruction is located at Roosevelt building at UIC campus.

MIL 303 Leadership & Tactics 3 Qtr. Hours
Part III – junior level curriculum. This course offers the same instruction as MIL 301 and MIL 302, totaling a 3-quarter year-long class. Includes a practical Leadership Laboratory and instruction is located at Roosevelt building at UIC campus.

MIL 311 Leadership & Management I 3 Qtr. Hours
Part I – senior level curriculum. This course offers a series of lessons enabling cadets to make career decisions. This course concentrates on staff planning, Army operations, communications, training management, and leadership skills. Includes a practical Leadership Laboratory, and instruction is located at the Roosevelt building at UIC campus.

MIL 312 Leadership & Management II 3 Qtr. Hours
Part II – senior level curriculum. This course prepares cadets for detailed analysis of military engagements, advanced writing skills, and briefing methodologies. Includes a practical Leadership Laboratory, and instruction is located at the Roosevelt building at UIC campus.

MIL 313 Army Officership 3 Qtr. Hours
Part III – senior level curriculum. This course focuses on pre-commissioning training and transition to military duty as a newly commissioned officer. Includes a practical Leadership Laboratory, and instruction is located at the Roosevelt building at UIC campus.

MIL 321 Basic Physical Training 1 Qtr. Hour
This course offers training and practical application of physical fitness and endurance, covering flexibility, muscular and cardiovascular endurance, preparation and execution of the Army Physical Fitness Test. This course is recommended for freshman enrolled cadets. May be repeated for 3 hours.

MIL 322 Advanced Physical Training I 1 Qtr. Hour
Advanced Physical Training is a group exercise class that incorporates CrossFit type methods along with Army philosophy and teachings. It is focused on advanced weight training, metabolic conditioning movement skill and technique. May be repeated for 3 hours.

MIL 323 Advanced Physical Training II 1 Qtr. Hour
Advanced Physical Training is a group exercise class that incorporates CrossFit type methods along with Army philosophy and teachings. It is focused on advanced weight training, metabolic conditioning movement skill and technique. May be repeated for 3 hours.
Undergraduate Policies & Procedures

ADMISSIONS

Admissions Requirements
High school graduates from a state-approved high school or the equivalent (GED or HiSet), or candidates with military documentation of high school equivalency are eligible for admission to the University. High school graduation is verified by a high school transcript, GED or HiSet transcript, or information submitted in appropriate form from the Federal government. All candidates are encouraged to have a personal interview with an admissions representative of the University and to have a tour of the campus. This process provides the applicant with the necessary information to make informed educational decisions.

Regular Admission
Admission decisions are based on a review of each student’s academic record and professional experience. Each candidate is considered on an individual basis. In making admission decisions, the following materials are considered:

- High school diploma, GED score, military documentation or college coursework
- Work or community service experience
- Standardized examination results
- Some majors require demonstrated levels of achievement in particular courses
- Demonstration of character necessary for success in college

Adult – 23 Years & Older
Students who are 23 years and older often possess numerous life and professional experiences that demonstrate abilities to be successful in college. For these students, the following materials are considered:

- High school record or college associate degree
- GED or HiSet score
- Examination results:
  - American College Testing (ACT)
  - Standard Achievement Test (SAT)
  - Applied Education Skills Assessment (AESA)
  - College Level Examination Program (CLEP) Dantes
- Evidence of successful employment experience

Transfer Admission
These are students who have earned 12 semester hours (18 quarter hours) or more of collegiate work at another accredited institution of higher learning. These students comprise almost 40 percent of our student population and bring academic, social and professional diversity to our community. This diversity ultimately enhances the quality of education for all students. The University encourages the transfer student to become part of our community. In making admission decisions for transfer students, the following materials are considered:

- College record or degree
- High school record
- Demonstration of performance necessary for success in college

Adult Continuing Studies Academic Philosophy
In Robert Morris University’s Adult Continuing Studies Division, students balance a full-time course of study with families, work, and community obligations. Our students are self-motivated, flexible and serious about completing their degrees. The Adult Continuing Studies Academic Delivery Model, developed to assist this segment of students find success in their higher education pursuits, optimizes time on campus to fit a working adult schedule, including collaboration, access to resources, and faculty interaction.

Learning opportunities are offered through a combination of direct faculty instruction and engagement in academic activities. Direct faculty instruction may include face-to-face lecture, discussion boards, pre-recorded lectures, podcasts, or lab time; all courses are comprised of weekly direct contact in the classroom with the professor. Engagement in academic activities may include original written material, collaboration projects, assessments, studio time, course readings, discussion boards, projects or assignments.

Credit for Prior Learning
Adult learners have an opportunity to showcase prior learning outcomes, with the potential of earning credentials and/or academic credit.

Prior Learning for Industry Certifications
Industry certifications may be converted to academic credit. The Dean of Curriculum will evaluate the certification and award applicable credit and credentials.
Surgical Technology & Medical Laboratory Technology Program Admissions

Admission to the Surgical Technology and Medical Laboratory Technology Programs is based on a thorough review of the file, including results from high school, transfer of credit, ACT/SAT scores, and work experience. Typically, a minimum of a 2.5 GPA in high school and an 18 ACT or 950 SAT Composite score is needed and high school or college coursework in math and science will be reviewed.

Foreign Students

Students who graduated from a high school outside of the United States and who cannot get an official high school transcript due to political unrest or a natural disaster in his/her homeland may submit a letter of explanation to the Registrar. A student should include relevant academic documentation (i.e., ACT or SAT test scores, official college transcripts, armed forces training and proof of English proficiency).

Home-Schooled Students

A home-schooled student must submit a transcript of classes, curriculum documentation, and state certification. In addition, the student must take a nationally-normed standardized examination demonstrating an achievement level acceptable to the College.

Non-Approved or Non-Accredited High Schools

A student who graduates from a high school that is neither state-approved, nor regionally accredited must pass the GED.

KEYS (Knowledge Enables Your Success)

A transition program is recommended for students identified in the admissions process as those who might benefit from extra support services. This program includes a full-time class load with a support course for the first quarter of study.

The Admission Process

You receive personal attention and advice at Robert Morris University before you begin classes, and that support continues for a lifetime.

Here's how to apply:

1. Schedule a personal interview with an Admissions Counselor
2. Complete the admissions application
3. Submit a $20 non-refundable application fee
4. Send copies of your official high school transcripts or GED scores to the Student Information Office.
5. Gain acceptance with approval from the Admissions Review Board
6. Complete a Free Application for Federal Student Aid (FASFA) student assistance application and meet with a Financial Planner
7. Request official copies of all college transcripts to be sent to the Student Information Office

When to Apply

Applications for admissions are accepted throughout the year. Due to the open and flexible academic calendar, students may begin classes at various times, including the Summer.

Students are encouraged to apply early, as financial aid programs give preference to early applicants. Some programs have limited allocations that typically fill early in the calendar year. Your best chance comes with filing an application early.

Student Housing

Student housing is available at the Main Campus located in downtown Chicago. Students may obtain information and a housing application at www.robertmorris.edu/admission/housing. For more information, students may contact the Vice President of Student Affairs at (312) 935-2002 or ajordan@robertmorris.edu.

Applying for Re-Admission

Students who withdraw from the University may apply for re-admission to complete their degree program. It is strongly recommended that students remain in good academic standing at all times. Approval for re-admission is determined by the Re-admissions Review Board and is based on the student’s recorded progress and history when they were enrolled in the University. Students who apply for re-admission must first clear their financial obligations prior to being approved to return. The University reserves the right to reject a student’s re-admission request. Students dismissed from the Surgical Technology and Nursing programs must present compelling evidence for reinstatement. In addition, an interview must be completed with the Surgical Technology Program Director or Nurse Administrator.

Academic Records

Student Information Office

Academic records at Robert Morris University are kept on file permanently and are available for transcript purposes. Application forms and documents provided by students who matriculate become the property of Robert Morris University and will be kept on file for five (5) years. Forms and documents submitted by individuals who do not enroll at Robert Morris University will remain on file for three (3) years.

The Student Information Office provides assistance with the following:

- Academic records
- Enrollment verification/verification letters
- Graduation fee payments
- International student documentation
- Veteran’s benefits
- Transfer credit evaluation

Credit Designation

The unit of academic credit at Robert Morris University is the quarter hour. The number of quarter hours of credit assigned to a course is based on the amount of class work required to achieve the stated learning outcomes of the course. The distribution of work varies by course and includes class activities such as lecture, laboratory, and field experience. The University’s academic quarter is 10 weeks.

Credit Hour Policy

At Robert Morris University, one credit hour is equivalent to three hours of learning opportunities per week. Three hours of learning opportunities entail approximately one hour of direct faculty instruction, plus two hours of engagement with an academic activity. Direct faculty instruction is defined as engagement with course material that is directed by faculty, a facilitated experience. This includes, but is not limited to: face-to-face lecture, discussion boards, pre-recorded lectures, podcasts, conference calls, or lab time. Engagement with an academic activity includes, but is not limited to: original written material, collaboration through group projects, test taking, studio time, course readings, discussion boards, projects, or assignments. These guidelines apply to all Robert Morris courses, regardless of delivery model.
Grading System
The following scale defines grades earned:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Definition</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>4 points</td>
</tr>
<tr>
<td>B</td>
<td>3 points</td>
</tr>
<tr>
<td>C</td>
<td>2 points</td>
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<tr>
<td>D</td>
<td>1 point</td>
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<tr>
<td>F</td>
<td>0 points</td>
</tr>
<tr>
<td>I</td>
<td>Incomplete (defined below)</td>
</tr>
<tr>
<td>P</td>
<td>Pass (defined below)</td>
</tr>
<tr>
<td>NP</td>
<td>No Pass (defined below)</td>
</tr>
<tr>
<td>W</td>
<td>Withdrawal (defined below)</td>
</tr>
<tr>
<td>WF</td>
<td>Withdrawal Failure (calculated as an F)</td>
</tr>
<tr>
<td>AU</td>
<td>Audited Course</td>
</tr>
</tbody>
</table>

Pass (P)/No Pass (NP)
Some classes are offered on a Pass/No Pass basis. While the hours taken in a Pass/No Pass class count in the total hours for graduation, they are not used in computing quarter or cumulative grade point averages.

Freshmen First-Year Grading Policy
The information provided below explains how freshmen are graded during their first year at RMU.

Special Features of First- and Second-Quarter Grading
First- and Second-Quarter students are graded differently*.

In your first quarter, you will receive one of the following grades:

Grade Definition
A = 4 points
B = 3 points
C = 2 points
D = 1 point
F = 0 points
W = Withdrawal
P = Pass (defined below)
NP = No Pass (defined below)

Any course you pass at the ‘F’ level shown as “NP” on your transcript.
While the hours taken in a No Pass class count in the total hours for graduation, they are not used in computing quarter or cumulative grade point averages.

In your second quarter, you will receive one of the following grades:

Grade Definition
A = 4 points
B = 3 points
C = 2 points
D = 1 point
F = 0 points
W = Withdrawal
P = Pass (defined below)
NP = No Pass (defined below)

Any course you pass at the ‘F’ level shown as "NP" on your transcript.

In your third quarter, you will receive one of the following grades:

Grade Definition
A = 4 points
B = 3 points
C = 2 points
D = 1 point
F = 0 points
W = Withdrawal
P = Pass (defined below)
NP = No Pass (defined below)

Any course you pass at the ‘F’ level shown as “NP” on your transcript.

Incomplete Grades
A grade of incomplete (I) will be given in a course when mitigating circumstances interfere with a student’s ability to satisfactorily complete all the required assignments. A student with an incomplete may be placed on probation by the Academic Review Board. The student will be given until the middle of the following quarter to make up the work. A failing grade will be assigned to course(s) with an incomplete if the work is not completed by the next mid-quarter. Incompletes are granted only after conversations with the student, instructor, and Dean.

Dropped Classes
Robert Morris University offers cohort education to students to ensure timely completion of their program. It is imperative that students complete their assigned classes each quarter. The dropping of classes may cause a break in the appropriate sequence of courses and may interfere with completion of the program and residency requirements. This could result in a student having to enroll in additional quarters and not graduate in a timely manner. Students may drop individual classes only with approval. During the first week of class, students will be asked to verify their enrollment for the quarter electronically.

The University’s official census for verification of enrollment and determination of financial charges occurs immediately after the first week of each respective academic quarter for the day or evening programs.

Repeat Courses
A full- or part-time student will be allowed to repeat a failed or withdrawn class (after the initial attempt) one time. A third attempt may be granted by working with an academic advisor to develop a plan for success, which may include the repeated course as the only course in which the student is enrolled.

A student who does not successfully complete a required course for graduation after exhausting the above options may petition to the Dean of Curriculum to retake the class or request a class substitution. All classes are counted in hours attempted. A course that has earned a passing grade may not be repeated.

Students in the Surgical Technology and Medical Laboratory Technology programs may repeat SCI, SUR, and MAT 170 courses only once. Students who receive a “D” or lower in any SCI, SUR, or MET course may be dismissed from the program. SUR and MET courses are offered in a cohort sequence. A course can be repeated when it is offered the next time, which will likely cause a delay in graduation and/or losing a clinical rotation spot.

Nursing students who receive a “D” or lower in any course may be dismissed from the Nursing program. Students in the Nursing program may only repeat NUR, SCI, or MAT 170 courses with the approval of the Nurse Program Director and the Dean of Curriculum & Assessment. NUR, SCI, and MAT 170 courses are offered in a cohort sequence. If approved, a course can only be repeated when it is offered the next time, which will cause a delay in graduation and/or losing a clinical rotation spot.

The highest grade earned is calculated in the term and cumulative grade point average. All grades earned for the initial and all subsequent attempts are clearly identified on the permanent academic transcript.

*Medical Laboratory Technology, Nursing and Surgical Technology Programs do not apply to this first-quarter grading policy.
*Students who earn a P or NP are not eligible for the Dean’s List Honors.

*Students who earns a NP are not eligible for the Dean’s List honors.

Students who earn a P or NP are not eligible for the Dean’s L
Withdrawal from Courses
Students withdrawing from classes will receive grades as follows:

- WD week 1 = no grade
- WD week 2 thru Friday of week 6 = W grade
- WD week 7 thru 10 = WF grade

*The WF grade is calculated as an “F”

Withdrawal from the University
Students who wish to withdraw from the University must initiate the process. Not attending does not constitute official notice of withdrawal. Students must contact their Student Advisor or Director of Education for assistance in this process. Refund calculations will be determined based on the student’s last date of attendance in accordance with Federal Regulations (see Refunds to Title IV Policy).

Grade Report
When a student completes a course, a grade report is available on the website’s secure portal after all grades have been submitted. Grades are considered final 30 days after receipt. Grades will not change once they are final. It is the student’s responsibility to check the accuracy of his/her grade reports quarterly.

Grade Appeal Process
Work with faculty to resolve, if not; work with advisor to resolve with faculty, if not; a detailed, professional letter of appeal can be submitted to the Dean of Instruction for review within five weeks of the quarter ending.

Transcript Issuance
Official transcripts of an academic record may be obtained by contacting the Student Information Office. Transcripts will be issued upon written request, signed by the student and accompanied by a $5 fee. This authorization may be submitted in person or by mail. Applications and payment options are available online. Telephone requests cannot be accommodated. Students must clear any financial obligations with the University before any official or unofficial transcripts are issued.

Academic Recognition & Awards
The University awards Deans List recognition each quarter to students who achieve a 3.5 or above quarter grade point average and who have completed all hours attempted.

At graduation for the baccalaureate degree students who have completed their program of study will be recognized for:

- Completion of 4 quarters (or equivalent transfer credits) prior to departure.
- GPA of 2.75 or higher
- Referral from student’s academic advisor
- $300 deposit – deposit is refundable if an applicant is not accepted into the program based on a decision made by RMU. If accepted, the deposit will be refunded upon return if there are no damages to housing or changes in flights caused by the student.
- Completed FASFA, signed financial aid plan and a $0 financial aid balance
- All programs are subject to cancellation in the case of low enrollment
- Dates may fluctuate by one or two days depending on flight availability
- The cost of all programs is full-time tuition plus the set Study Abroad fee
- Study Abroad fee includes: Round-trip airfare from Chicago, airport transfers in destination country, housing, and all required travel in the CRX 210 Cultural Perspectives course
- Students apply online at www.robertmorris.edu/studyabroad

The following is a summary of the Study Abroad Programs that have been offered:

**SUMMA CUM LAUDE**
Cumulative Grade Point Average of 3.9+

**MAGNA CUM LAUDE**
Cumulative Grade Point Average of 3.75 - 3.89

**CUM LAUDE**
Cumulative Grade Point Average of 3.5 - 3.74

Study Abroad
Robert Morris University offers students an opportunity to study abroad and earn academic credit. Study abroad programs allow students to expand their cultural, historical and social awareness of life, culture and language in another society. These opportunities are available to enrolled students at all campuses.

**Study Abroad Requirements:**
- **Undergraduate:** Completion of 4 quarters (or equivalent transfer credits) prior to departure. **Graduate:** Completion of 2 quarters prior to departure.
- GPA of 2.75 or higher
- Referral from student’s academic advisor
- $300 deposit – deposit is refundable if an applicant is not accepted into the program based on a decision made by RMU.
- If accepted, the deposit will be refunded upon return if there are no damages to housing or changes in flights caused by the student.
- Completed FASFA, signed financial aid plan and a $0 financial aid balance
- All programs are subject to cancellation in the case of low enrollment
- Dates may fluctuate by one or two days depending on flight availability
- The cost of all programs is full-time tuition plus the set Study Abroad fee
- Study Abroad fee includes: Round-trip airfare from Chicago, airport transfers in destination country, housing, and all required travel in the CRX 210 Cultural Perspectives course
- Students apply online at www.robertmorris.edu/studyabroad

**Hamburg, Germany**
- Must be a Junior or higher status prior to departure
- Quarter: Spring 2
- Courses: CRX 210, HUM 315, ICP 330, ICP 356
- Time spent abroad: 6 weeks

**Paris, France**
- Must be a Junior or higher status prior to departure
- Quarter: Spring 2 (alternate years)
- Courses: CRX 210, HUM 315, two courses from American Business School in Paris’ schedule
- Time spent abroad: 7 weeks

**London, England**
- Must be enrolled in Morris Graduate School prior to departure
- Quarter: Spring 2 and Week zero
- Graduate students enroll in MGT 598 in addition to their normally scheduled courses
- Time spent abroad: 17 days

**Florence, Italy**
- Must be a Sophomore or higher status prior to departure
- Quarter: Spring 2 and Fall
- Courses: CRX 210, HUM 315, two courses from Florence University of the Art’s schedule
- Time spent abroad: 7 weeks

**New Taipei City, Taiwan**
- Must be a Junior or higher status prior to departure
- Quarter: Spring 2 and Week zero
- Courses: CRX 210, HUM 315, AHS 400
- Time spent abroad: 17 days

**Hamburg, Germany**
- Must be enrolled in Nursing or Health Studies, a Sophomore, Junior or higher status prior to departure
- Quarter: End of Spring 2 and Week zero
- Courses: CRX 210, HUM 315, AHS 400
- Time spent abroad: 17 days

**New Taipei City, Taiwan**
- Must be a Junior or higher status prior to departure
- Quarter: Spring 2
- Courses: CRX 210, HUM 315, ICP 330, ICP 356
- Time spent abroad: 6 weeks

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- Quarter: End of Spring 2 and Week zero
- Courses: CRX 210, HUM 315, AHS 400
- Time spent abroad: 17 days
Academic Policies & Regulations

Registration/Academic Advisement

To validate registration in classes for the current quarter, students must communicate with their Student Advisor by Thursday of Week 6. Students will be asked to verify their enrollment electronically to validate registration for the current quarter and review with their academic advisor the student’s plan for the future quarter. This process will generate registration for the next quarter, request graduation audit, or state the student’s decision not to enroll in the upcoming quarter, setting in motion one of the following:

1. Generate registration for the next quarter – a student schedule based on this registration form will be prepared for the student.
2. Request graduation audit – the Registrar’s office is informed of the graduation request so that an audit of the student’s records can occur.
3. Inform of the student’s decision not to enroll in the upcoming quarter – the student will complete courses for the current quarter and withdraw from the college at the end of that quarter.
4. When the student does not verify registration, the Student Advisor will verify attendance in classes with the faculty and attempt to contact the student in a variety of ways. Should the faculty state the student has not been attending classes, and the Student Advisor is unable to reach the student, an administrative withdrawal will result, recording the mid-point of the term as the student’s last date of attendance. Refund calculations will be determined based on the student’s last date of attendance in accordance with Federal Regulations (see Refunds to Title IV Policy). The student will receive a letter stating this action and requesting the student to notify administration within 48 hours if an error has occurred.

