Stratford University's initial application for a Certificate of Approval to operate *The Sojourner-Douglass Center at Stratford University* in Maryland under Code of Maryland Regulations 13B.02.01.07

OOS INITIAL

<div style="background:yellow">

MARYLAND HIGHER EDUCATION COMMISSION
Application for Initial Approval for Out-of-State Degree-Granting Institutions to Operate in Maryland

</div>

Please Note: A separate application form must be completed and submitted with all supporting documentation for each proposed location in Maryland.

PROPOSED LOCATION IN MARYLAND.

Please provide the full mailing address. If a specific facility is yet to be identified, please provide as a minimum, the county or city in which you plan to operate.
200 North Central Avenue
Baltimore, Maryland 21202

[If these programs/classes are to be offered at a military installation and the recruitment and enrollment of students is limited to active duty personnel, their dependents, or civilians employed at the installation, and if the institution waives its right to claim veterans' benefits for enrolled students, do not complete this application. Complete an Application for Exemption to COMAR 13B.02.01 instead.]

PROPOSED START DATE. July 1, 2015

Applications should be submitted at least 5 months prior to the proposed start date.

INSITUTION APPLYING FOR APPROVAL.

Name of Institution:	**Stratford University**
Web Address:	**www.stratford.edu**
OPEID Code:	**02541200**

U.S. Department of Education, Office of Postsecondary Education, ID Code -- Title IV eligibility.

Chief Executives Officer: Dr Richard R. Shurtz, II, PhD

Mailing Address:
3201 Jermantown Road
Fairfax, VA 22030

Telephone: 703 539-6890	**Email:** rshurtz@stratford.edu

Institutional Liaison: Name and title of the individual who will serve as liaison to the Maryland Higher Education Commission:
Name: **Dr. James J. Flaggert**

Title: **Academic Officer**

Mailing Address:
3201 Jermantown Road
Fairfax, VA 22030

******************************** **CERTIFICATION** **************************

I hereby affirm that the answers given in this application and its attachments are accurate and complete and further agree to comply with the *Annotated Code of Maryland* and State regulations governing the operation of out-of-State degree-granting institutions (COMAR 13B.02.01).

_____   _____
6 April 2013   Signature of Chief Executive Officer
Date

Please Submit All Information To:

> **Maryland Higher Education Commission**
> **Division of Planning and Academic Affairs**
> **6 N. Liberty St., 10ᵗʰ Floor**
> **Baltimore, Maryland 21201**
> **acadprop@mhec.state.md.us**
> **(410) 767-3268**

A copy of these regulations can be found at the Maryland Higher Education Commission's web site www.mhec.state.md.us (under Academic Approval Process) along with an on-line application form.

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I. SUPPORTING DOCUMENTATION.

Only a complete application can be acted upon. While separate application forms must be completed and submitted for each proposed location, the following Supporting Documentation needs to be included only once for the entire package of applications. **CHECK EACH ITEM AS ATTACHED.**

☑ Catalogs and Other Institutional Publications. COMAR 13B.02.01.20A(1)

> Include one printed copy of the institution's home campus catalog or other publication (graduate and undergraduate as applicable) that contains information on: academic progress standards, curricular content of the proposed programs, student services information, credit for prior learning as well as credit for practica, clinical experience, internships, and cooperative work experiences. Please also provide copies of the awards to be granted.

☑ Application Fee. COMAR 13B.02.01.07D(2)

> The institution shall submit a non-refundable application fee in the amount of (a) $7,500 for up to two degree programs and (b) an additional $850 for each degree program over two programs. The institution's check should be made payable to: Maryland Higher Education Commission.

☑ Accreditation. COMAR 13B.02.01.07D(3)(g)

> Provide a copy of the most recent letter of approval (notification) from an organization recognized as an accrediting agency by the U.S. Department of Education. Along with your most recent notification

of institutional accreditation, please provide evidence that you are in compliance with that organization's policies and procedures related to off-campus educational activities. If any of your proposed programs require program accreditation provide evidence of that accreditation.

☑ Registration as an Out-of-State Corporation. COMAR 13B.02.01.07D(3)(f)

To transact interstate business in Maryland, the institution must qualify with the State Department of Assessments and Taxation by making the certification required in the Corporations and Associations Article, §7-202, Annotated Code of Maryland. A public institution is not required to qualify as a foreign corporation. However, a business entity affiliated with a public institution or a private institution (profit or non-profit) must qualify as a foreign corporation. The Foreign Corporation Qualification Form may be obtained from the Maryland Department of Assessments and Taxation, Room 809, 301 West Preston Street, Baltimore, Maryland 21201 or on-line at: www.dat.state.md.us. Once qualified, the institution must provide a copy of the certificate of good standing issued by the State Department of Assessments and Taxation.