Academic Credit Requirements

The requirements for each program will vary because of differences in course content, laboratory requirements, and clinical experience qualifications. The number of credit hours a student is expected to complete is a minimum of 92 quarter hours in Associate in Applied Science programs, and a minimum of 188 quarter hours in the Bachelor Degree programs. Some individual programs require additional hours over the 92 (AAS) or 188 (Bachelor Degree).

Student Status Classifications

<table>
<thead>
<tr>
<th>Freshman standing:</th>
<th>A student who has earned 46 credit hours or less</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sophomore standing:</td>
<td>A student who has earned 47 to 92 credit hours</td>
</tr>
<tr>
<td>Junior standing:</td>
<td>A student who has earned 93 to 140 credit hours</td>
</tr>
<tr>
<td>Senior standing:</td>
<td>A student who has earned 141+ credit hours or more</td>
</tr>
</tbody>
</table>

Enrollment Status Classifications

The University’s official census for verification of enrollment and determination of financial charges occurs immediately after the first week of each respective academic quarter for the day or evening programs. Students may drop individual classes only with approval.

- Full-time: 12 credit hours or more
- Part-time: at least 6 but less than 12 credit hours
- Less than part-time: Less than 6 credit hours

Note: Students need a combination of credit hours, residency, degree audit requirements, and a cumulative 2.0 GPA to graduate.

Students must attend each class during Week 1 of the quarter, or student enrollment status may be jeopardized.

Undergraduate students are required to enroll on a full-time basis in the daytime program. Students in the evening program may enroll on a part-time basis once an Associate degree is earned. However, course availability may determine the need for a full-time study.

Residency

Undergraduate Degree programs at the University have a residency requirement of 48 quarter hours of earned credit that must be taken at Robert Morris University.

Program Availability

The University reserves the right to cancel a program or course based on enrollment.

Upper-Division Requirements

All Bachelor degree programs require a minimum of 60 quarter hours at the 300- or 400-level.

Class Availability

Robert Morris University operates on an accelerated timetable. Over 90% of graduates complete their bachelor’s degrees in less than three years. RMU coursework is designed around students who are continuously enrolled on a full-time basis; students who enroll in fewer than four quarters a year may need to take courses at multiple campuses, times, or quarters in order to meet graduation requirements. Some specialized classes are offered once a year. Students who enroll on a less-than-full-time basis have no guarantee of date of completion.

Class Schedule

Cycles are scheduled weekdays between the hours of 8:00 a.m. and 9:30 p.m. and Saturdays from 8:00 a.m. to 4:30 p.m.

Class Attendance

Regular attendance in class is considered essential. Cultivation of desirable work habits is as important as the development of skills. Students are expected to be present and on time for all classes. Regular attendance in class is considered essential. Cultivation of desirable work habits is as important as the development of skills. Students are expected to be present and on time for all classes.

It is essential that students of Robert Morris University’s College of Nursing & Health Studies programs experience meaningful learning in the classroom, lab, and at clinical rotations for attainment of stated program competencies. To ensure that each student has the opportunity to participate in each planned learning activity and demonstrate satisfactory competence, attendance at each session is required. Students are expected to be on time for class, lab, and clinical rotations and not to leave early before the session has concluded. Promptness and attendance are professional behaviors; therefore, attendance guidelines are in place for healthcare programs and are part of the College of Nursing & Health Studies student handbooks for each program.

Academic Overload

Day Students: Students must obtain permission from the Vice President for Academic Administration to enroll for more than 18 credit hours during any quarter. Students’ academic progress for the past year, quarter and cumulative GPA, and student appeal letter will be reviewed for possible approval. Approval is on a quarter-by-quarter basis and may not speed time to degree based on offering of courses.
Academic Dismissal

For more than 14 credit hours during any quarter. Students' academic progress is calculated every quarter, and student appeal letter will be reviewed for possible approval. Approval is on a quarter-by-quarter basis and may not speed time to degree based on offering of courses.

Satisfactory Academic Progress Policy – Undergraduate Students

The following Satisfactory Academic Progress Policy applies to all undergraduate students regardless of program in the completion of all coursework up to and including the Bachelor degree at the University. Students are expected to adhere to the guidelines for the Satisfactory Academic Progress Policy for both Grade Maintenance and Timely Completion. Students work closely with their Advisor to maintain good academic standing and for rehabilitation of good academic standing.

SECTION 1: Measurement of Grade Maintenance

To achieve satisfactory academic progress (SAP) for Grade Maintenance, the undergraduate student must maintain a cumulative C (2.0) grade point average at the end of every quarter. When the student’s cumulative GPA falls below 2.0, the student is placed on Academic/Final Aid Warning or Academic Dismissal status by the Academic Progress Committee.

Grading System

The following scale defines grades earned:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Definition</th>
<th>Hours Attempted</th>
<th>Hours Earned</th>
<th>Cumulative GPA</th>
</tr>
</thead>
<tbody>
<tr>
<td>A+</td>
<td>4 points</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
</tr>
<tr>
<td>A</td>
<td>3.75 points</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
</tr>
<tr>
<td>B+</td>
<td>3.33 points</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
</tr>
<tr>
<td>B</td>
<td>3 points</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
</tr>
<tr>
<td>C+</td>
<td>2 points</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
</tr>
<tr>
<td>C</td>
<td>1 point</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
</tr>
<tr>
<td>D+</td>
<td>0.75 point</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
</tr>
<tr>
<td>D</td>
<td>0 point</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
</tr>
<tr>
<td>F</td>
<td>Incomplete</td>
<td>Yes</td>
<td>No</td>
<td>No</td>
</tr>
</tbody>
</table>

*Incomplete grades must be replaced with an A, B, C, D, or F grade by mid-term of the subsequent term and calculated in GPA accordingly. Unresolved Incompletes will automatically be changed to an F grade.

1. An Academic/Final Aid Warning period is one ten-week quarter. During the warning period, the student is eligible for financial aid.
2. At the end of the warning period, if the student is not making Satisfactory Academic Progress, all Financial Aid including Federal Title IV aid, will be terminated and the student is subject to Academic Dismissal. The student has the opportunity to continue enrollment only if the Academic Progress Committee accepts their appeal based on mitigating circumstances. (See Section 3: Appeal Process)
3. After a successful appeal, the student will be placed on Academic/Final Aid Probation for the subsequent quarter. An academic plan will be provided which includes the completion rates by quarter and the required GPA. If the student is meeting the requirements of the academic plan, Financial Aid eligibility will continue. The academic plan will be evaluated every quarter.
4. Grade Maintenance for Select majors & Programs:
   - Students in Surgical Technology must maintain a 2.0 or dismissal may result. Students in Surgical Technology must maintain 2.0 in all surgical program classes without withdrawing or dismissal may result. A student may submit an appeal to continue enrollment with a “D” in a SCI course; an appeal does not guarantee approval. There is only one opportunity to appeal one time. Failure to complete 30 cases in each clinical course may result in dismissal from program.
   - Nursing students must maintain a cumulative C (2.0) grade point average and a grade of C or above in every course taken at Robert Morris University. Students who do not achieve this level of academic progress will be dismissed from the Program. A student may submit an application and appeal for re-admittance to the Nursing Program one time; an appeal does not guarantee approval. There is only one opportunity to appeal one time.
   - For Nursing students, a dosage and calculation exam (math test) will be given on the first day of all NUR lab courses. A score of 90% or higher is required to pass in order to be cleared to pass medications in the clinical setting. If a student does not meet the 90% passing score, they are required to attend a one-hour tutoring session with a nursing faculty member before taking a second exam. If they, again, do not achieve a passing score of 90%, they will be required to attend an additional two-hour tutoring session with a nursing faculty member before attempting the exam a third time. A failure to achieve the 90% passing score on a third attempt will make the student not clear to pass medications in the clinical setting. This will cause the student to NOT earn a “pass” evaluation in their clinical setting and therefore not pass the associated nursing theory course.
   - All nursing (NUR) carry weighted grades to which students must receive at least a 78% to pass with a C. There is no rounding of grades in any nursing course.
   - A required part of the Nursing program is taking the HESI examinations. This occurs in NUR 230, 270, 290, 420 and 495. This exam is scheduled by the nursing faculty and taken on campus. Students are responsible for the cost of the examination, and re-examination, if necessary. An exam conversion score will be counted as the final exam grade of the associated nursing theory course (in NUR 230, 270, 290, 420 and 495). Each student will obtain a HESI score and a conversion score after taking the exam. The HESI score represents a composite number. This score reflects the ability to apply nursing concepts within specific content areas. The HESI score is also used to assess students’ preparedness for the Nursing Licensure Examination (NCLEX). Robert Morris University has determined that 850 is the minimal HESI benchmark score for a student to achieve on the HESI exam. The conversion score is a percentage score that considers the average difficulty of the exam items that were answered correctly. A HESI conversion score of at least 78% is set as the minimal passing benchmark score. Robert Morris University Nursing faculty will use this score as the final exam grade in a specific Nursing course (in NUR 230, 270, 290, 420 and 495). If a student fails to achieve a HESI score of at least 850 and a 78%, a student may re-take the exam a second time with the approval of the Nurse Program Director. This re-take may only be done with a completed remediation plan through the HESI program as assigned and monitored by a Nursing faculty member and Program Director. This re-take must occur within two weeks of the original exam. The new HESI score can then replace the first score, and if a grade change is warranted in the class, it may then be completed. In NUR 495, students take the HESI exit examination, as the final exam. This course’s entire class grade is reflective of the score received on the final exam and both a 78% conversion score and 850 composite score must be achieved in order to pass the course and have the Nursing Program Director sign their NCLEX application. Any student, who does not meet these benchmark scores, will need to re-apply and re-enroll in the course when it is offered again in order to graduate from the program.
   - Students in the Medical Laboratory Technology program must maintain a 2.0 and achieve a “C” in all University courses or dismissal from the program may result. A student may submit an appeal to continue the program with a “D” in
Credit evaluation for measurement of Timely Completion is calculated as follows:

- Accounting students must earn an average GPA of 3.0 in ACC 110, 111, 112 and 280 to enter Junior year.
- Accounting students must maintain an average GPA of 3.0 in all Junior/Senior accounting courses at the end of each quarter or probation or dismissal may result.

SECTION 2: Measurement of Timely Completion

To achieve satisfactory academic progress (SAP) for Timely Completion, the undergraduate student must successfully complete 2/3 (66%) of the cumulative hours attempted. Timely Completion is audited at the end of every 10-week quarter as follows:

<table>
<thead>
<tr>
<th>Students who enroll in:</th>
<th>Must successfully complete:</th>
</tr>
</thead>
<tbody>
<tr>
<td>One course (4 credit hours)</td>
<td>One course (4 credit hours)</td>
</tr>
<tr>
<td>Two courses (8 credit hours)</td>
<td>Two courses (8 credit hours)</td>
</tr>
<tr>
<td>Three courses (12 credit hours)</td>
<td>Two courses (8 credit hours)</td>
</tr>
<tr>
<td>Four courses (16 credit hours)</td>
<td>Three courses (12 credit hours)</td>
</tr>
<tr>
<td>Five courses (20 credit hours)</td>
<td>Four courses (16 credit hours)</td>
</tr>
</tbody>
</table>

Credit evaluation for measurement of Timely Completion is calculated as follows:

- Grades of A, B, C, D, or F are earned credit for completion in a timely manner.
- Grades of F, W, I, WF, or NP are considered hours attempted, but no credit is earned.
- Non-credit remedial classes are not earned credit for completion in a timely manner, and are not counted toward hours attempted nor in the GPA.
- Incomplete grades are not earned credit until a passing grade is posted. An incomplete grade will change to an F if the work is not completed by mid-quarter of the next term.

Grading System

<table>
<thead>
<tr>
<th>Grade</th>
<th>Definition</th>
<th>Hours Attempted</th>
<th>Hours Earned</th>
<th>Cumulative GPA</th>
</tr>
</thead>
<tbody>
<tr>
<td>A+</td>
<td>4 points</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
</tr>
<tr>
<td>A</td>
<td>3 points</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
</tr>
<tr>
<td>A-</td>
<td>2 points</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
</tr>
<tr>
<td>B+</td>
<td>1 point</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
</tr>
<tr>
<td>B</td>
<td>0.5 points</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
</tr>
<tr>
<td>B-</td>
<td>0.5 points</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
</tr>
<tr>
<td>C+</td>
<td>0.5 points</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
</tr>
<tr>
<td>C</td>
<td>0 points</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
</tr>
<tr>
<td>C-</td>
<td>0 points</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
</tr>
<tr>
<td>D+</td>
<td>0 points</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
</tr>
<tr>
<td>D</td>
<td>0 points</td>
<td>No</td>
<td>No</td>
<td>No</td>
</tr>
<tr>
<td>D-</td>
<td>0 points</td>
<td>No</td>
<td>No</td>
<td>No</td>
</tr>
<tr>
<td>F</td>
<td>0 points</td>
<td>Yes</td>
<td>No</td>
<td>No</td>
</tr>
<tr>
<td>I</td>
<td>0 points</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
</tr>
<tr>
<td>WF</td>
<td>0 points</td>
<td>Yes</td>
<td>No</td>
<td>No</td>
</tr>
<tr>
<td>AU</td>
<td>0 points</td>
<td>Yes</td>
<td>No</td>
<td>No</td>
</tr>
</tbody>
</table>

*Incomplete grades must be replaced with an A, B, C, D or F grade by mid-term of the subsequent term and calculated in GPA accordingly. Unresolved Incompletes will automatically be changed to an F grade.

Maximum Timeframe

The maximum timeframe is measured by credit hours. Maximum hours attempted cannot exceed 150% of the hours stated in the catalog for program completion or Academic Dismissal may result. Students with applicable transfer credit will be evaluated individually for hours of completion and are not given more time than other students to complete the program. Transfer credits are considered as hours attempted and hours earned. Students who change majors or degrees are expected to complete within 150% of time from original enrollment. Most students are academically dismissed from the University before enrolling in periods of enrollment which are not Title IV Aid eligible as a result of SAP. Should an exception occur, any periods of enrollment in which do not qualify for Title IV Aid, will be counted toward the student’s maximum timeframe.

Repeat Courses

Repeted courses are considered hours attempted in all quarters, but are earned credit in the quarter the highest passing grade is posted. The highest grade earned is calculated in the term and cumulative grade point average. All grades earned for the initial and all subsequent attempts are clearly identified on the permanent academic transcript.

A full- or part-time student will be allowed to repeat a failed or withdrawn class (after the initial attempt) one time. A third attempt may be granted by working with an Academic Advisor to develop a plan for success, which may include the repeated courses as the only course in which the student is enrolled.

A student who does not successfully complete a required course for graduation after exhausting the above options may petition to the Dean of Curriculum to retake the class or request a class substitution. All classes are counted in hours attempted. A course that has earned a passing grade may not be repeated.

Special Programmatic Repeat Policies

- Students in the Surgical Technology program may repeat SCI 127, 128, 134, 154 and SUR classes only once. Students who receive a “D” or lower in any SUR course may be dismissed from the program.
- Students in the Nursing program may only repeat NUR, SCI or MAT 170 courses with the approval of the Dean of Curriculum and Nurse Administrator. Students who receive a “D” or lower in any course will be dismissed from the program.

Academic/Financial Aid Warning & Academic Dismissal

When a student is not in good standing for Timely Completion, the Academic Progress Committee will implement Academic/Final Aid Warning or Academic Dismissal status.

1. An Academic/Final Aid Warning period is one ten-week quarter. During the warning period, the student is eligible for financial aid.
2. At the end of the Warning period, if the student is not meeting Satisfactory Academic Progress, all Financial Aid will be terminated and the student is subject to Academic Dismissal. The student has the opportunity to continue enrollment only if the Academic Progress Committee accepts their appeal based on mitigating circumstances. (See Section 3: Appeal Process)
3. After a successful appeal, the student will be placed on Academic/Final Aid Probation for the subsequent quarter. An academic plan will be provided which includes the cumulative completion rates by quarter and the required GPA. If the student is meeting the requirements of the academic plan, Financial Aid eligibility will continue. The academic plan will be evaluated every quarter.
4. Since RMU quarters are consistent in length, all policies apply for every term of attendance including Summer.
5. Students are not eligible for Federal Title IV assistance while in pursuit of a second degree if they have already earned a Bachelor’s degree. All GPA and completion guidelines pertain to the pursuit of a second degree.
6. Students beginning a Master’s Degree program after completing a Bachelor’s Degree program at RMU will have
their SAP status start over upon matriculation of the Graduate-level coursework.

Section 3: Appeal Process
When mitigating circumstances (illness, injury, or life change) interfere with satisfactory academic progress, the student shall have the opportunity to submit a written appeal to the Vice President of Academic Administration. The appeal must include why he/she failed to make satisfactory academic progress, and what has changed that will allow the student to achieve Satisfactory Academic Progress. An Academic Progress Committee will review the appeal taking into consideration the student’s eligibility for enrollment and the student’s probability for success in the program. Students are notified of the results of their appeal from the Academic Progress Committee via an email letter.

- If the Committee approves the appeal, the student will be placed on academic warning. The student must sign and follow an Academic Plan to ensure future success and is responsible for meeting regularly with his/her advisor to report progress on his/her Academic Plan.
  a. If the academic plan is being followed successfully, then the Academic Warning will continue for subsequent quarters. The student is eligible for financial aid for each quarter that Academic Warning is extended.
  b. If the student does not meet the requirements of the academic plan, the student will be Academically Dismissed, and is no longer eligible to receive Financial Aid, including federal Title IV aid.
- If the Committee does not approve the appeal, the student will be Academically Dismissed, is no longer eligible to receive Financial Aid, including Federal Title IV aid, and will be notified by certified mail.

Section 4: Reinstatement
The same appeal process (see Section 3: Appeal Process) is utilized for a student who was dismissed and wishes to regain eligibility to re-enroll at the University.

Appeals pertain to enrollment reinstatement as well as financial aid eligibility. A student with a previous Academic Dismissal status for unsatisfactory progress who is granted reinstatement by the Academic Progress Committee from an appeal regains financial aid eligibility in the reinstated quarter.

Students dismissed from the Surgical Technology and Nursing programs must present compelling evidence for reinstatement. Reinstatement to these programs is rare. For a Nursing Appeal, the University’s Nurse Administrator will also have input to the Re-admission Review Board.

Credential Transcripts
Undergraduate students can access their Credential Transcripts through their Student Portal, or by request through their academic advisor or RMU website.

RMU assesses students for nine universal competencies that represent the general expectations most employers have of college graduates. Each competency consists of three levels of attainment: Acquisition, Application, and Integration. Each level has a definition to clarify the skills and abilities students displayed to acquire that level.

Credentials are assessed and acquired through a variety of methods, such as course assignments/projects, portfolios, internships, volunteerism, certifications, and work experience. Students can also submit evidence to earn additional credential levels.

The credentialing system is part of RMU’s commitment to experience-based learning, which provides students opportunities to learn through immersion in educational experiences and demonstrate the skills they have acquired. The Credential Transcript allows students to track their own development, and then be able to speak to their competencies with potential employers.

Collaboration – Works together with other people to reach a common goal.

Oral Communication - Communicates thoughts, ideas, and information in spoken form for a variety of purposes and audiences.

Written Communication – Communicates thoughts, ideas, and information in written form for a variety of purposes and audiences.

Critical Thinking – Defines a problem and explores various methods of approach to provide a solution.