☑ Certificate of Compliance COMAR 13B.02.01.07D(3)(o)

Please provide a certificate for each location for which you are seeking approval, indicating that the proposed facility has been inspected and is found in compliance with local and State ordinances pertaining to fire and safety. If this is not presently available, it may be submitted no later than 30 days prior to the start of classes.

☑ Board of Trustees Resolution of Financial Solvency COMAR 13B.02.01.07D(3)(e)

Please provide a resolution from your Board of Trustees addressed to the Secretary of Higher Education stating that your institution is financially solvent.

☑ Advertisements COMAR 13B.02.01.07D(3)(p)

Please provide copies of any advertisements in print format related to the proposed programs.

☑ Teach-out Plan COMAR 13B.02.01.07D(3)(j)(iv)

The institution must provide a copy of its teach-out plan allowing enrolled students to complete their programs if the institution decides to cease operation in Maryland.

II. APPLICATION QUESTIONAIRE

This questionnaire, properly completed with supporting documentation, shall serve as an application for approval to operate in Maryland under the *Code of Maryland Regulations* (COMAR) 13B.02.01. It must be completed for each proposed location.

1. Programs.

Please enter below, or create an attachment (labeled "A-1: Programs") to this application with your responses to the following:

(a) Provide a list of the proposed programs (or individual courses) to be offered at this location. An institution may apply to offer courses only if the full complement of courses comprise not more than 3 courses (or 9 credit hours) of a degree program. [See COMAR 13B.02.01.07D(5)] For each program/course provide the following information: (1) the full title of the program (or individual course); (2) the degree or certificate to be awarded; (3) the mode of instructional delivery; (4) the number of credit hours (semester or quarter); and (5) whether they are offered at the parent campus.

Program Title	Degree	Mode of Instruction	Total Credit Hours	Offered on Main Campus Yes / No
Example: Organizational Management	*M.S.*	*Classroom*	*36 sem*	*Yes*
Example: BUS 101 Intro to Business Administration		*Distance Ed.*	*3 sem*	*Yes*
Accounting	BS	Classroom	180 QH	Yes
Business Administration	BS	Classroom	180 QH	Yes
Business Administration	MBA	Classroom	54 QH	Yes
Information Technology	BS	Classroom	180 QH	Yes
Software Engineering	MS	Classroom	54 QH	Yes
EKG Phlebotomy Technician	AAS	Classroom	90 QH	Yes
Medical Insurance Billing and Coding	AAS	Classroom	90 QH	Yes
Health Care Administration	BS	Classroom	180 QH	Yes
Health Care Administration	MS	Classroom	54 QH	Yes
Health Information Management	BS	Classroom	180 QH	Yes
Nursing	BSN	Classroom	180 QH	Yes

(b) If the information does not appear in the catalog or publication you submitted, provide (1) a description of the curriculum; (2) the objectives of each course; and (3) a course schedule for the proposed location.

See Attachment A-1: New Programs

(c) Please provide a brief description of the student population to be served by the proposed program.

See Attachment A-1: New Programs

2. Educational Need. Before the Commission may evaluate the readiness of an out-of-State institution to operate or award new degrees in the State, including the offerings of an instructional program or a degree level not previously approved, the institution shall present evidence demonstrating the educational need to establish operations, offer programs, and award the degrees in question in the State. In addition, the out-of-State institution shall demonstrate that the proposed program, for which the institution is making application, meets a critical and compelling regional or Statewide need and is consistent with the Maryland State Plan for Postsecondary Education. COMAR 13B.02.01.06A & C

INSTRUCTIONS. Please enter the requested information in the spaces provided below, or create an attachment (labeled "A-2: Educational Need") to this application with your responses to the following questions for each program.

(a) What critical and compelling Regional or Statewide (Maryland) need and demand do your proposed programs meet? In responding to this question provide documentation as indicated below:

(1) If the proposed programs serve occupational needs, present data on market demand and the availability of openings in the job market to be served by the new programs for which the institution is making application. This information may include workforce and employment projections prepared by the federal and State governments, the availability of graduates in the

State or region, marketing studies done by the institution or others, and material from professional and trade associations.   COMAR 13B.02.01.06E

See Attachment A - 2: Educational Need

(2) If the proposed programs serve <u>societal needs</u> (including the traditional liberal arts education), provide a description of how the proposed programs will enhance higher education in Maryland and contribute to society in general.

See Attachment A - 2: Educational Need

(b) If similar programs already exist in the State of Maryland, what are the similarities or differences in your program in terms of the degrees to be awarded, the areas of specialization, and the specific academic content of the programs?