Leadership – Provides vision and organization for a group, and takes accountability for the success or failure of the group.

Quantitative Analytics – Uses mathematical or statistical methods.

Ethical Reasoning – Recognizes the different values inherent in human conduct on how they impact individuals and communities.

Civic Responsibility – Recognizes how an individual contributes to society.

Cultural Engagement - Encourages, respects, and values the unique worldviews and qualities of all individuals and cultures.

As an assessment tool, the competency credentialing system provides a way to assess for student learning by involving each student in the reflective practice of self-assessment going beyond the assessment for curricular improvement. It offers a way for students to individually follow their development with regard to general competencies that are valuable for graduates of all programs.

Experiential learning is also evident on each credential transcript. Students can elect to self-submit evidence of experiential learning through the RMU website, which is subject to approval by the Dean.

Student Access to Prior Quarter Courses in RMU’s Course Management System
Prior quarter courses are made unavailable to students beginning at 12:01 a.m., Saturday, Week 2 of the current Quarter (e.g., Fall Quarter courses will be unavailable after 12:01 a.m., Saturday, Week 2 of the Winter Quarter). Students are encouraged to back-up any data they may want from the previous Quarter before 12:01 a.m., Saturday, Week 2 of the current Quarter. Any files, discussion posts, messages, assignment submissions, or grade information pertinent to prior Quarter courses will be inaccessible when the course is made unavailable to students. A student’s grade report is available through the student’s portal (MyRMU).

Graduation Requirements
Students must meet institutional requirements in order to officially graduate. Unless the graduation requirements are completed, the students will not be awarded a degree, nor will the student be entitled to career services. The general graduation requirements are:

1. Students must meet the academic requirements as stated for the program in which they are enrolled.
2. A cumulative 2.0 GPA or better must be attained.
3. A cumulative 2.25 GPA or better must be attained for the B.S. in Accounting Degree.
4. Students must meet residency requirements.

In order to fulfill the requirements for a Bachelor of Business Administration (BBA) Degree, a Bachelor of Applied Science (BAS) Degree, Bachelor of Science (BS) or a Bachelor of Professional Studies (BPS) Degree, the following requirements must be satisfactorily completed:

- Completion of a minimum of 188-quarter hours of credit, which includes a minimum of 96-104 major credits and 80-84 general education credits. The balance is made up of free electives.
- Individual programs require additional hours.

In order to fulfill the requirements for the Associate in Applied Science Degree option, the following must be satisfactorily completed:

- Completion of a minimum of 92-quarter hours of credit, which includes a minimum of 48 major elective credit, 44 general education credits, and the remaining credits in major, general education credits, or free electives.
- Individual programs require additional hours.

Any exceptions to the above requirements must be approved by the VP of Curriculum & Instruction.

Issuing of Degrees
Bachelor and Master’s Degrees will be mailed to the address on file in the Student Information Office 10-12 weeks after the student’s official graduation date. Associate Degrees will be ordered for those graduates who do not enroll as Juniors. Students must clear any financial obligation with the University before degrees are released.

Readmission Policy (Academic & Voluntary Withdrawals)
Students who are withdrawn or academically dismissed may seek readmission to the University for subsequent quarters. The decision for readmission is made by the Readmissions Review Board. Students who are academically dismissed and are readmitted will be enrolled on an academic probationary status. All students must have met their financial obligations before approval for readmission.

Nursing students who have withdrawn or been dismissed from the program may apply for readmission. In addition to the conditions outlined in the Readmission Policy in the Student Handbook, nursing students may be readmitted only once. After an interview with the nurse administrator, readmission is dependent on the student’s ability to be successful and availability of space in the program. Readmission to the Nursing program is rare.

- Students must complete all nursing courses within four consecutive calendar years and graduate, or must repeat the program in its entirety.

Transfer Between Campuses & Divisions
A student may request a change of program, a change of division, or a change of campus through appeal to the Academic Review Board. Students must submit their appeal for change to their Academic Advisor, who will attach a recommendation, change form and cohort plan for the change, and forward the documentation to the Academic Review Board. The Academic Review Board will review the following to provide a decision:

- The student is in good standing for Grade Maintenance (2.0 GPA) and Timely Completion (2/3 of hours attempted have been completed).
- The new program’s cohort and course offering are consistent with the student’s academic plan. A student may be required to withdraw at the end of the quarter from the current program and may be required to apply to return at an appropriate date to the approved new program.
- Students have met with Financial Aid to discuss their financial plan.

Transfer of Credit
Robert Morris University accepts transfer credit from accredited institutions on a case-by-case basis. Credit will not be accepted for remedial or developmental courses. Courses accepted for transfer must be comparable to those taught at Robert Morris University and/or must be recognized as generally being applicable toward an Associate or Baccalaureate Degree. Robert Morris University accepts transfer of credit from other institutions; however, credit is only accepted if it is relevant to the degree pursued.

Credit previously earned at foreign institutions is evaluated in accordance with A.A.C.R.A.O. guidelines and may be deemed transferable to Robert Morris University. Official English evaluations must be obtained from an outside evaluator at the student’s expense.

Transfer of Credit (out of RMU)
Robert Morris University coursework is designed for your success. RMU credit may transfer to other institutions; however, all transfer of credit is evaluated by the receiving institution. Credit transfers best when evaluated as part of an earned degree; course-by-course credit is typically more difficult to transfer to and from any college or university.

Alumni Course Offerings
As part of Robert Morris University’s commitment to provide for the continued growth and success of its Alumni, the University is proud to provide two Alumni course options. Graduates of Robert Morris University have the opportunity to return to the University
and enroll in courses in one of two categories: Refresher Course and Non-Degree Seeking (NDS) Courses.

**Refresher Course**
Graduates may re-enroll in a selected skill-related course in the same school of study from which they graduated. General Education courses are not included. Alumni Association members are eligible to re-enroll at no charge; graduates who are not members of the Alumni Association must pay a fee. Graduates must have received a “C” or better in the course. Some upper level senior courses are not available for Refresher course enrollment. Student is responsible for payment of all mandatory fees, including the cost of books, supplies, and/or course materials.

**Non-Degree Seeking (NDS) Course**
Graduates may enroll in a course that is new or out of the school of study from which they graduated. General Education courses are included in this category. Fees for coursework in this category follow the University’s stated tuition costs. Any and all prerequisite course must be satisfied.

Guidelines for Refresher and NDS Course Enrollment:
- All fees must be paid prior to enrollment.
- Books and supply fees must be paid by the graduate.
- Graduates must clear financial holds to enroll in a course.
- Registration and Withdrawal policies for the course follow the University’s stated Academic Policies and Regulations as explained in the Academic Bulletin. Failing to officially withdraw from a course will result in an “F” grade for the course.

Please contact the Registrar for more information on course and campus schedules for Refresher Courses and Non-Degree Seeking (NDS) Courses.

**Illinois Articulation Initiative**
Robert Morris University is a participant in the Illinois Articulation Initiative (IAI). Lower division general education requirements are satisfied by the completion of an A.S. or A.A. from IAI participating institutions in Illinois. RMU upper division general education courses are fulfilled during the completion of the upper division graduation requirements.

**Professional Dress/Appearance Policy**
In recognition of professional expectations, the Robert Morris University’s Dress Code Policy includes “business casual” attire. Students are permitted to wear denim, including jeans, shirts, dresses and skirts to classes. As a private institution, Robert Morris University may reserve the right to determine the guidelines and set limitations on its Dress Code Policy and Appearance Policy. This policy is in no way intended to be discriminatory (ethnic or gender) or in violation of any religious beliefs. However, it is possible that a student’s interpretation of the Dress Code Policy and Appearance Policy in relation to individual circumstances may be in violation of the University dress code.

**Unacceptable Attire for All Students**
- Hats, headbands, scarves or sweatbands
- Off-the-shoulder tops (including spaghetti strap tops or dresses)
- Halter dresses and tops
- Midriffs, low necklines or see-through clothing
- Overalls
- Shirts, pins or earrings that make a political or cultural statement
- Any dress or hair style that is deemed unprofessional or inappropriate to the aims and purposes of the University

**Professional Dress for College of Nursing & Health Studies Students**
Appropriate dress includes specific uniform for each health studies major. CNHS uniforms may be purchased through the University Bookstore. Students are also required to wear leather enclosed, rubber-soled shoes which can be purchased on their own. Students must wear clean uniforms to all classes. Therefore, it is recommended that students purchase at least two jackets and two pairs of pants.

**Appropriate Attire for Culinary Students**
- Chef jacket
- Chef pants
- Chef neckerchief
The above can be purchased through the University Bookstore. Students are also required to wear black leather enclosed shoes which can be purchased on their own. Students must wear CLEAN uniforms to all classes. Therefore, it is recommended that students purchase at least two jackets and two pairs of pants.

**Sanctions for Non-Compliance of the Professional Dress/Appearance Policy**
Breaches of Professional Dress Policy will result in disciplinary measures that may include one or a combination of the following:
- Student will not be allowed to attend class
- Verbal or written warning, which will become part of the student’s file
- Social Probation, which will become part of the student’s file
- Suspension for various lengths of time without consideration for make-up assignments, quizzes, tests, etc.
- Dismissal from the University

The University reserves the right to modify its policies or procedures at any time.
Graduate Policies & Procedures

ADMISSIONS

Graduate Admissions Requirements
Students admitted to RMU’s Graduate programs will have earned an accredited bachelor degree and demonstrate an academic capability to undertake graduate level work. The following factors are considered:
- College record
- GMAT score or RMU test score
- Letters of recommendation
- Professional work experience
- Admissions application including a written personal statement

Graduate program admission decisions are based on a review of each student’s academic record and professional experience in a holistic evaluation that includes qualitative and quantitative measures. Each candidate is considered on an individual basis.

Students may be conditionally accepted for one quarter in order to monitor progress and ability to succeed in graduate school. Students may not receive financial assistance for a conditional accept quarter.

Graduate Transfer Admission
Up to 12 quarter hours may be accepted in transfer credit applied to the degree requirements for the graduate program. Transfer credit must have been completed at a B level or higher, completed at an accredited institution, be recognized as being applicable to the proposed programs, and have been completed in the last 5 years. No credit for life experience or proficiency examinations will be applied to the graduate programs.

International Students
These are students who are not citizens or permanent residents of the United States. These students add value to the academic community and are encouraged to apply. International applicants must submit all of the following:
- Official record of post-secondary education
- TOEFL exam scores
- International transcripts must be accompanied by an official English evaluation
- An affidavit of financial support

The Admission Process
You receive personal attention and advice at Robert Morris University before you begin classes, and that support continues for a lifetime.

Here’s how easy it is to apply:
1. Schedule a personal interview with an Admissions Counselor
2. Complete the admissions application
3. Submit a $20 non-refundable application fee
4. Send copies of your official college/university transcripts to the Student Information Office.
5. Gain acceptance with approval from the Graduate Admissions Review Board
6. Complete student assistance applications and meet with a Financial Planner

When to Apply
Applications for admissions are accepted throughout the year. Due to the open and flexible academic calendar, students may begin classes at various times, including the Summer. Your best chance comes with filling an application early.

Applying for Re-Admission
Students who withdraw from the University may apply for re-admission to complete their graduate degree program. It is strongly recommended that students remain in good academic standing at all times. Approval for re-admission is determined by the Graduate Re-Admissions Review Board and is based on the student’s recorded progress and history when they were enrolled in the University. Students who apply for re-admission must first clear their financial obligations prior to being approved to return. The University reserves the right to reject a student’s re-admission request.

Academic Records

Student Information Office
Academic records at Robert Morris University are kept on file permanently and are available for transcript purposes. Application forms and documents provided by students who matriculate become the property of Robert Morris University and will be kept on file for five (5) years. Forms and documents submitted by individuals who do not enroll at Robert Morris University will remain on file for three (3) years.

The Student Information Office provides assistance with the following:
- Academic records
- Enrollment verification/verification letters
- Graduation fee payments
- International student documentation
- Veteran’s benefits
- Transfer credit evaluation

Credit Designation
The unit of academic credit at Robert Morris University is the quarter hour. The University’s academic quarter is 10 weeks.

Credit Hour Policy
At Robert Morris University, one credit hour is equivalent to three hours of learning opportunities per week. Three hours of learning opportunities entail approximately one hour of direct faculty instruction, plus two hours of engagement with an academic activity. Direct faculty instruction is defined as engagement with course material that is directed by faculty, a facilitated experience. This includes, but is not limited to: face-to-face lecture, discussion boards, pre-recorded lectures, podcasts, conference calls, or lab time. Engagement with an academic activity includes, but is not limited to: original written material, collaboration through group projects, test taking, studio time, course readings, discussion boards, projects, or assignments. These guidelines apply to all Robert Morris courses, regardless of delivery model.
Grading System

The following scale defines grades earned:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Definition</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>4 points</td>
</tr>
<tr>
<td>B</td>
<td>3 points</td>
</tr>
<tr>
<td>C</td>
<td>2 points</td>
</tr>
<tr>
<td>F</td>
<td>0 points</td>
</tr>
<tr>
<td>I</td>
<td>Incomplete (defined below)</td>
</tr>
<tr>
<td>P</td>
<td>Pass (defined below)</td>
</tr>
<tr>
<td>NP</td>
<td>No Pass (defined below)</td>
</tr>
<tr>
<td>W</td>
<td>Withdrawal (defined below)</td>
</tr>
<tr>
<td>WF</td>
<td>Withdrawal Failure (calculated as an F)</td>
</tr>
<tr>
<td>AU</td>
<td>Audited Course</td>
</tr>
</tbody>
</table>

Pass (P)/No Pass (NP)

Some classes are offered on a Pass/No Pass basis. While the hours taken in a Pass/No Pass class count in the total hours for graduation, they are not used in computing quarter or cumulative grade point averages.

Testing Out of Graduate Courses

Students can apply through the Dean of Graduate Studies office within two quarters of enrolling to test out of a graduate course. Approval is based on professional experience and academic course work related to the course in question. Upon approval from the Dean, the test fee must be paid before the test will be administered. After passing the test, the credit fee must be paid to earn credit for the course. Only one attempt per approved class will be allowed and no prior failed or withdrawn classes will be approved. Up to 12 quarter hours of combined transfer credit and testing out credit can be applied to the degree requirements for the graduate program.

Incomplete Grades

A grade of incomplete (I) will be given in a course when mitigating circumstances interfere with a student’s ability to satisfactorily complete all the required assignments. A student with an incomplete may be placed on probation by the Academic Review Board. The student will be given until the middle of the following quarter to make up the work. A failing grade will be assigned to course(s) with an incomplete if the work is not completed by mid-quarter. Incompletes are granted only after conversations with the student, instructor, and Graduate Student Manager or Dean.

Dropped Classes

Robert Morris University offers cohort education to students to ensure timely completion of their program. It is imperative that students complete their assigned classes each quarter. The dropping of classes may cause a break in the appropriate sequence of courses and may interfere with completion of the program and residency requirements. This could result in a student having to enroll in additional quarters and not graduate in a timely manner. During the first week of class, students will be asked to verify their enrollment for the quarter.

The dropping of classes may cause a break in the appropriate sequence of courses and may interfere with completion of the program and residency requirements. This could result in a student having to enroll in additional quarters and not graduate in a timely manner. During the first week of class, students will be asked to verify their enrollment for the quarter.

The University’s official census for verification of enrollment and determination of financial charges occurs immediately after the first week of each respective academic quarter for the day or evening programs. Students may drop individual classes only with approval.

Repeat Courses

A full- or part-time student will be allowed to repeat a failed or withdrawn class (after the initial attempt) one time. A third attempt will be granted if the repeated course is the only course in which the student is enrolled. Students may not repeat a class in which a passing grade was earned.

A student who does not successfully complete a required course for graduation after exhausting the above options may petition to the academic Dean to retake the class or request a class substitution. All courses are counted in hours attempted.

The highest grade earned is calculated in the term and cumulative grade point average. All grades earned for the initial and all subsequent attempts are clearly identified on the permanent academic transcript.

Withdrawal from Courses

Students withdrawing from classes will receive grades as follows:

- WD week 1 = no grade
- WD week 2 thru Friday of week 6 = W grade
- WD week 7 thru 10 = WF grade*

*The WF grade is calculated as an "F"

Withdrawal from the University

Students who wish to withdraw from the College must initiate the process. Not attending does not constitute official notice of withdrawal. Students must contact their Graduate Student Manager. Refund calculations will be determined based on the student’s last date of attendance in accordance with Federal Regulations (see Refunds to Title IV Policy).

Grade Reports

When a student completes a course, a grade report is available on the course website after all grades have been submitted. Grades are considered final after 30 days. Grades will not change once they are final. It is the student’s responsibility to check the accuracy of his/her grade reports quarterly.

Transcript Issuance

Official transcripts of an academic record may be obtained by contacting the Student Information Office. Transcripts will be issued upon written request or by submission of the online request form, accompanied with a $5 fee. Written requests may be submitted in person or by mail. Online requests can be submitted through the University website. Telephone requests cannot be accommodated. Students must clear any financial obligations with the University before any official or unofficial transcripts are issued.

Academic Policies & Regulations

Registration/Academic Advisement

To validate registration in classes for the current quarter, students communicate electronically with the Graduate Student Manager by Thursday of Week 6. At that time, the Graduate Student Manager and student validate registration for the current quarter and discuss the student’s plan for the future quarter. This process will generate registration for the next quarter, request graduation audit, or state the student’s decision not to enroll in the upcoming quarter, setting in motion one of the following:

1. Generate registration for the next quarter – a student schedule based on this registration form will be prepared for the student.
2. Request graduation audit – the Registrar’s office is informed of the graduation request so that an audit of the student’s records can occur.
3. Inform of decision not to enroll in the upcoming quarter – the student will complete courses for the current quarter and withdraw from the college at the end of that quarter.
4. When the student does not verify registration electronically with their Graduate Student Manager, the Graduate Student Manager will verify attendance in classes with the faculty and attempt to contact the student in a variety of ways. Should the faculty state the student has not been attending classes, and the Graduate Student Manager was unable to reach the student, an administrative withdrawal will result, recording the mid-point of the term as the student’s last date of attendance. Refund calculations will be determined based on the student’s last date of attendance in accordance with Federal Regulations (see Refunds to Title IV Policy). The
Satisfaction Academic Progress Policy –
Graduate Students

The following Satisfactory Academic Progress Policy applies to all graduate students regardless of program in the completion of the Master’s degree at the University. Students are expected to adhere to the guidelines for the Satisfactory Academic Progress Policy for both Grademaintenance and Timely Completion. Students work closely with their Advisor to maintain good academic standing and for rehabilitation of good academic standing.

SECTION 1: Measurement of Grade Maintenance

To achieve satisfactory academic progress (SAP) for Grade Maintenance, the graduate student must maintain a cumulative 2.5 grade point average at the end of any quarter. When the student’s cumulative GPA falls below 2.5, the student is placed on academic/financial aid warning or academic dismissal status by the Academic Progress Committee.

Grading System

The following scale defines grades earned:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Definition</th>
<th>Hours Attempted</th>
<th>Hours Earned</th>
<th>Cumulative GPA</th>
</tr>
</thead>
<tbody>
<tr>
<td>A+</td>
<td>4 points</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
</tr>
<tr>
<td>A</td>
<td>3 points</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
</tr>
<tr>
<td>A-</td>
<td>2 points</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
</tr>
<tr>
<td>B+</td>
<td>1 point</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
</tr>
<tr>
<td>B</td>
<td>0 points</td>
<td>Yes</td>
<td>No</td>
<td>Yes</td>
</tr>
<tr>
<td>B-</td>
<td>1 point</td>
<td>No</td>
<td>No</td>
<td>No</td>
</tr>
<tr>
<td>I</td>
<td>Incomplete</td>
<td>Yes</td>
<td>No</td>
<td>No</td>
</tr>
</tbody>
</table>

*Incomplete grades must be replaced with an A, B, C, or D grade by mid-term of the subsequent term and calculated in GPA accordingly. Unresolved Incompletes will automatically be changed to an F grade.

Students who enroll in: Must successfully complete:

<table>
<thead>
<tr>
<th>Hours Attempted</th>
<th>Hours Earned</th>
<th>Cumulative GPA</th>
</tr>
</thead>
<tbody>
<tr>
<td>One course (4 credit hours)</td>
<td>1 course (4 credit hours)</td>
<td></td>
</tr>
<tr>
<td>Two courses (8 credit hours)</td>
<td>Two courses (8 credit hours)</td>
<td></td>
</tr>
<tr>
<td>Three courses (12 credit hours)</td>
<td>Two courses (8 credit hours)</td>
<td></td>
</tr>
<tr>
<td>Four courses (16 credit hours)</td>
<td>Three courses (12 credit hours)</td>
<td></td>
</tr>
<tr>
<td>Five courses (20 credit hours)</td>
<td>Four courses (16 credit hours)</td>
<td></td>
</tr>
</tbody>
</table>

Credit evaluation for measurement of Timely Completion is calculated as follows:

- Grades of A, B, C, or P are earned credit for completion in a timely manner.
- Grades of F, W, I, WF, or NP are considered hours attempted, but no credit is earned.
- Non-credit remedial classes are not earned credit for completion in a timely manner.
- Incomplete grades are not earned credit until a passing grade is posted. An incomplete grade will revert to an F if the work is not completed by mid-quarter of the next term.

SECTION 2: Measurement of Timely Completion

To achieve satisfactory academic progress (SAP) for Timely Completion, the graduate student must complete 2/3 (66%) of the cumulative hours attempted. Timely Completion is audited at the end of every 10-week quarter as follows:

1. An Academic/Financial Aid Warning period is one ten-week quarter. During the warning period, the student is eligible for financial aid.
2. At the end of the Warning period, if the student is not making satisfactory academic progress, all Financial Aid will be terminated and the student is subject to Academic Dismissal. The student has the opportunity to continue enrollment only if the Academic Progress Committee accepts their appeal based on mitigating circumstances. (See Section 3: Appeal Process)
3. After a successful appeal, the student will be placed on Academic/Financial Aid Probation for the subsequent quarter. An academic plan will be provided which includes the completion rates by quarter and the required GPA. If the student is meeting the requirements of the academic plan, Financial Aid eligibility will continue. The academic plan will be evaluated every quarter.
The following scale defines grades earned:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Definition</th>
<th>Hours Attempted</th>
<th>Hours Earned</th>
<th>Cumulative GPA</th>
</tr>
</thead>
<tbody>
<tr>
<td>A+</td>
<td>Excellent</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
</tr>
<tr>
<td>A</td>
<td>Excellent</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
</tr>
<tr>
<td>A-</td>
<td>Good</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
</tr>
<tr>
<td>B+</td>
<td>Satisfactory</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
</tr>
<tr>
<td>B</td>
<td>Satisfactory</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
</tr>
<tr>
<td>B-</td>
<td>Below Satisfactory</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
</tr>
<tr>
<td>C+</td>
<td>Pass</td>
<td>Yes</td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td>C</td>
<td>Pass</td>
<td>Yes</td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td>C-</td>
<td>Below Pass</td>
<td>Yes</td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td>D+</td>
<td>Complete</td>
<td>Yes</td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td>D</td>
<td>Complete</td>
<td>Yes</td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td>D-</td>
<td>Below Complete</td>
<td>Yes</td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td>F</td>
<td>Failure</td>
<td>Yes</td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td>I</td>
<td>Incomplete</td>
<td>Yes</td>
<td>Yes</td>
<td>No</td>
</tr>
</tbody>
</table>

*Incomplete grades must be replaced with an A, B, C, or D grade by mid-term of the subsequent term and calculated in GPA accordingly. Unresolved Incompletes will automatically be changed to an F grade.

Maximum Timeframe

The maximum timeframe is measured by credit hours. Maximum hours attempted cannot exceed 150% of the hours stated in the catalog for program completion or Academic Dismissal may result. Students with applicable transfer credit will be evaluated individually for hours of completion and are not given more time than other students to complete the program. Transfer credits are considered as hours attempted and hours earned. Students who change majors or degrees are expected to complete within 150% of time from original enrollment. Most students are academically dismissed from the University before enrolling in periods of enrollment which are not Title IV Aid eligible as a result of SAP.

Should an exception occur, any periods of enrollment in which do not qualify for Title IV Aid, will be counted toward the student’s maximum timeframe.

Repeat Courses

Repeated classes are considered hours attempted in all quarters, but are earned credit in the quarter the highest passing grade is posted. The highest grade earned is calculated in the term and cumulative grade point average. All grades earned for the initial and all subsequent attempts are clearly identified on the permanent academic transcript.

A full- or part-time student will be allowed to repeat a failed or withdrawn class (after the initial attempt) one time. A third attempt may be granted by working with an Academic Advisor to develop a plan for success, which may include the repeated courses as the only course in which the student is enrolled.

A student who does not successfully complete a required course for graduation after exhausting the above options may petition to the Dean of Curriculum to retake the class or request a class substitution. All classes are counted in hours attempted. A course that has earned a passing grade may not be repeated.

Academic/Financial Aid Warning & Academic Dismissal

When a student is not in good standing for Timely Completion, the Academic Warning period is implemented. The student is subject to Academic Dismissal.

1. An Academic/Financial Aid Warning period is one ten-week quarter. During the warning period, the student is eligible for financial aid.
2. At the end of the Warning period, if the student is not making satisfactory academic progress, and what has interfered with satisfactory academic progress, the student has the opportunity to continue enrollment only if the Academic Progress Committee accepts their appeal based on mitigating circumstances. (See Section 3: Appeal Process)
3. After a successful appeal, the student will be placed on Academic/Financial Aid Probation for the subsequent quarter. An academic plan will be provided which includes the cumulative completion rates by quarter and the required GPA. If the student is meeting the requirements of the academic plan, Financial Aid eligibility will continue. The academic plan will be evaluated every quarter.
4. Since RMU quarters are consistent in length, all policies apply for every term of attendance including Summer.
5. All GPA and completion guidelines pertain to the pursuit of a second degree.
6. Students beginning a Master’s Degree program after completing a Bachelor’s Degree program at RMU will have their SAP status start over upon matriculation of the Graduate-level coursework.

Section 3: Appeal Process

When mitigating circumstances (illness, injury, or life change) interfere with satisfactory academic progress, the student shall have the opportunity to submit a written appeal the Vice President of Academic Administration. The appeal must include why he/she failed to make satisfactory academic progress, and what has changed that will allow the student to achieve Satisfactory Academic Progress. An Academic Progress Committee will review the appeal taking into consideration the student’s eligibility for enrollment and the student’s probability for success in the program.

If the Committee approves the appeal, the student will be placed on Academic Warning. The student must sign and follow an Academic Plan to ensure future success and is responsible for meeting regularly with his/her advisor to report progress on his/her Academic Plan.

- If the academic plan is being followed successfully, then the Academic Warning will continue for subsequent quarters. The student is eligible for financial aid for each quarter that Academic Warning is extended.
- If the student does not meet the requirements of the academic plan, the student will be Academically Dismissed, and is no longer eligible to receive Financial Aid, including Federal Title IV aid.

Section 4: Reinstatement

The same appeal process (see Section 3: Appeal Process) is utilized for a student who was dismissed and wishes to regain eligibility to re-enroll at the University.

Appeals pertain to enrollment reinstatement as well as financial aid eligibility. A student with a previous Academic Dismissal status for unsatisfactory progress who is granted reinstatement by the Academic Progress Committee from an appeal regains financial aid eligibility in the reinstated quarter.

Class Schedule

Classes are scheduled weekdays between the hours of 8:00 a.m. and 9:30 p.m. and Saturdays from 8:00 a.m. to 4:30 p.m.

Class Attendance

Regular attendance in class is considered essential. Cultivation of desirable work habits is as important as the development of skills. Students are expected to be present and on time for all classes.

Faculty members set their own individual attendance guidelines for their classes. Students are expected to adhere to the policies set by the faculty, including but not limited to, tardiness, absenteeism, and make-up work.
Student Access to Prior Quarter Courses in RMU’s Course Management System

Prior quarter courses are made unavailable to students beginning at 12:01 a.m., Saturday, Week 2 of the current quarter (e.g., Fall Quarter courses will be unavailable after 12:01 a.m., Saturday, Week 2 of the Winter Quarter).

Students are encouraged to back-up any data they may want from the previous quarter before 12:01 a.m., Saturday, Week 2 of the current quarter. Any files, discussion posts, messages, assignment submissions, or grade information pertinent to prior quarter courses will be inaccessible when the course is made unavailable to students. A student’s grade report is available through the student’s portal (MyRMU).

Graduation Requirements

Students must meet institutional requirements in order to officially graduate. Unless the graduation requirements are completed, the students will not be awarded a degree. The general graduation requirements are:

1. Students must meet the academic requirements as stated for the program in which they are enrolled.
2. A cumulative 2.5 GPA or better must be attained
3. Students must meet residency requirements.

Note: Students need a combination of credit hours, residency, degree audit requirements, and a cumulative 2.5 GPA to graduate. Any exceptions to the requirements must be approved by the Dean of Graduate Studies.

Residency for Second Degree

- Robert Morris graduates from Morris Graduate School of Management may earn a second degree or concentration in the following ways:
  - A minimum of 4 extra courses (16 total quarter hours) in an approved concentration or discipline; some options require more than 16 hours
  - All required courses in that particular degree
  - A four-quarter full-time or an eight-quarter part-time (48 quarter hours of earned RMU credit) residency requirement for the second degree

Issuing of Diplomas/Degrees

Diploma/Degrees will be mailed to the address on file in the Student Information Office 10-12 weeks after the student’s official graduation date. Students must clear any financial obligation with the University before degrees are released.

Readmission Policy (Academic & Voluntary Withdrawals)

Students who are withdrawn or academically dismissed may seek readmission to the University for subsequent quarters. The decision for readmission is made by the Graduate Readmissions Review Board. Students who are academically dismissed and are reenrolled will be enrolled on an academic probationary status. All students must have met their financial obligations before readmission.

Transfer Between Campuses & Divisions

A student may request a change of program, or a change of campus through appeal to the Graduate Academic Review Board. Students must submit their appeal for change to their Graduate Student Manager, who will attach a recommendation, change form and cohort plan for the change, and forward the documentation to the Academic Review Board.

The Academic Review Board will review the following to provide a decision:

- The student is in good standing for Grade Maintenance (2.5 GPA) and Timely Completion (2/3 of hours attempted have been completed).
- The new program’s course offering is consistent with the student’s academic plan. A student may be required to withdraw at the end of the quarter from the current program and be required to apply to return at an appropriate date to the approved new program.
- Students have met with Financial Aid to discuss their financial plan.

Massive Open Online Course (MOOC)

Robert Morris University accepts credit taken through a MOOC from a number of universities. Credit will be evaluated based on the information of topic, length of class, and recommended time in the class.

Students must provide a credential of completion or successfully pass a proficiency exam.

Professional Dress/Appearance Policy

In recognition of professional expectations, the Morris Graduate School Dress Code Policy includes “business casual” attire. Students are permitted to wear denim, including jeans, shirts, dresses and skirts to classes. As a private institution, Robert Morris University may reserve the right to determine the guidelines and set limitations on its Dress Code Policy and Appearance Policy. This policy is in no way intended to be discriminatory (ethnic or gender) or in violation of any religious beliefs. However, it is possible that a student’s interpretation of the Dress Code Policy and Appearance Policy in relation to individual circumstances may be in violation of the University dress code.

Unacceptable Attire for All Students

- Hats, headbands, scarves or sweatbands
- Off-the-shoulder tops (including spaghetti strap tops or dresses)
- Halter dresses and tops
- Midriffs, low necklines or see-through clothing
- Overalls
- Shirts, pins or earrings that make a political or cultural statement
- Any dress or hair style that is deemed unprofessional or inappropriate to the aims and purposes of the College

Sanctions for Non-Compliance of the Professional Dress/Appearance Policy

Breaches of Professional Dress Policy will result in disciplinary measures that may include one or a combination of the following:

- Student will not be allowed to attend class and will be marked absent
- Verbal or written warning, which will become part of the student’s file
- Social Probation, which will become part of the student’s file
- Suspension for various lengths of time without consideration for make-up assignments, quizzes, tests, etc.
- Dismissal from the University

The University reserves the right to modify its policies or procedures at any time.
Dual Degree Program Policy

Permission to Pursue the Dual Degree
Students wishing to enter the Dual Degree Bachelor/Graduate Program should apply through Graduate Admissions (transfer students) or through their Student Advisor (RMU students) by filing a Statement of Intent during the final semester or quarter of the Associate Degree program. Generally, this would be the fourth semester or sixth quarter in an Associate Degree program. A minimum of 78 quarter hours or 48 semester hours must be completed in order to apply for the program. Students begin the program once the Associate Degree is earned. Returning or transfer students, who have already completed an Associate Degree, but have not started the Bachelor Degree program, may also apply. The request will be reviewed by the Graduate School Review Board. Permission to pursue the dual degree option will be considered based on the following criteria:

- Undergraduate grade point average (on a 4.0 scale)
- Letter of recommendation from faculty or advisor
- An essay explaining why you want to enter this program

Grade Maintenance in the Program
Students must maintain an overall 3.0 or better GPA to continue to pursue the dual degree program. Students who receive a C grade or lower in any course are subject to review by the Dean of Graduate School.

Discontinuance in Program
Students who are asked to leave the program due to not meeting the GPA requirement or who choose to leave may elect to pursue a baccalaureate degree. Depending on the requirements met, students may need to take hours beyond the traditional 188 quarter hour requirement as all required baccalaureate degree courses will need to be completed.

Financial Aid
For financial aid and tuition purposes, students will be charged undergraduate tuition and be eligible for financial aid until such time they complete 188 quarter hours of coursework. The quarter following completion of 188 quarter hours, students will be considered graduate students and will be charged graduate tuition rates. Only student loans will then apply.

Course Load
Courses earn 4 quarter hours of credit. At the undergraduate level (prior to 188 quarter hours) a full-time load is three to four classes. At the graduate level (after completing 188 quarter hours) a full-time load is two to four classes.
Assessment Program for Robert Morris University

The assessment program at Robert Morris University is structured to gather, share, and evaluate evidence of student learning and is seen as an intrinsic responsibility among all staff and faculty. Learning outcomes correspond to the major headings of the three components of the University’s mission: professional, career-focused education, collegiate setting, and diverse communities.

Robert Morris University views assessment as an integral element in assuring that its graduates from the respective academic units function as responsible, productive members of an ever-changing world; therefore, the assessment program is designed to evaluate the University’s programs and services in assisting students’ movement toward outcomes that flow from the institution’s mission and to provide a basis for continuous quality improvement of student learning.

To those ends, the Robert Morris University assessment process measures student learning through the assessment of student academic achievement and institutional effectiveness through shared responsibility of faculty and staff.

The assessment of student academic achievement documents the growth and achievement of students in relation to defined competencies in their major field and in general education as defined by program objectives. All students must demonstrate academic achievement in the domains of communications, problem-solving, critical thinking, professional knowledge and behaviors including ethical reasoning. The faculty curriculum committees set the criteria and rubrics for delineating levels of achievement and gathering meaningful evidence. Faculty members are the best evaluators of student academic achievement; individual instructors evaluate student outcomes of course objectives throughout their courses.

Through faculty’s evaluation of these artifacts and group consensus, student achievement strengths and concerns are identified along with an “action plan” response. This provides a focal point for curriculum committee dialogue and planning, including budget requests. The student academic achievement assessment reports from each of the academic units of the University are summarized and presented to the President’s Council and then the Board of Trustees each year.

The evaluation of institutional effectiveness measures student learning indicators that relate to the student services and operations of the University. Faculty, Deans, Institutional Assessment Officers, and other administrators collectively compile student learning outcomes from each of the academic units and student service areas into reports that are summarized and presented to the Academic Council, Executive Committee, and Board of Trustees each year. Such committees also evaluate the effectiveness of assessment efforts throughout the year to improve student learning.

Student Email Communication

All Robert Morris University students receive an email account upon enrollment. The student email is the official channel of communication between the University and students. Students are expected to read all communications in a timely fashion. All academic, financial and emergency alert information will be sent to the student email account. We suggest students check their University email on a daily basis.

If a crisis situation were to develop, we will utilize our ability to communicate critical information to students, faculty, and staff through a variety of flexible systems: including phone, email, and text messaging, as well as the University website, through recorded messages.

Students can request to opt-out of text messaging, with the understanding that they will no longer receive any messages should an emergency situation occur.

Experience-Based Learning

Robert Morris University’s Experience-based Learning (EbL) Model is a standardized process for the development and delivery of experiential activities through the fulfillment of four steps:

- **Design:** Experiences are created with intentionality to connect with the course learning outcomes and actualize the full design, act, reflect, acknowledge (DARA) process.
- **Act:** Students learn through immersion in an experience that relates to a real-life situation.
- **Reflect:** Students are provided opportunities to cogitate on the learning outcomes of the experience.
- **Acknowledge:** Students are provided opportunities to connect how the transferable skills gained on honed in the experience will apply to future academic, personal, and/or professional endeavors.

Internship - A co-curricular or extra-curricular fieldwork experience that provides an opportunity to participate in professional work related to a major or career interest. No specific site requirements are defined; however, all internships are approved by the Dean of Curriculum and meet course/program criteria for earned credit.

Externship - A co-curricular fieldwork experience in a setting meeting program criteria that immerses students in professional work related to a major. Externship sites must meet specific criteria as designated by each program for earned credit.

ICenter Project (ICP) - Actual Projects where teams of students from multiple majors work with real external clients on actual projects with tangible outcomes and professional expectations.

Practicum - A supervised, practical application of course material in an external setting that allows students to practice programmatic skills. A practicum is the core component of a program and is tightly aligned to curriculum. Work experience from a practicum is integrated with academic instruction.

Clinical Rotations - A supervised, practical application of course material in a specialized setting that allows students to practice programmatic skills. Clinical rotations are the core components of a program and are tightly aligned to curriculum. Work experience from a clinical rotation is integrated with academic instruction.

Course-based EbL – Course-infused EbL that provides immersion in an experience that relates directly to the learning outcomes of the course.

Service Learning – Work within the community that both provides a service to the community while also providing learning outcomes for the students.

Residency - Only used for sites that require a long-term commitment (i.e. more than one quarter) and result in a progressive learning experience from term to term. Residencies are subject to dean approval.

Career Strategies

Robert Morris University’s curriculum consists of four required courses, one each academic year, specifically designed to assist students in managing their professional and personal goals. Career
Students must submit required coursework, including research assignments represented. Both ethical and professional while positive interpersonal growth particularly as this relates to the development of administration.

Students are expected to demonstrate evidence of personal and professional growth particularly as this relates to the development of positive interpersonal relationships.

Students are expected to conduct themselves in a manner which is both ethical and professional while involved in experiential opportunities or at any other time when the University is represented.

Students are expected to provide safe care during clinical assignments and experiential opportunities. Students must submit required coursework, including research papers in classroom, clinical, or externship (practicum), when due and document references appropriately. Assigned work submitted after the scheduled due date will be penalized.

In addition, the student must abide by the following:

- Infants and children are not allowed on campus while students are in class.

Social Probation & Dismissal Conditions

Any conduct set forth in this section (but not limited to) may result in social probation or dismissal.

1. Behavior that interferes with the rights of others, disrupts and/or prohibits the learning process of other students, or is in opposition to policies and rules of the classroom and institution.

2. Harassment/Bullying: Any behavior (verbal, written, electronic or physical) that abuses, assails, intimidates, demeans, victimizes or has the effect of creating a hostile environment for any person.

3. Electronic harassment: A term referring to the use of electronic devices either through e-mail, texting, chat rooms and social media to harass, intimidate, discriminate or threaten another person.

4. Cyber-stalking/Harassment: The use of the Internet or other electronic means to stalk or harass an individual, a group of individuals, or an organization. It may include false accusations, monitoring, making threats, identity theft, damage to data or equipment, or the gathering information in order to harass.