See Attachment A - 2: Educational Need

(c) Is a Maryland employer sponsoring/supporting the application for the program(s) to be offered at this location? ☒ Yes ☐ No   COMAR 02.01.07D(3)(q)

> **If yes**, please attach a letter of support from the employer addressed to the Assistant Secretary, Planning and Academic Affairs. The letter should outline the employer's reasons for selecting the institution and its programs and state the benefits to the employees who participate in the program

(d) Will the programs/classes at this location be closed? [That is, only available to employees or members of the host site and not open to the general public]. ☐ Yes ☒ No

> **If yes**, please supply a copy of a memorandum of understanding from the Maryland entity sponsoring your institution. The memorandum shall specify the institution is operating a closed-site and that the courses are offered solely for its own employees. COMAR 13B.02.01.07D(6)

(e) Will these programs/classes be offered in affiliation with a Maryland Regional Higher Education Center?
☐ Yes ☒ No

> **If yes**, please identify the Maryland Regional Higher Education Center and provide a copy of the Memorandum of Understanding or agreement.   COMAR 13B.02.01.22

3. Administrative Staff. The out-of-State institution shall provide for an on-site administrative staff responsible for overall administrative operation of educational activities including counseling, advising, testing orientation, financial aid services, and maintenance of academic records. In addition to being responsible for the administration of the policies and procedures of the parent institution, the designated administrators are responsible for meeting the expectations set forth in this chapter [of the Regulatory Standards of the State of Maryland for Out-of-State Institutions]. The duties and size of the staff shall be adequate for the size of educational activities offered. COMAR 13B.02.01.15

INSTRUCTIONS: Please enter the requested information in the spaces provided below, or create an attachment (labeled "A-3: Administrative Staff") to this application with your responses to the following questions.

(a) How are you are planning to meet the above standard on Administrative Staff?

See Attachment A - 3: Administrative Staff

(b) Who will be assigned to carry-out each of these duties? Please include a curriculum vitae/resume for each administrator in the attachment to this application

See Attachment A - 3: Administrative Staff

4. Faculty.

(a) List all faculty that are to teach in the first year (or cycle) of the proposed programs at this location. For each faculty member provide the following information: COMAR 13B.02.01.07D(3)(m)

    (1) the course(s) the faculty might soon teach;

    (2) the degrees the individual holds;

    (3) the degrees areas of specialization; and

    (4) whether or not the faculty member is full-time or part-time (adjunct) at your parent institution .

See Attachment A - 4: Faculty

(b) Please include a curriculum vitae/resume for each potential faculty member. For those faculty who are yet to be hired include a job description and minimal qualifications.

(c) **Full-time faculty member** is defined as an employee: "(a) whose primary professional responsibility is instruction, research, scholarship, or service; (b) who performs those functions normally expected of a full-time faculty member at an institution of higher education, including curriculum development, student advising, and institutional service; (c) who is employed on an annual or renewable contract of at least 9 months long that stipulates an annual salary; and (d) who is not employed full-time by another employer." COMAR 13B.02.01.03(10)

Will more than 1/3rd of the classes offered be taught by full-time faculty of the parent institution?
    ☒ Yes ☐ No

    Full-time Faculty Waiver. (See COMAR 13B.02.01.16E) If 1/3rd or less of the classes are taught by full-time faculty of the parent institution you will have to apply for a full-time faculty waiver. In order to obtain a waiver under the Regulations, please respond to the following:

    (1) Demonstrate that the unique role, scope, and mission of the institution require a waiver in order for the institution to operate.

(2) After making this demonstration the institution shall then provide the following:

(i.) Designate by name the faculty members whose primary responsibility is instruction, scholarship, research or service who will perform the duties normally required of full-time faculty.

(ii.) Document that these designated faculty members substantially participate in the development or implementation of one or more of the following activities at the institution requesting the waiver: (A) Academic programs, (B) Professional Programs, (C) Research Programs, (D) Service Programs, (E) Admission or Admission policies, (F) Academic Advising, (G) Faculty Appointments, or (H) institutional governance.

(iii.) Document that the full time faculty, as a group, participate in all of the activities listed in (2)(ii.) above.

(iv.) Document that the designated faculty shall perform the requirements of full-time faculty under Section C of the regulations – i.e., at least one-third of the classes offered shall be taught by full-time faculty of the parent institution.

(3) **Documentation includes,** but is not limited to: (i) minutes of meetings; (ii) contractual obligations; or (iii) job descriptions.

(4) Your request will be considered at a regularly scheduled meeting of the Maryland Higher Education Commission.

5. Library Resources. Out-of-State Institutions offering programs or courses, or both, in Maryland, shall provide adequate and appropriate library resources within State boundaries and within reasonable distance of the instructional site. Usage statistics shall be kept to determine to what extent these resources are available and accessible. COMAR 13B.02.01.17A

INSTRUCTIONS: Please enter the requested information in the spaces provided below, or create an attachment (labeled "A-5: Library Resources") to this application with your responses to the following questions.

(a) How are you planning to meet this standard on Library Resources? Briefly describe the types of materials and titles that you will make available to your students and how they will access them. Will there be provision for bibliographic instruction and/or library orientation?