5. Vandalizing, defacing or destroying Robert Morris University property or the property of those persons associated with the University when the act is committed because of their association with the University. The student will also be liable for damages.

6. Discharging a fire extinguisher or setting off a false fire alarm on any property or in any building used by the University.

7. Inappropriate communication with a faculty and/or staff member.

8. Fighting or engaging in physical contact or serious verbal threats to another student or faculty/staff member of the University, or use of profanity or language that is derogatory. NOTE: Fighting and threatening behavior on campus may result in dismissal.

9. Furnishing false information to or withholding requested information from the University with intent to deceive, including incidents of lying, fraud, and embezzlement.

10. Forging, altering, or misusing University documents, records, and identification cards or forging personal checks.

11. Stealing cash, checks, clothing, or any other material object. The student will also be liable for restitution.

12. Committing a felony or misdemeanor on or off campus. Such action shall also be subject to prosecution by the appropriate law enforcement authorities. When a student has been charged with a criminal violation of law, the University will neither request nor agree to special consideration for that individual because of his or her status as a student; the University will cooperate fully with law enforcement and other agencies in the enforcement of the law.


14. Possession and/or use of drugs or alcohol on any University property or function, on or off campus, including athletic activities and events.

15. Possessing weapons or firearms on any University property or at any University function. (See Weapons Policy for additional information).

16. Unauthorized entry or access to University equipment, facilities, or supplies.

17. Unauthorized circulation of petitions, solicitations, or collections.

18. Any conduct that the Administration deems as significantly detrimental to the aims and purposes of the institution.

Medical Assisting students evidencing an inability to, or unwillingness to: a) use acceptable interpersonal skills; b) use acceptable communication skills for interaction with others; c) demonstrate emotional stability for the acceptance of responsibility; and d) demonstrate emotional stability for accountability of personal actions in the medical office setting.

Nursing students evidencing an inability to, or an unwillingness to: a) establish acceptable therapeutic boundaries; b) adapt to stressful environments; c) deal with unexpected events; d) focus attention; e) handle strong emotions; f) perform multiple tasks concurrently; g) negotiate interpersonal conflicts; h) respect differences in client and co-workers; and establish rapport with clients and co-workers.

Surgical Technology students evidencing an inability to, or an unwillingness to: a) establish acceptable therapeutic boundaries; b) adapt to stressful environments; c) deal with unexpected events; d) focus attention; e) handle strong emotions; f) perform multiple tasks concurrently; g) demonstrate a stable temperament; h) demonstrate responsibility; i) demonstrate emotional stability for the acceptance of responsibility; and j) communicate in a rational and coherent manner.

Pharmacy Technician students evidencing an inability to, or unwillingness to: a) use acceptable interpersonal skills; b) use acceptable communication skills for interaction with others; c) demonstrate emotional stability for the acceptance of responsibility; and d) demonstrate emotional stability for accountability of personal actions in the pharmacy setting.
23. The following circumstances will result in automatic withdrawal of the student from clinical rotations. The circumstances for permanent dismissal from one of the programs include, but are not limited to:
   • Violation of patient confidentiality.
   • Student’s behavior and/or performance are disruptive and hazardous to self, patient, or other healthcare providers.
   • Sexual harassment of a Robert Morris student, peer, preceptor or healthcare team member, or patient.

Investigations
When a student has been allegedly accused of violating the Student Code of Conduct, an investigation may be required and may result in the student’s suspension for various lengths of time until the investigation has been completed.

Sanctions for Non-Compliance with the Student Code of Conduct
Disciplinary measures may include one or a combination of the following:
   • Student will not be allowed to attend class
   • Verbal or written warning, which will become part of the student’s file
   • Social Probation, which will become part of the student’s file.
   • Suspension for various lengths of time without consideration for make-up assignments, quizzes, tests, etc.
   • Dismissal from the University

Dismissals
Any student, who is academically or socially dismissed from the University, forfeits all University services including career strategy assistance and participation in alumni services.

Student Rights & Responsibilities
The students are expected to adhere to the guidelines that govern student professional conduct. In the event a student’s behavior requires dismissal, the student may follow the grievance procedures below:
1. The University will furnish the student with notice of the alleged policy or procedure violation.
2. The student must request a hearing within five (5) days of being notified of the disciplinary action. If granted, the student will be notified of the time, date, and place of the hearing.
3. The Hearing Committee will be comprised of the representatives from the University and chaired by the Vice President for Student Affairs.

4. The Hearing Committee will hear all disclosures related to the social disciplinary action. The Hearing Committee’s purpose is to determine whether policies or procedures have been violated.
5. The student will be given the opportunity during the hearing to present evidence and bring forth only those witnesses who have information relevant to the incident. The University reserves the right to limit the number of witnesses. All witnesses must be approved prior to the hearing.
6. Any appeal must be made within 48 hours following the decision.
Disciplinary actions are processed uniformly without regard to race, color, age, sex, or national origin.

Academic Integrity
All incidents of academic dishonesty are taken seriously and Robert Morris University maintains a position of NO TOLERANCE on this issue. When an incident of academic dishonesty occurs, the student(s) accused of academic dishonesty will be notified of the specific charges by the faculty member. The student(s) will be given an opportunity to respond to the charges and review the information used by the faculty member to make the charges. The faculty member will complete an Academic Dishonesty Form and submit it, along with documentation, to Dean of Instruction. All incidents will be reviewed by the Academic Progress Committee. On any subsequent violation, the case will be sent to the Academic Progress Committee for sanctions.

Assignments that include group members will be considered a part of the process, following the above guidelines. All cases of academic dishonesty on group assignments will be referred to the Academic Progress Committee for final sanction. The Academic Progress Committee will interview all group members prior to final sanctions.

Academic Progress Committee
The purpose of the Academic Progress Committee is to provide an objective perspective on any incident of academic dishonesty. The Academic Progress Committee reviews and verifies all sanctions applied. All decisions of dismissal must be reviewed by the VP of Academic Administration. The Academic Progress Committee may consist of at least three of the following:
   • 1-2 Student Advisors or Student Managers
   • 1-2 Faculty members
   • Administration member

Sanctions for Academic Dishonesty/Plagiarism/Cheating
The Academic Progress Committee may use one or a combination of the disciplinary measures listed below or other sanctions as deemed appropriate by the Committee:
   • A failing grade for the assignment or other grade penalty (issued at the discretion of the instructor, and verified by the Committee). The grade cannot be dropped as the lowest grade.
   • A failing grade for the course (Course cannot be dropped to avoid the failing grade).
   • Dismissal from the University. All decisions of dismissal are reviewed by the Provost of the University.

Process
1. A charge of academic dishonesty is made by a faculty member.
2. The faculty member meets with the student(s) involved to review the charges and show them the documentation of the incident.
3. Faculty member files an Academic Dishonesty Form with the Dean of Instruction.
4. Incident with recommended sanction is reviewed by the Academic Progress Committee and verified. This may include interviewing the student(s).
5. Academic Dishonesty Form becomes part of permanent file of all incidents of academic dishonesty.
6. In all cases of group work the Academic Progress Committee will interview all students involved in the case and then award final sanction.

Appeal
A student charged with Academic Dishonesty may appeal the incident and or the sanction. All appeals must be submitted in writing to the Dean of Faculty within ten (10) school days.

Appeal Process
1. A decision is made to appeal the incident and or sanction.
2. A letter must be submitted within ten (10) class days to the Dean of Faculty. The letter should state what the student is appealing and reason for the appeal. Any supporting documentation must be included with the letter.
3. The Dean of Faculty reviews the Academic Dishonesty Form and documentation submitted by the faculty member, the verification of the Academic Progress Committee and documentation supplied for appeal.
4. The Dean of Faculty makes a decision regarding the appeal.
Sexual Misconduct Policy

The purpose of this policy is to foster an academic and working environment free from any form of discrimination and harassment, and to provide guidelines for complaints and corrective action. This policy applies to the entire Robert Morris University community, i.e., students, faculty, staff and visitors. The University does not tolerate any violence including sexual assault, sexual harassment, domestic violence, dating violence, stalking, or sexual orientation/gender based harassment which is prohibited by Title IX of the Education Amendments of 1972 and The Violence Against Women Reauthorization Act of 2013.

Members of the Robert Morris community have the right to be free from discrimination, violence or threats of violence, harassment, physical and verbal abuse, on and off campus. This policy prohibits any and all forms of discrimination, harassment, and sexual misconduct. The policy defines, describes, and explains the policies and procedures to: file a complaint, file a report, list direct contacts to file a report or complaint, procedural details for a fair and prompt investigation, safety and security, and list a variety of support and resources.

Robert Morris University is committed to providing resources that educate the RMU community to assist in ensuring a safe, respectful, discrimination and harassment free environment. The university uses the preponderance of the evidence (also known as “more likely than not”) as a standard for proof of whether a violation occurred. In campus resolution proceedings, legal terms like “guilt,” “innocence” and “burdens of proof” are not applicable, but the university never assumes a responding party is in violation of university policy. Campus resolution proceedings are conducted to take into account the totality of all evidence available, from all relevant sources.

Definitions of Sexual Misconduct

Sexual Misconduct includes sexual assault, sexual harassment, sexual exploitation, sexual intimidation, dating violence, domestic violence, and stalking. This policy prohibits retaliation against anyone who files a complaint or participates in any investigation of a complaint under this policy.

Sexual misconduct may be a form of sex discrimination prohibited by federal and state discrimination laws, including Title IX of the Education Amendments of 1972, The Violence Against Women Reauthorization Act of 2013, and Title VII of the Civil Rights Act. In addition, some forms of sexual misconduct violate the criminal laws of the State of Illinois.

Sexual misconduct can occur between strangers or acquaintances, including people involved in an intimate or sexual relationship. Sexual misconduct can be committed by any gender identity, and can occur between people of the same or different gender identities.

Sexual Assault is any unwanted physical contact of a sexual nature, whether by an acquaintance or by a stranger, that occurs without indication of consent of either/any of the individuals involved, or that occurs under threat or coercion. Sexual offenses include, but are not limited to, rape (also referred to as sexual assault in the State of Illinois), forcible sodomy, and sexual assault with an object, fondling or kissing without consent, incest, statutory rape, and the threat of sexual assault. According to the Department of Justice and the FBI, rape is defined as “The penetration, no matter how slight, of the vagina or anus with any body part or object, or oral penetration by a sex organ of another person, without the consent of the victim.” This definition includes any gender of the victim or perpetrator, and includes instances in which the victim is incapable of giving consent because of temporary or permanent mental or physical incapacity, including due to the influence of drugs or alcohol or because of age. Physical resistance from the victim is not required to demonstrate lack of consent.

Sexual Harassment is a form of sex discrimination prohibited by Title IX and Title IV. Sexual harassment is unwelcome conduct of a sexual nature. It includes unwelcome sexual advances, request for sexual favors, and other verbal, nonverbal, or physical conduct of a sexual nature. Examples include:

- Making unwelcome sexual advances for sexual favors and other verbal or physical conduct of a sexual nature as a condition of an employee’s continued employment, or a student’s academic status;
- Making submission to or rejections of such unwelcome conduct the basis for employment or academic decisions affecting an employee or student; or creating an intimidating, hostile or offensive working or education environment by such conduct, which prevents an individual from participating in a program or activity.

Sexual Orientation-Based Harassment includes verbal, non-verbal and physical acts of aggression, intimidation, or hostility based on an individual’s actual or perceived heterosexuality, homosexuality, bisexuality, or trans sexuality. Use of the term “sexual harassment” throughout this policy includes sexual orientation-based harassment/misconduct.

Gender-Based Harassment includes acts of verbal, nonverbal, or physical aggression, intimidation, or hostility based on gender, sex or sex-stereotyping, even if those acts do not involve conduct of a sexual nature. Use of the term “sexual harassment” throughout this policy includes gender-based harassment/misconduct.

Dating and Relationship Violence means acts, threats, or a pattern of abusive behavior of a physical or sexual nature by one partner intended to control, intimidate, manipulate, humiliate, frighten, coerce, or injure the other. These acts may be directed toward a spouse, an ex-spouse, a current or former boyfriend or girlfriend, or a current or former dating partner.

Domestic Violence is defined as a pattern of abusive behavior that is used by an intimate partner to gain or maintain power and control over the other intimate partner. Domestic violence can be physical, sexual, emotional, economic, or psychological actions or threats of actions that influence another person. This includes any behaviors that intimidate, manipulate, humiliate, isolate, frighten, terrorize, coerce, threaten, blame, hurt, injure, or wound someone.

Incapacitation is the physical and/or mental inability to make informed, rational judgments that voids an individual’s ability to give consent. Incapacitation may be caused by a permanent or temporary physical or mental impairment. Incapacitation may also result from the consumption of alcohol or the use of drugs.

Coercion is an unreasonable amount of pressure to engage in sexual activity, the practice of persuading or forcing someone to do something by use of force or threats.

Sexual Exploitation is taking sexual advantage of another person without effective consent. This includes, but is not limited to, causing the incapacitation of another person for a sexual purpose, causing the prostitution of another person; electronically recording, photographing, or transmitting intimate or sexual utterances, sounds, or images of another person, or allowing third parties to observe sexual acts.

Stalking is defined as harassing or threatening another person to the point where that individual fears for his/her safety or the safety of his/her family. Stalking can occur in various forms including, but not limited to, in person, through third parties, and electronically (phone, internet, social media, testing, etc.).

Retaliation

Title IX prohibits retaliation. It is a violation of Title IX and University policy for any person or group to retaliate against, interfere with, coerce or take any other adverse action against a person or group (student, faculty member, staff member, visitor).
that: 1) reports sexual misconduct; 2) seeks advice concerning sexual misconduct; 3) assists or supports another individual or group that reports sexual misconduct; or 4) participates as a witness or in the investigation of a sexual misconduct report.

Retaliation includes threats, intimidation, and reprisals. The University will take immediate and responsive action to any report of retaliation. An individual reporting sexual misconduct is entitled to protection from retaliation following a report that is made in good faith, even if the report is later not proven. Any individual or group that violates this policy is subject to disciplinary or remedial action, which can include expulsion from the University, termination of employment, and may also be subject to criminal and/or civil action.

The University recognizes a respondent can also be the subject of retaliation by the complainant or other third party and the same protections against retaliation are afforded the respondent.

AMNESTY FOR STUDENTS

Robert Morris University strongly encourages the reporting of sexual misconduct. Therefore, it is important to remove any barriers that would prevent someone from reporting any type of sexual misconduct. Keeping this in mind, any individual who may have participated in the consumption of alcohol or use of drugs at the time of the incident may hesitate to make a report due to possible consequences for partaking in said activity. The University will not hold the individual (complainant, witness or reporter) subject to the University's disciplinary process and/or sanctions solely for their participation in the consumption of alcohol or use of drugs.

Definition of Consent

Consent is defined as a clearly and freely given word or overt action confirming a willing desire to move forward with a specific sexual request, act, or experience. Consent cannot be obtained from individuals who have a temporary or permanent mental or physical incapacity, including being under the influence of drugs or alcohol or because of age. Lack of verbal or physical resistance or submission by the victim resulting from the use of force or threat of force by the accused does not constitute consent. Consent can be withdrawn at any time. Someone who is incapacitated cannot consent.

Past consent does not imply future consent. Silence or an absence of resistance does not imply consent. The manner of dress of the victim at the time of the offense does not constitute consent. Consent to sexual activity can be withdrawn at any time. Absence of “NO” should NEVER be interpreted as “YES”.

Reporting an Incident of Sexual Misconduct

Robert Morris University encourages anyone who is or knows someone who has been a victim of sexual harassment and/or misconduct to promptly report the incident. To report an incident involving a sexual assault, sexual harassment, domestic violence, stalking, and dating violence, you may contact:

- Campus Security at (312) 935-4100
- Vice President of Student Affairs at (312) 935-2002
- Title IX Coordinator (312) 935-2020
- On-Line Sexual Misconduct Reporting Form robertmorris.edu/safetyandsecurity (can also be completed anonymously)

- Students living at the University Center may contact an RA on duty or the UC Security Desk.
- The RA resource room is located in the UC room 213, phone number 312-924-8013
- The UC Security Desk phone number is 312-924-8911.
- Local Police Department 911*
- Students at the Branch campuses may contact the above numbers and/or the respective campus Director of Education.

The University takes all reports of sexual assault very seriously. Any report of sexual assault will be thoroughly investigated. Any member of the RMU community found responsible for sexual assault will have strict disciplinary sanctions imposed which may include dismissal from the University.

*The victim is encouraged to contact the local police department (911) immediately for preservation of evidence and to initiate a criminal procedure. Robert Morris University Campus Security staff will assist the student in notifying these authorities, if the student requests the assistance of these personnel. Robert Morris University will fully cooperate with law enforcement regarding sexual assault offenses.

Responsibilities of the Title IX Coordinator

- Responding to, overseeing and investigating all sexual misconduct complaints.
- Informing students about the options to file a formal complaint through the Office of Student Affairs/Title IX Coordinator and/or file a criminal or civil complaint.
- Implementing interim safety measures, this may include, but are not limited to alternative housing arrangements, academic adjustments and referral to campus and local resources.
- Meeting with students to answer questions regarding the University’s policies, procedures and services related to Title IX compliance.
- Ensuring that education and training related to Title IX is provided to the University community.

STUDENT CONTACT PERSON:
Angela Jordan, Vice President of Student Affairs/Title IX Coordinator
401 S. State Street Suite 700
Chicago, IL60605
Office: (312) 935-2020
Email: ajordan@robertmorris.edu

To file a complaint an individual should contact the office of the Title IX Coordinator, see contact information above. Once an incident is reported, the Title IX Coordinator will provide information concerning the University’s policies, rights, and services for victims of sexual harassment and misconduct, its procedures for processing, investigating and handling of such complaints including the procedures for proceeding with a formal complaint and investigation. A formal investigation will include an interview with the complainant, the accused individual and other possible witnesses. The coordinator will also gather other related information or documents. The goal is to complete the investigation within sixty (60) days. However, extenuating circumstances may require extended time.

At the conclusion of the investigation, the Title IX Coordinator will meet with both the victim and the accused individually to review the findings of the case and to inform both parties of the final outcome of the case. Both parties will receive written documentation of the final outcome.

Retaliation against any person who files a complaint of alleged discrimination, participates in an investigation, or opposes a discriminatory employment or education practice or policy is prohibited under University policy and by state and federal law. An individual who believes he or she was subjected to retaliation can file a grievance about the alleged retaliation under these procedures. If it is determined that retaliation has occurred, sanctions may be imposed, including, but not limited to, suspension or dismissal.
VICTIMS' RIGHTS AND OPTIONS FOR REPORTING AND CONFIDENTIALLY DISCLOSING SEXUAL MISCONDUCT

SURVIVORS' RIGHTS & OPTIONS
Robert Morris University Illinois is committed to providing our students, faculty, and staff with a safe environment that provides survivors of sexual misconduct specific rights and options, including:

- The survivor’s right to report or not report the alleged incident to the University, law enforcement, or both. This includes information about the survivor’s right to privacy and which reporting methods are confidential;
- The contact information for the University’s Title IX Coordinators, Confidential Advisor, local community sexual assault crisis centers, campus security, and local law enforcement;
- The survivor’s right to request and receive assistance from campus authorities in notifying law enforcement;
- The survivor’s ability to request interim protective measures and accommodations, which may include changes to academic, living, dining, working, and transportation situations, obtaining and enforcing a campus-issued order of protection or no-contact order, if such protective measures and accommodations are reasonably available, and an order of protection or no-contact order in the county court;
- The University’s ability to provide assistance, upon the survivor’s request, in accessing and navigating local health and mental health services, counseling, and advocacy services; and
- A summary of the University’s complaint resolution procedures, under 110 ILCS 155/25 if the survivor reports a violation of the comprehensive policy.

Robert Morris University encourages victims of sexual misconduct to report the incident so that they can get the support and assistance they need. Reporting the incident will also allow the University to respond appropriately. There are certain employees (i.e. faculty, staff, RA’s) who have certain rights and obligations regarding sharing/reporting information.

If the University honors the request for confidentiality, a survivor must understand that the University’s ability to meaningfully investigate the incident and pursue disciplinary action against the alleged perpetrator(s) may be limited.

Although rare, there are times when the University may not be able to honor an individual’s request in order to provide a safe, non-discriminatory environment for all members of the University community. The University has designated the Title IX Coordinator to evaluate requests for confidentiality once a responsible employee is on notice of alleged sexual misconduct.

If the University honors the request for confidentiality, an individual must understand that the University’s ability to meaningfully investigate the incident and pursue disciplinary action against the alleged perpetrator(s) may be limited.

Although rare, there are times when the University may not be able to honor an individual’s request in order to provide a safe, non-discriminatory environment for all members of the University community. The University has designated the Title IX Coordinator to evaluate requests for confidentiality once a responsible employee is on notice of alleged sexual misconduct.

When weighing an individual’s request for confidentiality or that no investigation or discipline be pursued, the Title IX Coordinator will consider a range of factors, including the increased risk that the alleged perpetrator will commit additional acts of sexual misconduct, such as:

- whether there have been other sexual misconduct complaints about the same alleged perpetrator;
- whether the alleged perpetrator has a history of arrests or records from a prior school indicating a history of violence;
- whether the alleged perpetrator threatened further sexual misconduct or other violence against the victim or others;
- whether the sexual misconduct was committed by multiple perpetrators;
- whether the sexual misconduct was perpetrated with a weapon;
- whether the individual who experienced sexual misconduct is a minor;
- whether the University possesses other means to obtain relevant evidence of the sexual misconduct (e.g., security cameras or personnel, physical evidence);
- whether the complainant’s report reveals a pattern of perpetration (e.g., via illicit use of drugs or alcohol) at a given location or by a particular group.

The presence of one or more of these factors could lead the University to investigate and, if appropriate, pursue disciplinary action. If, for example, the school has credible information that the alleged perpetrator has perpetrated prior sexual misconduct, the balance of factors would compel the school to investigate the allegation and, if appropriate, pursue disciplinary action. If none of these factors is present, the University will likely respect the complainant’s request for confidentiality.

If the University determines that it cannot maintain a complainant’s confidentiality, the University will inform the complainant prior to starting an investigation and will, to the extent possible, only share information with people responsible for handling the University’s response.

Reporting sexual assault is a very personal decision. If an individual is not certain that they wish to file a formal complaint immediately, they should still seek support from the Confidential Resources.

THE FOLLOWING NON-CONFIDENTIAL AND CONFIDENTIAL RESOURCES ARE AVAILABLE TO ASSIST WITH MAKING A REPORT:

Responsible Employees/Non-Confidential (Obligated to Report)
A responsible employee is required to report all details of an incident including names to the Title IV Coordinator. If the victim would like to initiate an investigation and utilize the University’s Grievance Procedure they should report to a “responsible employee”. When a report is filed with a “responsible employee” it serves as a formal complaint to the University. The University is obligated to investigate the incident and take the appropriate steps to address the situation.

With the exception of any member of the Counseling Center staff, every employee of the university is a “responsible employee.” A “responsible employee” is a University employee who has the authority to redress sexual misconduct and who has the duty to report incidents of sexual misconduct. When an individual tells a responsible employee about an incident of sexual misconduct, the individual has the right to expect the University to take immediate and appropriate steps to investigate what happened and to resolve the matter promptly and equitably.

Responsible/Non-Confidential Employees include, but are not limited to:

- The Title IX Coordinator
- All faculty
- All employees
- Security
- Resident Advisors (RAs)
A responsible employee must report to the Title IX Coordinator all relevant details about the alleged sexual misconduct shared by the complainant, and the University will need to determine what happened — including the names of the complainant and alleged perpetrator(s), any witnesses, and any other relevant facts, including the date, time and specific location of the alleged incident. To the extent possible, information reported to a responsible employee will be shared only with people responsible for handling the University’s response to the report.

A responsible employee should not share information with law enforcement without the complainant’s consent or unless the individual has also reported the incident to law enforcement. Before, or as soon as an individual reveals any information about sexual misconduct to a responsible employee, the employee should ensure that the individual understands the employee’s reporting obligations.

If the individual wants to maintain confidentiality, the responsible employee will direct the individual to confidential resources. If the individual wants to tell the responsible employee what happened but also maintain confidentiality, the employee should tell the individual that the University will consider the request, but cannot guarantee that the University will be able to honor it.

When reporting the details of the incident to the Title IX Coordinator, the responsible employee will also inform the Title IX Coordinator of the individual’s request for confidentiality.

Responsible employees will not pressure an individual to request confidentiality, but will honor and support the individual’s wishes, including for the University to fully investigate an incident. By the same token, responsible employees will not pressure an individual to make a full report if the individual is not ready to.

**Requesting “Confidential” Reporting**

If an individual discloses an incident of sexual misconduct to a responsible employee but wishes to maintain confidential or requests that no investigation into a particular incident be conducted or disciplinary action taken, the University must weigh that request against the University’s obligation to provide a safe, non-discriminatory environment for all members of the University community, including the individual who has experienced sexual misconduct.

The University will remain ever mindful of the complainant’s well-being, and will take ongoing steps to protect the complainant from retaliation or harm and work with the complainant to create a safety plan. Retaliation against the complainant, whether by students or University employees, will not be tolerated. The University will also:

- Assist the complainant in accessing other available advocacy, academic support, counseling, disability, health or mental health services, and legal assistance both on and off campus (see section on additional support resources);
- Provide other security and support, which could include issuing a no-contact order, helping arrange a change of living or working arrangements or course schedules (including for the alleged perpetrator pending the outcome of an investigation) or adjustments for assignments or tests;
- Inform the complainant of the right to report a crime to campus or local law enforcement; and provide the complainant with assistance if the complainant wishes to do so.

**Confidential Resources**

- Debbie Horton
  Robert Morris University’s Confidential Advisor
  (312) 935-6688
  Chicago Campus 401 S. State Street 4th Floor Suite 410
  Chicago, IL 60605
- Counseling Services – Center for Personal Development
  (312) 755-7000
  405 N. Wabash
  Chicago, IL 60611 29
- Life Span Center for Legal Services & Advocacy
  70 E. Lake St. 7700
  (312) 408-1210 or (773) 472-649
  Chicago, IL 60601
  www.lifespan.org
- Resilience (Free Counseling and Legal Advocacy)
  180 N. Michigan
  (312) 443-9603
  www.ourresilience.org
- Porchlight Counseling: (773) 750-7077 (Helpline)
  www.porchlightcounseling.org
- National Domestic Violence Hotline:
  (800) 799-SAFE x7233
  Operates 24 hours a day, 7 days a week to provide immediate crisis counseling and referrals

**What To Do If You Or Someone You Know Have Been Sexually Assaulted**

- Get to a safe place as soon as you can. Contact Campus Security at 312-935-5880 or call 911 immediately if you do not feel safe.
- Try to preserve all physical evidence. Do not shower or bathe, use the toilet, or change clothing if you can avoid it. If you do change clothes, put all clothing what was worn at the time of the attack in a paper bag, not plastic.
- Seek medical attention. A medical examination will provide any necessary treatment and collect important evidence.
- Contact the Title IX Coordinator at 312-935-2020 or any member of the Office of Student Affairs at 312-935-2002,
- Housing-UC Management Office, UC Security Desk or UC Resident Assistant. They will assist you in contacting the police, upon request. Reporting an incident is an important decision. Reporting may help to protect you and others from future assaults, apprehend the alleged assailant, and maintain future options regarding criminal prosecution, University disciplinary action, and/or civil action against the perpetrator. Prompt reporting could be the key to successful completion of the case.
- Talk with counselors. Contact the Center for Personal Development at 312-755-7000, the National Domestic Violence Hotline at 800-799-7233 or Rape Crisis Hotline 24 hours a day at 800-293-2080

**Supporting Someone Who Has Been Sexually Assaulted**

- Believe the person and acknowledge their courage and reassure them about coming forward.
- Encourage them to seek professional help
- Listen without judging and avoid “why” questions
- Encourage independent decision-making, even if you disagree
- Be aware of your limitations (utilize on and off campus resources)

**Disciplinary Procedures Following A Complaint**

Whether or not criminal charges are filed, the University or a person may file a complaint under the Sexual Misconduct Policy alleging that a student or employee violated the University’s Policy
on Sexual Misconduct. Reports of all domestic violence, dating violence, sexual assault and stalking made to Campus Security will automatically be referred to the Title IX Coordinator for investigation regardless of if the complainant chooses to pursue criminal charges.

The University disciplinary process will include a prompt, fair and impartial investigation and resolution process. Investigators are trained annually on the issues related to domestic violence, dating violence, sexual assault, and stalking and taught how to conduct an investigation and hearing process that protect the safety of the victim and promoted accountability. Neither the complaint nor the identity of the complainant will be disclosed except when necessary for a full investigation. The investigator shall file a written report of his/her findings within sixty (60) working days. If there are delays, the report shall state the reasons for the delay.

A person alleging sexual assault, domestic violence, dating violence, or stalking may also utilize the complaint and investigatory procedures set forth in the university's policy against Sexual Harassment in order to remedy any hostile environment. All conduct proceedings against students, however, will be resolved through the Office of Student Affairs grievance process.

The University uses the “preponderance of evidence” (more likely than not) standard to determine if violations of this policy occurred.

The University may deem it necessary to implement interim protective measures and accommodations to eliminate any hostile environment caused by the sexual misconduct and/or prevent the recurrence of any sexual misconduct. The University may implement sanctions, remedies or corrective actions following the report of domestic violence, dating violence, sexual assault and/or stalking which may include, but not limited to the following: verbal, written warning, required counseling or therapy, no contact directive, loss of privileges, social probation, campus access restrictions, suspending or terminating accused from educational, athletic, student organizations or campus activities, relocation of housing assignment and class accommodations, social probation, suspension for various lengths of time or dismissal from the University.

Sexual assault, misconduct, domestic violence, dating violence, and stalking are violations of the Student Code of Conduct. Employees who violate this policy will be subject to discipline, up to and including termination of employment. Sexual assault, domestic violence, dating violence, and stalking are criminal acts which also may subject the perpetrator to criminal and civil penalties under federal and state law.

False Reports
The University will not tolerate intentional false reporting of incidents. It is a violation of the (Student Code of Conduct) to make an intentionally false report of any policy violation, and it may also violate state criminal statutes and civil defamation laws.

Change in Academic or Residential Environment
In the event that the circumstances surrounding an incident of sexual misconduct warrant a change in the academic or residential environment, the University will take the necessary steps to assist the victim in securing a safe and secure environment. Requests must be made by the victim and addressed to the Vice President of Student Affairs at 312-935-2002 or ajordan@robertmorris.edu. All changes must be reasonable and available.

Counseling Available to Victims of Sexual Assault
The University recognizes the need for support services during this challenging time. Professional counselors are available at no charge to all students. Please contact the Office of Student Affairs at 312-935-2020 or ajordan@robertmorris.edu or studentervices@robertmorris.edu to schedule an appointment. All counseling sessions are confidential. You may also contact our partners listed below:

- Life Span Center for Legal Services & Advocacy  
  70 E. Lake St. #700  
  (312) 408-1210 or (773) 472-6469  
  Chicago, IL 60601  
  Life-spa.org  

- National Domestic Violence Hotline: (800) 799-SAFE x7233  
  Operates 24 hours a day, 7 days a week to provide immediate crisis counseling and referrals

RMU Prevention and Training Programs
- Fall and Spring CMT Courses  
- Poster Campaigns  
- Self Defense Classes  
- Presentations by Professional Organizations  
- It’s On Us National Campaign  
- RMU “Mirror” Campaign  
- Partner with Violence on Illinois Campuses Elimination Strategies (VOICES) Program  
- Chicagoland Title IX Consortium Members  
- Sexual Assault Awareness and Prevention Month (weekly activities)  
- Floor meetings in Residential Hall

ADDITIONAL SUPPORT RESOURCES

Crisis Hotlines
- 24-Hour Chicago Rape Crisis Hotline: 1-888-293-2080  
- 24-Hour Sarah’s Inn Domestic Violence Crisis Line: 708-386-4225  
- 24-Hour City of Chicago Domestic Violence Help Line: 1-877-863-6388  
- 24-Hour Spanish Speaking Domestic Violence Hotline: 312-738-5358  
- National Domestic Violence Hotline: (800) 799-SAFE x7233 (Operates 24 hours a day, 7 days a week to provide immediate crisis counseling and referrals)  
- LGBT Anti-Violence Project (Center on Halsted) 773 871-2273

Resilience (Free Counseling and Legal Advocacy)
180 N. Michigan  
(312) 443-9603 http://www.ourresilience.org/

Porchlight Counseling:
(773) 750-7077 (Helpline)  
www.porchlightcounseling.org

Porchlight provides unlimited free counseling to college students at offices throughout the Chicagoland area.

YWCA Metropolitan Chicago Rape Crisis Hotline (Chicago RAINN Affiliate)
(888) 293-2080 in Chicago Metro Area  
(630) 971-3927 DuPage County  
(708) 748-2000 or 312-443-8633 (Operates 24 hours a day, 7 days a week to provide immediate crisis counseling and referrals)

Not Alone: Together Against Sexual Assault  
https://www.notalone.gov/

Hospital Emergency Rooms
Northwestern Memorial Hospital  
251 E. Huron  
Chicago, IL 60611  
(312) 926-2000

John H. Stroger Hospital  
1969 W Ogden Avenue  
Chicago, IL 60612  
(312) 864-6000

*****For additional hospitals Dial 311*****
STUDENT SUPPORT SERVICES PROGRAM
Robert Morris University’s Student Support Services program has been active at RMU since September 1997 through grant funding from the U.S. Department of Education. The program is designed to increase college retention, graduation, and transfer rates, as well as foster an institutional climate that supports the success of low-income, first-generation, and disabled undergraduate college students. The program is open to Robert Morris University students enrolled at the Chicago campus, who meet specific selection criteria. At present the program serves 160 participants per academic year.

The program assists first-generation, low-income, and disabled students who have an academic need. In addition to cultural and enrichment activities, the program offers a variety of services including tutoring; mentoring; academic, financial, or personal counseling; workshops; and information about career options.

Purpose
The program provides opportunities for academic development, assists students with basic college requirements, and serves to motivate students toward the successful completion of their postsecondary education and facilitates the process from one level of higher education to the next. If you would like more information, please visit robertmorris.edu/community/trio.

Title IX
Students may also report sexual report sexual misconduct, harassment, or discrimination to the institutions Title IX Coordinator(s). This office is responsible for coordinating the institution’s compliance with Title IX. The Title IX Coordinator is the Vice President of Student Affairs. Students who believe they have experienced sexual misconduct, discrimination or harassment should inform the Office of Student Affairs immediately.

Campus Disciplinary Procedures & Sanctions

Students

Students have the following options for addressing a grievance, incident or experience of sexual assault or harassment:

- The student complainant can request a meeting with the Vice President of Student Affairs to discuss the incident, situation, evidence, and options for resolution.

The student complainant can file a formal written complaint with the Vice President of Student Affairs.

- Upon receipt of a formal written complaint of sexual assault or harassment, the Vice President of Student Affairs and/or the Vice President of Human Resources, depending on the complainant and allegation, will conduct an investigation of the allegations.

- Upon completion of an investigation, appropriate action will be determined and communicated to all involved parties.

A student can request an appeal to the final decision and/or course of disciplinary action they received by following the University’s Student Rights and Responsibilities/Grievance Process outlined in the Student Handbook or by contacting the Office of Student Affairs at 312-935-2002 or ajordan@robertmorris.edu.

In addition to the University’s disciplinary process/sanctions, a person who engages in a sexual assault may be the subject of criminal prosecution and/or civil litigation. In order for criminal prosecution to be considered, the local police department must be notified and a sexual assault/abuse report must be generated. Robert Morris University campus security staff will assist the student in notifying these authorities, if the student requests the assistance of these personnel. The victim should seek medical attention as soon as possible. According to Illinois law, the emergency room at a medical facility will treat the victim for injuries, STDs, and evidence will be collected at no cost to the victim.

Employees

University administrators must report all alleged sexual assault/harassment complaints or incidents to the Office of Student Affairs for students and the Office of Human Resources for employees, upon immediate notification.

Employee Contact Person
Ann Bresingham, VP of Human Resources/Title IX Coordinator
Robert Morris University
401 S. State Street
Chicago, IL  60605
312-935-6688

Employees have the following options for addressing a grievance, incident or experience of sexual assault/harassment:

- The employee complainant can request a meeting with a Human Resources Representative to discuss the incident, situation, evidence, and options for resolution.

- The employee complainant can file a formal written complaint with the Office of Human Resources.

Upon receipt of a formal written complaint of sexual assault/harassment, the Office of Student Affairs and/or the Office of Human Resources, depending on the complainant and allegation, will conduct an investigation of the allegations.

Upon completion of an investigation, appropriate action will be determined and communicated to all involved parties.

An employee can request an appeal to the final decision and/or course of disciplinary action they received by following the University’s Problem Resolution Program outlined in the Employee Handbook located on the website at www.robertmorris.edu or by contacting the Office of Human Resources.

Harassment Policy
The purpose of this policy is to foster an academic and working environment free from discrimination and harassment and to provide guidelines for complaints and corrective action.

This policy applies to all Robert Morris University students and employees.
Definitions

Discrimination & Harassment

Discrimination and harassment refers to behavior that is personally offensive, impairs morale, and interferes with the work or educational environment of the University.

This policy refers to but is not limited to harassment in the following areas: gender, age, race, color, ethnicity, disability, national origin/citizenship status, religion, sexual orientation, veteran status, pregnancy, or any other legally protected category in regards to all terms and conditions of employment, admissions, financial aid, athletics, housing, educational programs, activities, and any other programs and policies sponsored by the University. Discrimination and harassment also may include generally abusive behavior toward others.

Prohibited discriminatory practices also include retaliation against an individual for filing a charge of discrimination, participating in an investigation, or opposing discriminatory practices and employment decisions based on stereotypes or assumptions about the abilities, traits, or performance of individuals of a certain sex, race, age, religion, or ethnic group, or individuals with disabilities.

Such harassment includes unwelcome or unsolicited remarks or advances of a sexual or racial nature; gestures; unwelcome physical contact; display or circulation of written materials or pictures that are derogatory to males, females, persons with disabilities, or to racial, ethnic, religious, or any other protected group; and verbal abuse or insults directed at or made in the presence of members of a racial, ethnic, or minority group.

Sexual Harassment

Title IX of the Education Amendments of 1972 and the 1980 amendment set forth by the Equal Employment Opportunity Commission states that sex discrimination guidelines under Title VII and Title IX to include sexual harassment, defining the terms as follows: unwelcome sexual advances, requests for sexual favors, and other verbal or physical conduct of a sexual nature constitute sexual harassment when:

- Submission to such conduct is made either explicitly or implicitly a term or condition of an individual’s academic performance or employment;
- Submission or rejection of such conduct by an individual is used as the basis for academic or employment decisions affecting such individual;
- Such conduct has the purpose or effect of unreasonably interfering with an individual’s academic or work performance or creating an intimidating, hostile, or offensive academic or work environment.

Types of Sexual Harassment:

- “Quid pro quo” harassment occurs when submission to or rejection of such conduct by an individual is used as a basis for academic or employment decisions affecting the individual.
- “Environmental” harassment occurs when sexual conduct unreasonably interferes with an individual’s job performance or creates an intimidating, hostile, or offensive academic or working environment even if it leads to no tangible or economic academic or job consequences.
- Federal employment guidelines stipulate that sexual harassment may include the acts of non-employees when the employer or its agents or supervisory employees knows or should have known of the conduct and fails to take immediate and appropriate corrective action.

Harassment in the Higher Education Environment

- In higher education, sexual harassment may include any unwelcome sexual advances or requests for sexual favors made by a higher education representative to a student, or any conduct of a sexual nature exhibited by a higher education representative toward a student, when such conduct has the purpose of interfering with the student’s educational performance or creating an intimidating, hostile, or offensive educational environment.
- Sexual harassment also includes unsolicited, deliberate, or repeated sexually explicit derogatory statements, gestures, or physical contacts that are objectionable to the recipient and that cause discomfort or humiliation, when such conduct is interpreted by students upon University staff members.