See Attachment A - 5: Library Resources

(b) Library Waiver. In extraordinary circumstances, an out-of-State institution may request a waiver of the library requirement. **Are you requesting such a waiver?** ☐ Yes ☒ No

If Yes, this request shall be considered at a regularly scheduled meeting of the Maryland Higher Education Commission. The waiver may be granted if justified by the institution demonstrating in this application the following:

(i.) the specialized or technical nature of the institution's curriculum; or

(ii.) an executed contract or contracts with another library or libraries ensuring students adequate access to another appropriate collection either through location or through information technology.

6. **Student Services.** COMAR 13B.02.01.18 concerns student services and activities. These shall realistically reflect the stated objectives, purposes, and philosophy of the out-of-State institution. Further, an out-of-State institution shall ensure that all students have access to a well developed program of counseling, testing, advisement, orientation, financial aid, career development, and placement. The institution may determine the specific organization of services, as well as the resources and staffing provided, as long as provision for these services are made. Student activities that complement the instructional program are particularly encouraged. COMAR Section .18 also requires that the out-of-State credits, transcripts, graduates, and other essentials in accordance with standard practice. This includes the physical security and confidentiality of such records. The Section requires as well, a published statement of student rights, privileges, and responsibilities and the school's adherence to its student grievance procedures.

INSTRUCTIONS: Please enter the requested information in the spaces provided below, or create an attachment (labeled "A-6: Student Services") to this application with your responses to the following questions.

(a) How do you plan to implement the requirements for Student Services cited above?

See Attachment A - 6: Student Services

(b) Regarding student records describe the security measures the institution takes to ensure the confidentiality, physical, and electronic security of your record-keeping system.

See Attachment A - 6: Student Services

(c) Does the institution have a published statement of rights, privileges, and responsibilities of students? ☒ **Yes** ☐ **No** How will it make this available to its students at the proposed instructional site?_____ If this statement is in the Catalog you submitted with the application, please indicate the page number:____ If not in the Catalog you submitted, please provide us with a copy of the statement.

(d) Does the institution have a published student grievance procedure? ☒ **Yes** ☐ **No** If this procedure is in the Catalog you submitted with the application, please indicate the page number _____. If not in the Catalog you submitted, please provide us with a copy of the grievance procedure.

7. **Facilities.** (See COMAR 13B.02.01.19).

INSTRUCTIONS: Please enter the requested information in the spaces provided below, or create an attachment (labeled "A-7: Facilities") to this application with your responses to the following questions.

(a) Has a specific facility been identified? ☒ Yes ☐ No

(b) Has the proposed facility been inspected and approved for use as classroom/laboratory space and been found in compliance with local and State ordinances pertaining to fire and safety? ☒ Yes ☐ No

(1) If yes, please provide a copy of the Certificate of Compliance.

(2) If no, the Certificate of Compliance must be submitted at least 30 days prior to the start of classes.

(c) Describe any special instructional facilities and equipment (computers, audio-visual equipment, etc.) that will be used and available to students in this location.

See Attachment A-7 Facilities

(d) Describe what provisions are being made for periodic repair and maintenance of buildings and grounds. What measures are being taken for campus security and fire protection? If dangerous or toxic materials are being handled, what provisions are being made for safe storage, handling and disposal?

See Attachment A-7 Facilities

(e) Describe the office (and conference) space available to full and part-time faculty and administrators.

See Attachment A-7 Facilities

8. Distance Education. "Distance education" means course work for academic credit delivered by telecommunicated instruction to a physical space specifically reserved for the purpose of receiving the instruction, for example, a teleclassroom, and requires the payment of tuition or fees for the instruction. "Distance education" does not include telecommunicated instruction at the student's initiation via an individual personal computer. COMAR 13B.02.01.03(8). An institution operating in Maryland and delivering instruction in Maryland by distance education shall provide evidence to the Secretary of compliance with the standards of good practice found in COMAR 13B.02.01.21.

INSTRUCTIONS. Is the institution providing distance education as defined above? ☐ Yes ☒ No
If yes, please contact the staff at the Maryland Higher Education Commission for a copy of the Standards of Good Practice and provide evidence of compliance as an attachment (labeled "A-8: Distance Education") to this application.

Accreditation

May 12, 2014

Mr. Daryl Campbell
Campus Director
Stratford University Baltimore
210 S. Central Avenue
Baltimore, MD 21202

acicsbaltimore@stratford.edu

Dear Mr. Campbell:

Subject: New Grant Approval Letter

The Council has acted to award your campus a new grant of accreditation to offer programs through the master's degree level through December 31, 2018.

The Council is pleased to have this continued relationship with your institution. Please contact Ms. Perliter Walters-Gilliam at (202) 336-6769 if you have any questions.