Policy Guidelines

This policy refers to but is not limited to harassment in the following areas: gender, age, race, color, ethnicity, disability, national origin/citizenship status, religion, sexual orientation, veteran status, pregnancy, or any other legally protected category in regards to all terms and conditions of employment, admissions, financial aid, athletics, housing, educational programs, activities, and any other programs and policies sponsored by the University. Discrimination and harassment also may include general abusive toward others.

Any material that is sexual, violent, or offensive in nature that is sent or received electronically is included in this policy. Personal relationships of a romantic or sexual nature between faculty and students are prohibited.

Consensual romantic relationships between a supervisor and a subordinate may result in violation of the sexual harassment policy and are strongly discouraged.

Faculty, staff and administrative employees are required to make their supervisors aware of any complaints of alleged harassment from students or employees. If the complaint involves one’s supervisor, please contact the Office of Human Resources. University administrators who receive any complaints of alleged harassment are required to keep the identities of all parties involved confidential, except to the extent that disclosure is necessary for implementation of a resolution.

The Office of Student Affairs shall make a record of all reports of alleged harassment from students and the Office of Human Resources shall make a record of all reports of alleged harassment from or against employees.

Retaliation against any parties involved in a harassment complaint or anyone who interferes with the investigation of an alleged harassment incident will be subject to disciplinary action, up to and including dismissal for students, or termination for employees. Disciplinary action against the harasser or anyone who retaliates or interferes with an investigation of harassment may include corrective action up to and including dismissal for students or termination for employees.

Procedures

Students

Students who believe they have experienced harassment should inform the Office of Student Affairs immediately.

Student Contact Person

Angela Jordan, Vice President of Student Affairs
Robert Morris University
401 S. State Street
Chicago, IL 60605
312-935-2002
Students have the following options for addressing a grievance, incident or experience of harassment:

Upon receipt of a formal written complaint of harassment, the Vice President of Student Affairs to discuss the incident, situation, evidence, and options for resolution.

The student complainant can file a formal written complaint with the Vice President of Student Affairs.

Upon receipt of a formal written complaint of harassment, the Vice President of Student Affairs and/or the Vice President of Human Resources, depending on the complainant and allegation, will conduct an investigation of the allegations.

Upon completion of an investigation, appropriate action will be determined and communicated to all involved parties.

A student can request an appeal to the final decision and/or course of disciplinary action they received by following the University’s Student Appeal/Grievance Process outlined in the Student Handbook located on the website at www.robertmorris.edu or by contacting the Office of Student Affairs.

Employees
University administrators must report all alleged harassment complaints or incidents to the Office of Student Affairs for students and the Office of Human Resources for employees, upon immediate notification.

Employee Contact Person:
Ann Bresingham, V. P. of Human Resources/Title IX Coordinator
Robert Morris University
401 S. State Street, Chicago, IL 60605
312-935-6688

Employees have the following options for addressing a grievance, incident or experience of harassment:

The employee complainant can request a meeting with a Human Resources Representative to discuss the incident, situation, evidence, and options for resolution.

The employee complainant can file a formal written complaint with the Office of Human Resources.

Upon receipt of a formal written complaint of harassment, the Office of Student Affairs and/or the Office of Human Resources, depending on the complainant and allegation, will conduct an investigation of the allegations.

Upon completion of an investigation, appropriate action will be determined and communicated to all involved parties.

An employee can request an appeal to the final decision and/or course of disciplinary action they received by following the University’s Problem Resolution Program outlined in the Employee Handbook located on the website at www.robertmorris.edu or by contacting the Office of Human Resources.

Additional Contact Information
Office for Civil Rights, Chicago Office
U.S. Department of Education
111 N. Canal Street, Suite 1053, Chicago, IL 60606-7204
312-353-886 x8434

Jared Williamson
Athletic Director
Robert Morris University
401 S. State Street, Chicago, IL 60605
847-718-6710

Arlene Regnerus, Sr. Vice President, CFO
Robert Morris University
401 S. State Street, Chicago, IL 60605
312-935-6600

Veterans Benefits
Robert Morris students do not qualify for the IVG, Illinois Veterans Grant, whereby tuition is fully paid. This grant applies only to state colleges and universities, not private institutions.

Individuals in the National Guard (reserves), those who have been on active duty, those receiving vocational rehabilitation, or children of a disabled/deceased veteran may be eligible for benefits.

Any students interested in determining which benefits they may be eligible for, must speak with the VA representative of the University to determine benefit eligibility and which forms must be completed. All interested veterans must provide a copy of their DD214 and complete the VA form 22-1995 or 22-1990, if attended college previously. Dependents of veterans should speak to the VA representative first to determine which documents are needed to determine eligibility. RMU does participate in the Yellow Ribbon Program, the Post 9/11 GI Bill ®.

Any previously enrolled veterans may apply to return to the University and will return in the same academic standing in which they left. Also, any veterans deployed while enrolled will have their tuition forgiven for the term in which they left. Returning veterans must also meet with the VA representative on campus and complete the appropriate forms to reactivate their benefits.

Disclosures

Institutional Accreditations
Robert Morris University is approved by the Illinois Board of Higher Education and is authorized to award the:

- Master of Management
- Master of Business Administration
  - Accounting
  - Finance
  - Human Resource Management
  - Management
- Master of Information Systems
- Master of Science Human Performance
- Bachelor of Business Administration Degree
- Bachelor of Applied Science Degree in Graphic Design
- Bachelor of Applied Science Degree in Computer Studies
- Bachelor of Science Nursing
- Bachelor of Science in Psychology
- Bachelor of Professional Studies Degree
- Associate in Applied Science Degree
  - Business Administration

Robert Morris University is accredited by the Higher Learning Commission and is a member of the North Central Association, 30 North LaSalle Street, Suite 2400, Chicago, IL 60602, 312-263-0456.

Robert Morris University, through its School of Business Administration, has the following degree programs accredited by the International Assembly for Collegiate Business Education (IACBE); Bachelor of Business Administration in Management and Bachelor of Science in Accounting.

The Robert Morris University Medical Assisting Diploma program is accredited by the Commission on Accreditation of Allied Health Education Programs (www.caauhp.org) upon the recommendation of Medical Assisting Education Review Board (MAERB).

Current test pass rate results are as follows:
CCMA NHA (Certified Clinical Medical Assistant, National Health Career Association)
The Robert Morris University Surgical Technology program is accredited by the Commission on Accreditation of Allied Health Education Programs (CAAHEP) upon recommendation of the Accreditation Review Council on Education in Surgical Technology & Surgical Assisting (ARC-STSA).

Current test pass rate results are as follows:
AST CST (Association of Surgical Technologists, Certified Surgical Technologist)
- 2019 – 85%
- 2018 – 77%
- 2017 – 76%
- 2016 – 67%
- 2015 – 54%


Robert Morris University’s Nursing Program is accredited by the Commission on Collegiate Nursing Education (CCNE).

Licensure Programs
The BSN program qualifies students to sit for the NCLEX-RN examination.

Current test pass rate results are as follows:
BSN program NCLEX-RN (National Council Licensure Examination for Registered Nurses) pass rates:
- 2018 – 100%
- 2017 – 73%

Robert Morris University is:
- Approved for foreign students by the U.S. Justice Department. The University is authorized under Federal law to enroll non-immigrant alien students.
- Approved for Veteran’s Administration educational benefits. Servicepersons and veterans should contact the Associate Registrar for information.
- Approved for Social Security by the Department of Health and Human Services.
- Approved by the Illinois Department of Vocational Rehabilitation Training.
- Approved by the American Bar Association for the Paralegal Program.
- Approved by the Department of Education to offer Title IV Financial Aid funding.
- Approved by the Illinois Student Assistance Commission to award state financial aid.

Students may find the Drafting & Design Technology curriculum helpful in preparing for the National Council for Interior Design Qualification (NCIDQ) exam; however, the program is not intended to prepare students for the NCIDQ certification. The BPS in Architectural Technology will not qualify a student to sit for the NCARB (National Council of Architectural Registration Board) exam. Upon completion of the degree students will be eligible for a variety of job opportunities in construction, real estate management, as well as entry-level positions in the construction, space planning, and architectural industries.

Consumer Information & More

Family Educational Rights & Privacy Act (FERPA) [99.7]
In compliance with the Family Educational Rights and Privacy Act of 1974, Robert Morris University protects the rights of students with relation to the accuracy and privacy of their educational records. In accordance with the provision of this Act, Robert Morris University has established basic policies to prevent the release of any personally identifiable information regarding any of its students, without first having received the consent of the student in writing.

When a student reaches the age of 18 or begins attending a postsecondary institution, regardless of age, FERPA rights transfer from the parent to the student. However, Robert Morris University recognizes that many parents are concerned about their students’ academic progress. If their son or daughter is claimed as a dependent on their income tax, we will provide academic and financial information to either parent upon proof of identity.

Students who are not claimed as a dependent must continue to provide authorization to the parent(s) to access the records. Parents must obtain a signed consent from their child to receive non-directory information.

Robert Morris University will generally release certain directory information pertaining to its students to the public. This information could include the following: name, address, phone listing, program, dates of attendance, degree earned, photograph, post-graduation employer and job title, participation in activities, recognition received, and the most recent post-secondary institution attended by the student. If this information should not be released, the student must notify the Student Information Department in writing.

Records kept by the Student Information Department and accessible to students are: name, address, (local, permanent, international), grades, academic transcript, transfer credit evaluation, credit by examination or experiential learning, and registration documents. RMU can provide an eligible student with copies of education records, or make other arrangements. Under FERPA, RMU can provide an eligible student with an opportunity to inspect and review his or her education records within 45 days following its receipt of a request. Students must show a valid university ID or valid photograph ID in order to review these documents. Many concerns can be handled by appointment. Appeals for requesting an amendment to the student’s education record can be made in the Student Information Department.

For more information, see the Student Handbook, the University’s website at robertmorris.edu/financialaid/information/privacy or contact the Dean of Student Information.

Drug & Alcohol Abuse Prevention Information ([P.L. 101-226 & P.L. 101-60-1])
Description: Policies regarding the illicit use of drugs or alcohol, consequences of substance abuse, and a listing or agencies that provide information on substance abuse. For more information, see the Student Handbook, contact the Sr. Vice President of Resource Administration, or see the University’s website at http://robertmorris.edu/about/safetyandsecurity/clery/

Available Financial Assistance [CR 686.42]
Description: A listing of available federal, state, and institutional need-based and non-need based financial assistance programs, the rights and responsibilities of students receiving financial aid, including loan repayment and loan deferments. For more information, see the Student Handbook and The Student’s Guide to Financial Aid at Robert Morris University available at all Financial Aid offices.
Institutional Financial Information [CFR 668.43]
Description: Information about Robert Morris University’s cost of attendance, financial assistance, refund policy, withdrawing from the University, and return of Title IV grant and loan assistance.
For more information, see the Student’s Guide to Financial Aid at Robert Morris University available at all Financial Services offices, and available on-line at http://www.robertmorris.edu/financialaid.

Loan Levels
Federal law defines aggregate student loan limits for undergraduate and graduate degrees. Robert Morris University encourages conservative student borrowing in order to minimize student debt. However, the student may borrow up to the cost of attendance. All repayment arrangements are made between the lender/servicer and are the borrower’s responsibility.

Institutional Academic Information [CFR 668.43]
Description: Information about Robert Morris University’s academic programs, special services and facilities for disabled students, and entities that accredit, license, or approve the University and its programs. For more information, see the University’s web site at http://www.robertmorris.edu/academicprograms/ and http://www.robertmorris.edu/tutoring/disabilities/and http://www.robertmorris.edu/about/accreditation.

Graduation Rate [CFR 668.45]
Description: This report shows the percentage of first-time freshmen that enter the institution in the fall term, and complete their program within 150% of normal time. To view the report, see the University’s web site at http://www.robertmorris.edu/about/consumerinfo, or contact the Executive Office to request a paper copy.

Graduation Rate for Student Athletes [CFR 668.48]
Description: This report shows the percentage of first-time freshmen student athletes that enter the institution in the fall term, and complete their program within 150% of normal time. Included is the number of students, by race and gender within each sport, who attended the school during the prior year and received athletically-related student aid. To view the report, see the University’s web site at http://www.robertmorris.edu/about/consumerinfo, contact the Athletic Department, or e-mail athletics@robertmorris.edu to request a paper copy.

Campus Security Policies & Procedures [CFR 668.46]
Description: Policies regarding public safety and awareness and procedures for reporting criminal actions and other emergencies. For more information, see the Student Handbook, contact the Executive Office, or see the University’s web site at http://www.robertmorris.edu/about/safetyandsecurity.

Campus Security Report [CFR 668.46]
Description: This report shows statistics for the 3 most recent calendar years of the offenses occurring on campus, at off-campus sites, or in the immediate vicinity, that were reported to campus security authority or local police. For more information, see the Student Handbook. To view the report, see the University’s web site at http://www.robertmorris.edu/about/safetyandsecurity, or contact the Executive Office to request a paper copy.

Athletic Program Participation Rates & Financial Support Data [CFR 668.47]
Description: This report shows the institution’s total undergraduate enrollment by gender, number and gender of participants in varsity athletic teams, and number and gender of coaches for each team. It also includes revenue and operating expenses attributable to each team, average annual salary for coaches, athletically-related student aid awarded to each team, and total recruiting expenses for men’s and women’s teams. For more information, contact the Athletic Department, e-mail athletics@robertmorris.edu to request a paper copy of the annual Athletics Disclosure Report or see the University’s web site at http://www.robertmorris.edu/about/consumerinfo.

Fire Safety Report on Student Housing [HEOA 488(g)]
Description: This report shows statistics for each on-campus student housing facility during the most recent calendar years. For more information, contact the Executive Office to request a paper copy, or see the University’s web site at http://www.robertmorris.edu/about/safetyandsecurity/fire.

Non-Discrimination Policy
Robert Morris University admits students of any race, ethnicity, color, age, sex, national origin, or with any disability to all the rights, privileges, and activities generally accorded or made available to students at Robert Morris University; and does not discriminate on the basis of race, ethnicity, color, age, sex, national origin or students with disabilities in administration of its educational policies, admissions policies, loan programs, placement services, housing, and other school-administered programs. Upon request, the Office of Student Affairs will supply information concerning accessibility, elevator availability, parking arrangements, and housing to any student with a disability.

Book Costs
Information on specific books and costs for each course may be obtained via http://ebookstore.robertmorris.edu.

Student Body Diversity and Characteristics
Information on student diversity is available via http://www.robertmorris.edu/about/consumerinfo.

Retention Rates
Information on retention rates is available via http://www.robertmorris.edu/about/consumerinfo.

Transfer of Credit Policies & Articulation Agreements
In addition to the information regarding transfer of credit policies provided in this bulletin, specific articulation agreement information is available via http://www.robertmorris.edu/transfer.

Placement in Employment/Post-Graduate Education
Placement in employment and types of graduate education in which our graduates enroll is available via http://www.robertmorris.edu/careerservices/index.html.

Vaccination Policy
Students are expected to remain current with immunizations. Students in particular programs must show proof of immunizations before enrolling in practicum, internship or externship experiences. http://www.robertmorris.edu/about/consumerinfo.

Other Information
Information on the following areas is available on the University’s website at the link below:
- Copyright Infringement Policies & Sanctions (Peer-to-Peer File Sharing)
- Voter Registration Information
- Infringement Policies
- Peer File Sharing)

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- Infringement Policies
- Peer File Sharing)
Financial Information

The Student Guide to Financial Aid at Robert Morris University and information from the U.S. Department of Education is available from the Financial Services Office and online. These guides offer further explanation about the financial assistance process at Robert Morris University.

The schedule of fees below is effective for all students enrolled between July 1, 2018 and June 30, 2019.

Application Fee $20
Payable with all applications for admission and is non-refundable.

Undergraduate Tuition $9800
The full-time tuition covers credit course enrollment except for an overload. All students taking 12 to 24 quarter hours per quarter will be charged the full-time tuition rate. Any student given permission by the Dean to take more than 24 hours will be charged extra for the additional courses. Any students wishing to enroll in more than 18 hours in any given quarter must have approval of the Director of Education.

Part-Time Tuition (6-11 credit hours) $6540
Less than Part-Time Study $3270
(less than 6 credit hours)

Graduate Tuition $2000 per course
Per Credit Hour $500 per credit hour

Program Fees (per Quarter)
Multi-Skilled Healthcare Technician $330
Nursing $1430
Surgical Technology $1430

Computer Network Specialist (through Bachelor Degree) $620
Graphic Arts (through Bachelor Degree) $500
Culinary Arts (through Bachelor Degree) $1310
All other Programs (through Bachelor Degree) $160
Graduate $260

*An additional deposit may be required for specific programs.

Deposit Fees
New Student Enrollment $40 (on student account)
Nursing Program $200 (on student account)
Surgical Technology Program $200 (on student account)
Housing $300 (held in reserve)

Study Abroad Fees
Study Abroad Deposit $300 (held in reserve)
Study Abroad Fees (based on Country) TBD

Housing Rates (includes meals – non-refundable)
Chicago – Wabash Building (standard 3rd quarter contract – shared bedroom) $12,750
Chicago – Wabash Building 4th or 5th quarter – restrictions apply $4,250 per quarter
Chicago – Wabash Building (standard 3rd quarter contract – single bedroom) $14,550
Chicago – Wabash Building 4th or 5th quarter – restrictions apply $4,850 per quarter

Transportation Fee – CTA U-Pass Fee $105 per quarter

Estimated Textbooks and Supplies for Entire Program
Course Fees

Fees

Course
NUR 230
NUR 250
NUR 270
NUR 290
NUR 420
NUR 495
MET 120
MET 202
MAP 120
MAP 150
FIT 100
AHS 330
SCI 505
AH 211
AH 225
AH 245
SCI 154
FIT 101
FIT 102
FIT 103
FIT 104
PFA 101
PFA 102
PFA 103
PFA 104

Enrollment Status
After the registration process is complete, students receive their schedule for the new quarter. Students will be asked to validate the accuracy of their schedule by viewing their schedule on their RMU Portal by Friday of Week 1.

Faculty confirmation of students in each class constitutes the basis for official enrollment. Students who are not confirmed by faculty for a class will risk being withdrawn from that class or the University.
Once the classes are confirmed, all students enrolled in classes, after this point, which have not initiated their own withdrawal from classes or from school, will receive grades earned for all classes on their schedule. Students, who initiate a withdrawal from school or any class beginning Week 7 and thereafter, will receive WFs in their class(es).

**Payment Plan**

Instalment payment plan will allow students to make two payments each term; payments are due as billed by the University. No interest is charged on the payment plan. Students whose accounts are more than 30 days past due will be contacted by the University’s Balance Advising Team to make satisfactory arrangements to bring the student’s delinquent account current status. If the student fails to fulfill these arrangements, the student will be subject to suspension from the University’s status. If the student fails to fulfill these arrangements, the student then becomes solely responsible for making payment to the University's accounts more than 30 days past due will be contacted by the Balance Advising Team to make satisfactory arrangements to bring the student’s delinquent account current status. If the student fails to fulfill these arrangements, the student will be subject to suspension from the University’s status. If the student fails to fulfill these arrangements, the student then becomes solely responsible for making payment to the University for financial aid not received.

Students who are eligible to participate in the various financial aid programs available from the U.S. Department of Education, are responsible for the timely submission of all forms, applications, and documentation required by the various governmental agencies. If the student fails to submit the above material by the proper deadlines and therefore, is deemed ineligible for financial aid, the student then becomes solely responsible for making payment to the University for financial aid not received.

Students may either bring or mail their payments to the Chicago Payment Center or nearest campus location. Students can also make payments online.

The following students may not be eligible for student financial assistance or the University’s payment plan. These students must pay tuition for the entire term or program on/or before the first day of class: (minus any financial assistance received):

- Foreign nationals studying on student visas
- Non-degree seeking students
- Undocumented aliens living in the United States
- Persons in default of student loans or owing refunds on federal or state grants
- Students in an active bankruptcy
- Students that received a previous account settlement from the University

**Payment of Account**

In order for students to re-register for subsequent terms of study, they must clear any financial obligations they have incurred.

Financial aid eligibility may be affected by changes in enrollment status, regardless of the continuation of financial charges for dropped classes. Enrollment status for the entire quarter is determined by the University’s official census for verification of enrollment and determination of financial charges occurs immediately after the first week of each respective academic quarter for the day or evening programs. Students may drop individual classes only with approval.

Full-time enrollment status at the University requires 12 credit hours or more per quarter, part-time enrollment requires 6-11 credit hours per quarter, less than part-time enrollment requires less than 6 credit hours per quarter. Financial aid awards may be reduced or eliminated for less than full-time enrollment in accordance with federal or state guidelines.

Incidental charges on the account will be included on the quarterly billing statements. Payment of these charges is to be made in full upon receipt of the billing statement along with regularly agreed upon payments.

**Satisfactory Academic Progress**

In order to receive financial aid, a student must maintain satisfactory academic progress as explained in the Academic Progress Policy (see page 125 or 132).

**Non-Degree Seeking Status**

Students must prepay all tuition and fees before each quarter begins. Students taking classes in a program where program fees are assessed must also prepay appropriate fees. There is no financial assistance available for non-degree seeking students.

**Institutional Scholarships**

Robert Morris University scholarships are earned based upon enrollment and applied to the student’s account coinciding with how students are charged tuition. During the first 10% of the quarter, no scholarship is earned; after 10% through 100% of the quarter, 100% of the scholarship is earned.

**Withdrawals & Refunds**

Since faculty engagements and other commitments are made in advance, a refund policy has been established in order that the University and the student may share any loss equitably when it is necessary for the student to withdraw.

The University’s official census for verification of enrollment and determination of financial charges occurs immediately after the first week of each respective academic quarter for the day or evening programs. A student who withdraws or cancels enrollment after attending any portion of the first week of classes, will be processed under the Return to Title IV Funds Policy to determine the amount of earned Federal Title IV program assistance.

**Officially Withdrawing from Robert Morris University**

Students who wish to withdraw from the University must initiate the process. Not attending does not constitute official notice of withdrawal. Students must contact their Student Advisor or Director of Education for assistance in this process. Refund calculations will be determined based on the student’s last date of attendance in accordance with Federal Regulations (see Return to Title IV Funds Policy for more information).

**Administrative (Unofficial) Withdrawals from Robert Morris University**

When the student does not verify registration, the Student Advisor will verify attendance in classes with the faculty and attempt to contact the student in a variety of ways. Should the faculty state the student has not been attending classes, and the Student Advisor is unable to reach the student, an administrative withdrawal will result, recording the mid-point of the term as the student’s last date of attendance. Refund calculations will be determined based on the student’s last date of attendance in accordance with Federal Regulations (see Return to Title IV Funds Policy for more information). The student will receive a letter stating this action and requesting the student to notify administration within 48 hours if an error has occurred.

If the student does verify registration prior to the end of Week 6, yet receives “F” end-of-term grades for all enrolled courses for the term, Academics will review the grade entry sheets to determine if the student stopped attending class after the date of next term’s registration and the end of term. If the student did not earn a grade in all classes prior to the completion of the 6th week of the term, an administrative withdrawal will result recording the mid-point of the term as the student’s last date of attendance. Refund calculations will be determined based on the mid-point of the term in accordance with Federal Regulations (see Return to Title IV Funds Policy for more information). The student will receive a letter stating this action and requesting the student to notify administration within 48 hours if an error has occurred.

**Institutional Refund Policy for Withdrawn Students**

The University’s official census for verification of enrollment and determination of financial charges occurs immediately after the first week of each respective academic quarter for the day or evening programs. After the first week of classes, any withdrawal from the
University or individual classes will not result in a refund of tuition or institutional charges.

Students who are eligible to receive RMU Grants and Scholarships will be awarded 100% of the grant/scholarship after enrollment is verified at the official census date. Institutional aid will be refunded only if excess funds remain after the Return to Title IV Funds calculation is performed.

**Return to Title IV Policy**

The law specifies how your school must determine the amount of Title IV program assistance that you earn if you withdraw from school. The Title IV programs that are covered by this law are Federal Pell Grants, Iraq and Afghanistan Service Grants, TEACH Grants, Direct Loans, Direct PLUS Loans, Federal Supplemental Educational Opportunity Grants (FSEOGs), and Federal Perkins Loans.

Though your aid is posted to your account at the start of each period, you earn the funds as you complete the period. If you withdraw during your payment period or period of enrollment (your school can define these for you and tell you which one applies to you), the amount of Title IV program assistance that you have earned up to that point is determined by a specific formula. If you receive (or your school or parent received on your behalf) less assistance than the amount that you earned, you may be able to receive those additional funds. If you received more assistance than you earned, the excess funds must be returned by the school and/or you.

The amount of assistance that you have earned is determined on a pro rata basis. For example, if you completed 30% of your payment period or period of enrollment, you earn 30% of the assistance you were originally scheduled to receive. Once you have completed 60% of the payment period or period of enrollment, you earn all the assistance that you were scheduled to receive for that period.

- **Official Withdrawals** (student notified school of withdrawal will be calculated using the student’s last date of attendance (see Officially Withdrawing from Robert Morris University policy above for more information).
- **Administrative or Unofficial Withdrawals** (student did not notify school of withdrawal) will be calculated using the midpoint of the academic term (see Administrative Withdrawals [Unofficial Withdrawals] from Robert Morris University policy above for more information).

If you did not receive all of the funds that you earned, you may be due a post-withdrawal disbursement. If your post-withdrawal disbursement includes loan funds, your school must get your permission before it can disburse them. You may choose to decline some or all of the loan funds so that you don’t incur additional debt. Your school may automatically use all or a portion of your post-withdrawal disbursement of grant funds for tuition, fees, and room and board charges (as contracted with the school). The school needs your permission to use the post-withdrawal grant disbursement for all other institutional charges. If you do not give permission (some schools ask for this when you enroll), you will be offered the funds. However, it may be in your best interest to allow the school to keep the funds to reduce your debt at the school.

There are some Title IV funds that you were scheduled to receive that cannot be disbursed to you once you withdraw because of other eligibility requirements. For example, if you are a first-time, first-year undergraduate student and you have not completed the first 30 days of your program before you withdraw, you will not receive any Direct Loan funds that you would have received had you remained enrolled past the 30th day.

If you receive (or your school or parent receive on your behalf) excess Title IV program funds that must be returned, your school must return a portion of the excess equal to the lesser of:

1. Your institutional charges multiplied by the unearned percentage of your funds, or
2. The entire amount of excess funds.

The school must return this amount even if it didn’t keep this amount of your Title IV program funds. If your school is not required to return all of the excess funds, you must return the remaining amount. A school must return unearned funds for which it is responsible as soon as possible but no later than 45 days from the determination of a student’s withdrawal. A school may also charge you for any remaining amount.

For any loan funds that you must return, you (or your parent for a Direct PLUS Loan) will repay in accordance with the terms of the promissory note. That is, you make scheduled payments to the holder of the loan over a period of time. Any amount of unearned grant funds that you must return is called an overpayment. The maximum amount of a grant overpayment that you must repay is half of the grant funds you received or were scheduled to receive. You do not have to repay a grant overpayment if the original amount of the overpayment is $50 or less. You must make arrangements with your school or the Department of Education to return the unearned grant funds.

The requirements for Title IV program funds when you withdraw are separate from any refund policy that your school may have. Therefore, you may still owe funds to the school to cover unpaid institutional charges. Your school may also charge you for any Title IV program funds that the school was required to return. If you don’t already know your school’s refund policy, you should ask your school for a copy. Your school can also provide you with the requirements and procedures for officially withdrawing from school.

If you have questions about your Title IV program funds, you can call the Federal Student Aid Information Center at 1-800-4-FEDAYD (1-800-433-3243) TTY users may call 1-800-730-8913. Information is also available on Student Aid on the web at www.studentaid.ed.gov. (Source: 2017-18 Federal Student Aid Handbook, 5-121 – 5-122)

**Example of Institutional & Title IV Aid Refunds for Withdrawn Students**

When you withdraw, any required Title IV financial aid adjustments are not affected by institutional tuition charges. All Title IV financial aid adjustments/refunds follow the federal policy outlined above.

The basis of the Federal Title IV Refund calculation is determined by the percent of the quarter that is completed prior to the withdrawal. The following formula is used to calculate the percent of the quarter completed:

\[
\text{Percent of Quarter Completed} = \frac{\text{Total Number of (Calendar) Days in Quarter} - \text{Day of Withdrawal}}{80} \times 100%
\]

For example, if a student withdraws from the institution on the 28th day of a quarter that is 69 days long, the percent of quarter completed will be 41% (28/69 x 100%). (Note: Holidays and weekends are included when counting the number of days except when a holiday exceeds five consecutive days).
The following schedules illustrate how much tuition and Title IV Aid will be refunded on withdrawn students:

<table>
<thead>
<tr>
<th>TUTION REFUND POLICY</th>
<th>If withdrawal occurs...</th>
<th>...before 10% of the quarter is completed</th>
<th>...after 10-100% of the quarter is completed</th>
</tr>
</thead>
<tbody>
<tr>
<td>You will be charged...</td>
<td>-0-</td>
<td>100% of quarter’s tuition</td>
<td></td>
</tr>
<tr>
<td>Tuition refund will be...</td>
<td>100% of quarter’s tuition</td>
<td>-0-</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>RETURN TO TITLE IV REFUND POLICY</th>
<th>If withdrawal occurs...</th>
<th>...before 60% of the quarter is completed</th>
<th>...after 60-100% of the quarter is completed</th>
</tr>
</thead>
<tbody>
<tr>
<td>RMU will collect...</td>
<td>% of Title IV Aid equivalent to % of quarter completed.</td>
<td>100% of quarter’s Title IV Aid</td>
<td></td>
</tr>
<tr>
<td>Title IV refund will be...</td>
<td>% of Title IV Aid equivalent to % of quarter that WAS NOT completed</td>
<td>-0-</td>
<td></td>
</tr>
</tbody>
</table>

Federal work-study funds are not taken into account when determining the refund due to Title IV programs.

All Title IV refunds and/or any other refunds computed at the time of withdrawal will be refunded according to the following Federal hierarchy:

- **T** Unsubsidized Stafford Loans
- **I** Subsidized Stafford Loans
- **T** Federal Perkins Loans
- **L** Direct PLUS Loans
- **E** Federal Pell Grant
- **O** Federal Supplemental Educational Opportunity Grants (FSEOG)
- **I** Iraq & Afghanistan Service Grant
- **V**

**O** MAI* (State) Grant
**T** Private Loans
**H** RMU Grants & Scholarships**
**E** Outside Source Payments & Scholarships
**R** Student/Parent Cash Payments

*Monetary Award Program (MAP - State) Grant is applied only to tuition. MAP received in excess of tuition charged must be refunded to the State of Illinois.

**Students who do not maintain consecutive enrollment will forfeit their eligibility to receive any RMU grants or scholarships; students who do not keep their tuition account current may also forfeit their eligibility for additional RMU aid.

RMU grants and scholarships can be applied to tuition only, unless otherwise noted.
### Program Costs

<table>
<thead>
<tr>
<th>Source</th>
<th>WD Quarter</th>
<th>Prior Quarter(s)</th>
<th>Before Adjs</th>
<th>After W/D Adjs</th>
<th># Days Attended:</th>
<th># Days In Term:</th>
<th>Amount of Unearned Tuition - WD Qtr</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tuition</td>
<td>$9,800.00</td>
<td></td>
<td>$9,800.00</td>
<td>$9,800.00</td>
<td>23</td>
<td>69</td>
<td>$9,800.00</td>
</tr>
<tr>
<td>Book Charges</td>
<td>$700.00</td>
<td></td>
<td>$700.00</td>
<td>$700.00</td>
<td>Completed: 33.30%</td>
<td>100% x Earned Tuition %</td>
<td>$9,800.00</td>
</tr>
<tr>
<td>CASH ADVANCES</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>$9,800.00</td>
</tr>
<tr>
<td>MISC. CHARGES</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Unearned Aid: 66.70%</td>
<td></td>
<td>$9,800.00</td>
</tr>
<tr>
<td>TOTAL COSTS</td>
<td>$10,500.00</td>
<td>$0.00</td>
<td>$10,500.00</td>
<td>$10,500.00</td>
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### Financial Aid & Other Payments

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<th>Refunds</th>
<th>PWD's</th>
<th>After W/D Adjs</th>
<th>Amount of Title IV Unearned Aid - WD Qtr</th>
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<td></td>
<td>$1,072.26</td>
<td>$2,065.00 Plus Title IV Aid that could have been disbursed</td>
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<td>$82.74 Plus: Financial Aid Refunds</td>
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## STUDENT INFORMATION

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<th>Quarter End Date</th>
<th>Address</th>
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## PROGRAM COSTS

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<th>Prior Quarter(s)</th>
<th>Before Adjs</th>
<th>After W/D Adjs</th>
<th># Days Attended</th>
<th># Days In Term</th>
<th>PERCENT COMPLETED</th>
<th>TUITION CHARGE - WD Qtr</th>
<th>Earned Aid</th>
<th>Unearned Aid</th>
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## PERCENTAGES

### FINANCIAL AID & OTHER PAYMENTS

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<th>Before Adjs</th>
<th>Refunds</th>
<th>PWD’s Adjs</th>
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<th>Amount of Title IV Aid - Disbursed (Posted)</th>
<th>Amount of Title IV Aid that could have been disbursed</th>
<th>Post Withdrawal Disbursement Required</th>
<th>Account Balance prior to Withdrawal</th>
<th>Less: Total Post Withdrawal Disbursement</th>
<th>Plus: Financial Aid Refunds</th>
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Second Degree Guidelines

Students Who Wish to Earn a Second Associate Degree
Students must complete the following:

- A four-quarter full-time or an eight-quarter part-time (48 quarter hours of earned RMU credit) residency requirement for the second degree
- General education requirements equivalent to the general education courses required at Robert Morris University both in course-by-course transfer and specified hours
- All major requirements for the degree
- Financial assistance is very limited for all students seeking a second degree

Students Who Wish to Earn a Second Bachelor’s Degree
Students must complete the following:

- General education requirements equivalent to the general education courses required at Robert Morris University both in course-by-course transfer and specified hours
- All major requirements for the degree
- Financial assistance is very limited for all students seeking a second degree

Other Guidelines for Students with Earned Bachelor’s Degrees

- Students with earned Bachelor’s degrees can enroll as a non-degree seeking student at the University and enroll in individual classes.
- Students who have earned a Bachelor’s degree from other institutions can attend Robert Morris University part-time in the Day or Evening Division; or full-time in the Day or Evening Divisions to earn the degree of their choice.
- Students wishing to enter the BBA/MBA Management Program should apply through Admissions (transfer students) or through their Student Advisor (RMU students) by filing a Statement of Intent during the final semester or quarter of the Associate Degree program. Generally, this would be the fourth semester or sixth quarter in an Associate Degree program. A minimum of 78 quarter hours or 48 semester hours must be completed in order to apply for the program. Students begin the program once the Associate Degree is earned. Returning or transfer students, who have already completed an Associate Degree, but have not started the Bachelor Degree program, may also apply. The request will be reviewed by the Graduate School Review Board. Permission to pursue the dual degree option will be considered based on the following criteria:
  - Undergraduate grade point average (on a 4.0 scale)
  - Letter of recommendation from faculty or advisor
  - An essay explaining why you want to enter this program

Second Master’s Degree Guidelines

- Robert Morris graduates from Morris Graduate School of Management may earn a second degree or concentration in the following way:
  - A minimum of 4 extra courses (16 total quarter hours) in an approved concentration or discipline; some options require more than 16 hours, and
  - All required courses in that particular degree

General Guidelines for all Students

- Robert Morris University accepts transfer credit either as course substitution or elective credit.
- Robert Morris University degree requirements are subject to change. Students are subject to the degree audit requirements in place at the time of reenrollment after a withdrawn period of time.
- The satisfactory academic progress policy applies and must be satisfied.

*Robert Morris University graduates who wish to seek a second AAS, BBA or BAS Degree must meet the current General Education and Major Requirements required at the time of enrollment in the second-degree program.
Institutional Officers

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M.B.A., University of Illinois-Springfield

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Sr. Vice President & CFO
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M.M., Morris Graduate School of Management

Vice President of Academic Administration
Katie Suhajda
B.S., DePaul University
M.B.A., Morris Graduate School of Management

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M.S., Cappella University

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M.S., DePaul University

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M.S., National Louis University

Associate Provost & CAO
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M.A., DePaul University

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Dean of Curriculum & Assessment
Lora Timmons
B.S., Iowa State University
M.P.H., Northern Illinois University

Dean of Faculty
Basim Khartabil
B.S., University of Philadelphia
M.S., Illinois Institute of Technology

Dean of the Morris Graduate School of Management
Kayed Akkawi
B.S., Illinois Institute of Technology
M.S., Illinois Institute of Technology
Ph.D., Illinois Institute of Technology

Associate Dean of Curriculum & Assessment
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B.A., University of Illinois-Chicago
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Associate Dean of Faculty
James Baltrum
B.A., Illinois State University
M.A., DePaul University
Ph.D., Northern Illinois University
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Associate Director of Career Strategy ................................................................. Silvia Arnold

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Dean of Marketing & Graduate Enrollment ......................................................... Michelle Casini
Director of Admissions/Elgin & Lake County ....................................................... Manuel Macias
Sr. Director of Admissions, Athletic Enrollment ................................................... Mason Riley
Sr. Director of Admissions, High School & College Relations ......................... Kyle Thompson

Academic Administration

Director of Administration/Orland Park .............................................................. Kathleen Meller Jacobs
Director of Education/Arlington Heights & Lake County ................................. Kim Warford
Director of Education/Elgin ................................................................................ Mirta Martinez
Director of Education/Orland Park .................................................................... Loretta Murphy
Director of Education/Peoria ............................................................................. Jane Wendaroff-Craps
Director of Education/Springfield ...................................................................... Mary Wienhoff

Registrar ............................................................................................................... Carmen Cuevas
Associate Registrar .......................................................................................... Stella Mach
Associate Registrar .......................................................................................... Nancy Smith-Irons

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Athletic Director ................................................................................................. Jared Williamson
Controller ......................................................................................................... Melanie Carlin
Director of Athletic Operations & Campus Safety .............................................. Nick Jarmuz
Director of Network Services .......................................................................... Adrian Cepeda
Director of Public Relations ............................................................................. Nancy Donohoe
Director of Student Support Services .............................................................. Angelica Castaneda
Director TRIO/Upward Bound .......................................................................... Carolyn Beaely
Director of Visual Strategy & Communication ................................................... Deanna Lee
Institutional Director of Operations ................................................................... Nino Randazzo
Institutional Library Director ............................................................................. Sue Dutler
Sr. Director of Financial Services ....................................................................... Michelle Hayes
## Campus Directory

<table>
<thead>
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<th>Location</th>
<th>Contact Information</th>
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<tbody>
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<td><strong>Arlington Heights</strong></td>
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<tr>
<td>Athletics</td>
<td>(847) 718-6700</td>
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<tr>
<td>Admissions</td>
<td>(847) 718-6767</td>
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<tr>
<td><strong>Chicago</strong></td>
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<td>Main Switchboard</td>
<td>(312) 935-4100</td>
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<td>Financial Services/New Students</td>
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<td>Library</td>
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<td>Student Information</td>
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<td><strong>Elgin</strong></td>
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<td>Main Switchboard</td>
<td>(847) 622-5900</td>
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<td>Admissions</td>
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<td><strong>Lake County</strong></td>
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<td><strong>Orland Park</strong></td>
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<td><strong>Peoria</strong></td>
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Orland Park, IL 60462

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