Sincerely,

Albert C. Gray, Ph.D.
President and CEO

May 8, 2014

Mr. Voytek Panas
Campus Director
Stratford University
7777 Leesburg Pike, Suite 100-S
Falls Church, VA 22043

acicsfallschurch@stratford.edu

Dear Mr. Panas:

Subject: New Grant Approval Letter

The Council has acted to award your campus a new grant of accreditation to offer programs through the master's degree level through December 31, 2019. This grant of accreditation includes the campus' continued approval to offer 50% or more of one or more programs through distance education.

The Council is pleased to have this continued relationship with your institution. Please contact Ms. Jocelyn Harris at (202) 336-6792 if you have any questions.

Sincerely,

Albert C. Gray, Ph.D.
President and CEO

COMMONWEALTH of VIRGINIA

STATE COUNCIL OF HIGHER EDUCATION FOR VIRGINIA
James Monroe Building, 101 North Fourteenth Street, Richmond, VA 23219

June 2, 2010

Dr. James J. Flaggert
Chief Operating Officer
Stratford University
7777 Leesburg Pike
Falls Church, VA 22043

Dear Dr. Flaggert:

This comes in reference to your letter of April 29, 2010 requesting Stratford University's exemption from the requirements of certification to operate in Virginia by the State Council of Higher Education for Virginia (SCHEV). As Stratford University has provided evidence that it has been accredited by accrediting bodies recognized by the U.S. Department of Education in excess of 10 years, SCHEV will honor the school's request for exemption from certification. Therefore, at the expiration of its current *Certificate to Operate*, or October 14, 2010, the school will be exempt from the requirements of certification and will not need to seek recertification. Also, once exempt from the requirements of certification, Stratford University will not be required to seek approval to initiate programs for degree credit or award degrees, certificates or diplomas at a new or additional level from SCHEV.

Please note that if the school's accreditation is revoked, thereby revoking its authorization to confer or grant academic or professional degrees, Stratford University must reapply for certification and must do so annually until it meets the criteria noted in §23.276.4 (C) of the *Code of Virginia*.

If I can be of any further assistance, please contact me at 804-371-2938 or via e-mail at lindawoodley@schev.edu.

Sincerely,

Linda H. Woodley
Director, Private and Out-of-State Postsecondary Education

State Council of Higher Education for Virginia

About SCHEV

Council Information

Students & Parents

Financial Aid

Legislative Issues

Higher Education Opportunity Act (Restructuring)

Higher Education Resources

Research & Statistics

SCHEV Reports

Forms & Guidelines

Preparandose para la universidad

Private Institutions exempt from certification

Institutions of higher education formed, chartered, or established in the Commonwealth of Virginia that have maintained a main campus under the same ownership for 10 years and have remained fully accredited by an accrediting body recognized by the U.S. Department of Education are exempt from the requirements of certification or approval by the State Council of Higher Education for Virginia (SCHEV). The exemption entitles these institutions to conduct academic affairs or business without seeking or obtaining SCHEV approval. The resulting scope of the institutional autonomy includes:

- Offering courses or programs for degree credit;
- Enrolling students in courses or programs;
- Conferring or awarding degrees;
- Initiating other programs for degree credit at a new or additional level, and
- Offering instruction at additional or new locations.

Private Institution	Website	Accredited by	City	
American National College - Bluefield	www.an.edu	ACICS	See website for locations	Proprietary
Appalachian School of Law	www.asl.edu	ABA	Grundy, VA	Nonprofit
Averett University - Danville	www.averett.edu	SACS	Danville, VA	Nonprofit
Bluefield College	www.bluefield.edu	SACS	Bluefield, VA	Nonprofit
Bridgewater College	www.bridgewater.edu	SACS	Bridgewater, VA	Nonprofit
Centura College Alexandria	www.centuracollege.edu	ACCSC	Manassas, VA	Proprietary
Centura College - Chesapeake	www.centuracollege.edu	ACCSC	Chesapeake, VA	Proprietary
Centura College - Newport News	www.centuracollege.edu	ACCSC	Newport News, VA	Proprietary
Centura College - Norfolk	www.centuracollege.edu	ACCSC	Norfolks, VA	Proprietary
Centura College - Richmond	www.centuracollege.edu	ACCSC	North Chesterfield, VA	Proprietary
Centura College - Richmond West	www.centuracollege.edu	ACCSC	Richmond, VA	Proprietary
Centura College - Virginia Beach	www.centuracollege.edu	ACCSC	Virginia Beach, VA	Proprietary
Christendom College	www.christendom.edu	SACS	Front Royal, VA	Nonprofit
Eastern Mennonite University	www.emu.edu	SACS	Harrisonburg, VA	Nonprofit
ECPI University	www.ecpi.edu	SACS	See website for locations	Proprietary
Emory and Henry College	www.ehc.edu	SACS	Emory, VA	Nonprofit
Ferrum College	www.ferrum.edu	SACS	Ferrum, VA	Nonprofit
George Washington University	nearyou.gwo.edu	MSCHE	See website for locations	Nonprofit

Hampden-Sydney College	www.hsc.edu	SACS	Hampden-Sydney, VA	Nonprofit
Hampton University	www.hamptonu.edu	SACS	Hampton, VA	Nonprofit
Hampton University - Virginia Beach	www.hamptonu.edu/cofvb	SACS	Virginia Beach, VA	Nonprofit
Hampton University - Roanoke Higher Education Center	www.hamptonu.edu/con_ed/	SACS	Roanoke, VA	Nonprofit
Hollins University	www.hollins.edu	SACS	Roanoke, VA	Nonprofit
Institute for the Psychological Sciences	www.psciences.edu	SACS	Arlington, VA	Nonprofit
Jefferson College of Health Sciences	www.jchs.edu	SACS	Roanoke, VA	Nonprofit
Liberty University	www.liberty.edu	SACS	Lynchburg, VA	Nonprofit
Lynchburg College	www.lynchburg.edu	SACS	Lynchburg, VA	Nonprofit
Mary Baldwin College - Staunton	www.mbc.edu	SACS	Staunton, VA	Nonprofit
Marymount University	www.marymount.edu	SACS	Arlington, VA	Nonprofit
Randolph-Macon College	www.rmc.edu	SACS	Ashland, VA	Nonprofit
Randolph College	www.randolphcollege.edu	SACS	Lynchburg, VA	Nonprofit
Regent University	www.regent.edu	SACS	See website for locations	Nonprofit
Roanoke College	www.roanoke.edu	SACS	Salem, VA	Nonprofit
Shenandoah University - Winchester	www.su.edu	SACS	Winchester, VA	Nonprofit
Skyline College	www.skyline.edu	ACCSC	Roanoke, VA	Proprietary
Stratford University	www.stratford.edu	ACICS	See website for locations	Proprietary
Sweet Briar College	www.sbc.edu	SACS	Woodbridge, VA	Nonprofit
Union Theological Seminary & Presbyterian School of Christian Education	www.union-psce.edu	ATS	Richmond, VA	Nonprofit
University of Management and Technology	www.umtweb.edu	DETC	Arlington, VA	Proprietary
University of Richmond	www.richmond.edu	SACS	Richmond, VA	Nonprofit
Virginia Intermont College	www.vic.edu	SACS	Bristol, VA	Nonprofit
Virginia Union University	www.vuu.edu	SACS	Richmond, VA	Nonprofit
Virginia Wesleyan College	www.vwc.edu	SACS	Norfolk, VA	Nonprofit
Washington and Lee University	www.wlu.edu	SACS	Lexington, VA	Nonprofit

COMMONWEALTH of VIRGINIA
STATE COUNCIL ʊ͘ 'IGHER EDUCATION I R VIRGINIA
Jaιι. Monroe Building, 101 North Fourteenth Street, Richmond, VA 23219

·· ·!) 225-2600
FAX (804) 225-260·
www.schev.edu

July 20, 2011

Dr. Richard R. Shurtz, II
President
Stratford University
7777 Leesburg Pike
Falls Church, VA 22043

Dear Dr. Shurtz, II:

As you are aware, the U.S. Department of Education published in the Federal Register (75 FR 66832) on October 29, 2010, final regulations for the programs authorized under Title IV of the Higher Education Act of 1965, as amended (HEA), in an effort to ensure program integrity at higher education institutions. One aspect of the new regulations requires a postsecondary institution to be legally authorized "by name" to provide educational programs beyond secondary education in the state in which it has physical presence. In Virginia, a postsecondary educational institution is legally authorized to operate if it is established through a charter, statute, constitutional provision or certified to operate, as are the state-supported institutions and most private institutions that are subject to the requirements of certification. As a private institutions permitted to operate under an exemption from the requirements of certification, pursuant to §23-276.4 (C) of the *Code of Virginia*, your institution was not established "by name" to operate in Virginia, as required by the new federal regulations.

At its July 19, 2011 meeting, the State Council of Higher Education for Virginia adopted a resolution to affirm the authorization of your institution "by name"—together with other exempt institutions--to offer postsecondary education in the Commonwealth of Virginia. This action by Council should constitute documentation appropriate to satisfy the Title IV state authorization requirements. The full resolution is included as an attachment to this correspondence.

Please contact Linda H. Woodley, Director of Private and Out-of-State Postsecondary Education at 804-371-2938 or via e-mail at lindawoodley@schev.edu if you have any questions concerning this resolution.

Sincerely,

Peter Blake
Interim Director

Enclosure

c: The Honorable Gerard Robinson, Secretary of Education
Carla Johnson, Director of Financial Aid

Advancing Virginia Through Higher Education

Item: Academic Affairs Committee Item #5 – Action on Exempt Status of Certain Institutions to Operate in Virginia

Date of Meeting: July 18, 2011

Presenter: Dr. Joseph G. DeFilippo
Director of Academic Affairs & Planning
JoeDeFilippo@schev.edu

Ms. Linda H. Woodley
Director, Private and Out-of-State Postsecondary Education
LindaWoodley@schev.edu

Most Recent Review/Action:
☐ No previous Council review/action
☒ Previous review/action
  Date: May 16, 2011
  Action:

Background Information/Summary of Major Elements:

The U.S. Department of Education (USED) published in the Federal Register (75 FR 66832) on October 29, 2010, final regulations for the programs authorized under Title IV of the Higher Education Act of 1965, as amended (HEA), in an effort to ensure program integrity at higher education institutions. The stated purposes of the regulations are to protect students from aggressive or misleading recruiting practices, provide consumers with better information about higher education programs, and ensure that only students enrolled in legitimately eligible academic programs can receive aid under applicable federal programs, which include the Pell Grant, the Supplemental Education Opportunity Grant (SEOG), Perkins, Stafford and PLUS loans. Most of the provisions in these rules are due to take effect on July 1, 2011. The regulations require certain actions by SCHEV to ensure Virginia's postsecondary institutions retain eligibility to participate in the federal financial aid programs.

A requirement of institutional eligibility to participate in federal financial aid programs is that the institution is legally authorized to provide educational programs beyond

secondary education in the state in which the institution is physically located. In an effort to ensure adequate oversight of postsecondary institutions by states, the USED has added a new section to the institution eligibility regulations. Under these new rules, effective July 1, 2011, an institution must satisfy two main criteria in order to be considered "legally authorized" for purposes of Title IV eligibility.

1. The state has a process to review and appropriately act on complaints concerning the institution; and

2. The institution is established "by name" through a charter, statute, constitutional provision or other actions, issued by an appropriate state agency and is authorized to operate educational programs beyond secondary education. The school must also comply with any state licensure requirements. States may exempt accredited institutions or institutions in operation for at least 20 years from its licensure requirements.

Pursuant to §23-276.4(C) of the Code of Virginia, postsecondary institutions that meet the following criteria are authorized to operate in Virginia but are currently exempt from the requirement of certification by SCHEV.

(i) were formed, chartered or established in the Commonwealth, or chartered by an Act of Congress;

(ii) have maintained a main or branch campus continuously in the Commonwealth for at least 10 years under their current ownership;

(iii) were continuously approved or authorized to confer or grant academic or professional degrees by the Council, by the Board of Education or by an act of the General Assembly during those 10 years; and

(iv) are fully accredited by an accrediting agency that is recognized by, and has met the criteria for Title IV eligibility of the USED.

Institutions currently operating in Virginia under this category of exemption are not authorized or exempted "by name," as required by the new federal state authorization regulations. Their exempt status has been recognized by SCHEV in practice as resulting legitimately from provisions of the Code of Virginia. This status, however, has never been explicitly conferred or affirmed by SCHEV or any other governmental body in Virginia since the adoption of §23-276.4(C) in 2004. The purpose of the resolution proposed here is to provide a record of the authorization of all such exempt institutions—by name—to operate in Virginia. Approval of the resolution by Council will constitute satisfaction of criterion 2 referenced above from the new Title IV regulations promulgated by the U.S. Department of Education. The institutions will thereby be enabled to remain in good standing relative to Title IV student aid programs.

<u>Materials Provided</u>: N/A

Financial Impact: An undetermined number of students at exempt Virginia institutions will be able to continue to receive aid under U.S. Title IV financial aid programs.

Timetable for Further Review/Action: Following Council's action, staff will issue a letter to each institution as documentation of Virginia authorization and exempt status. Going forward, as institutions become exempt from the requirement of certification by SCHEV, staff will submit a resolution for Council to authorize the school by name and to grant the exemption from further certification.

Resolution:

BE IT RESOLVED that, pursuant to §23-276.4(C) of the Code of Virginia, the State Council of Higher Education for Virginia (SCHEV) affirms that the thirty-five (35) postsecondary institutions named below are

(i) authorized to confer or grant academic or professional degrees beyond secondary education in the Commonwealth of Virginia; and

(ii) exempt from the requirement of certification by SCHEV.

Appalachian School of Law
Averett University
Baptist Theological Seminary
Bluefield College
Bridgewater College
Eastern Mennonite University
Eastern Virginia Medical School
ECPI College of Technology
Emory and Henry College
Ferrum College
Hampden-Sydney College
Hampton University
Hollins University
Institute for the Psychological Sciences
Jefferson College of Health Sciences
Liberty University
Lynchburg College

Mary Baldwin College
Marymount University
National College
Randolph College
Randolph-Macon College
Regent University
Roanoke College
Saint Paul's College
Shenandoah University
Stratford University
Sweet Briar College
Union Presbyterian Seminary
University of Management and Technology
University of Richmond
Virginia Intermont College
Virginia Union University
Virginia Wesleyan College
Washington and Lee University

December 3, 2014

Dr. Richard Shurtz, II
President
Stratford University
3201 Jermantown Road
Fairfax, VA 22030

Dear President Shurtz:

The Maryland Higher Education Commission has received a renewal application from Stratford University to continue its offerings in Baltimore, Maryland. I am pleased to inform you that Stratford University is authorized to offer the programs as listed below until August 31, 2015.

Approved programs:

I. Certificate in Advanced Culinary Arts
II. Associate of Applied Science (A.A.S.) in Advanced Culinary Arts
III. Associate of Applied Science (A.A.S.) in Baking and Pastry Arts
IV. Associate of Applied Science (A.A.S.) in Hotel and Restaurant Management
V. Bachelor of Arts (B.A.) in Culinary Management
VI. Bachelor of Arts (B.A.) in Hospitality Management
VII. Master of Science (M.S.) in International Hospitality Management

An electronic renewal form and the regulations for out-of-state institutions are available on the Commission's website under "Academic Approval Process" at www.mhec.state.md.us. In order to operate at the approved locations after the stated expiration date, the renewal application should be completed and submitted to this office no later than five months before the institution proposes to commence operation for the academic year 2015-2016. If applicable, the use of VA benefits for these programs should be coordinated through Ms. Trish Gordon-McCown, Veterans Affairs Coordinator. She can be reached at 410-767-3098.

Please keep us informed of any changes contemplated in your offerings in Maryland. We look forward to continuing the cooperative relationship developed between your institution and the Maryland Higher Education Commission.

Sincerely,

Catherine M. Shultz

Catherine M. Shultz, J.D.
Acting Secretary of Higher Education

CMS:SAB:nl

C: Ms. Veronica Gogan, Compliance Officer, Stratford University

CERTIFICATE of ACCREDITATION

in accordance with its accreditation standards and procedures, the
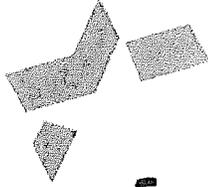
Commission on **Collegiate Nursing Education**

has accredited the

Baccalaureate Degree Program in Nursing

at

Stratford University

November 16, 2011
Effective Date of Accreditation

Director of the Commission on Collegiate Nursing Education

The Commission on Collegiate Nursing Education is listed by the U.S. Secretary of Education as a nationally recognized accrediting agency.

This certificate is valid for the duration of the period of accreditation.

Commission on Collegiate Nursing Education
One Dupont Circle, NW, Suite 530 ■ Washington, DC 20036

Attachment A – 1: New Programs

Attachment

A – 1: New Programs

(a) New Programs

Program Title	Degree	Mode of Instruction	Total Credit Hours **Quarter Hours**	Offered on Main Campus Yes / No
Accounting	**BS**	**Classroom**	**180**	**Yes**
Business Administration	**BS**	**Classroom**	**180**	**Yes**
Business Administration	**MBA**	**Classroom**	**54**	**Yes**
Information Technology	**BS**	**Classroom**	**180**	**Yes**
Software Engineering	**MS**	**Classroom**	**54**	**Yes**
EKG Phlebotomy Technician	**AAS**	**Classroom**	**90**	**Yes**
Medical Insurance Billing and Coding	**AAS**	**Classroom**	**90**	**Yes**
Health Care Administration	**BS**	**Classroom**	**180**	**Yes**
Health Care Administration	**MS**	**Classroom**	**54**	**Yes**
Health Information Management	**BS**	**Classroom**	**180**	**Yes**
Nursing	**BSN**	**Classroom**	**180**	**Yes**

(b) 1. Description of the Curriculum:

Accounting – Bachelor of Science (BS) in Accounting

The mission of the Bachelor of Science in Accounting program is to provide students with a broad, fundamental knowledge of the field in order to prepare students for a career in accounting. The program allows students to prepare for exams for professional certifications such as Certified Public Accountant (CPA), Certified Internal Auditor (CIA), Certified Managerial Accountant (CMA), or Accredited Business Accountant (ABA). Students interested in pursuing the CPA designation should check with their State Board of Accountancy for complete CPA requirements before enrolling in this program.

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At the end of the program, students will be able to:

1. Apply theories and principles of accounting to interpret financial information. (Level 3 Apply)
2. Discuss the accounting and business management principles and standards required to produce financial and business reports. (Level 2 Understand)
3. Employ critical thinking to identify, test, and validate processes, systems, and financial information and data to advise stakeholders. (Level 3 Apply)
4. Demonstrate ethical business practices and laws in accounting situations. (Level 3 Apply)
5. Use oral and written communication to relate to diverse populations and viewpoints. (Level 3 Apply)
6. Analyze cost management, auditing, and taxation strategies used to enhance organizations. (Level 4 Analyze)
7. Collaborate with interdisciplinary teams to perform accounting functions. (Level 3 Apply)

Business Administration – Bachelor of Science (BS) in Business Administration

The mission of the Bachelor of Science in Business Administration program is to allow students to build on a core of knowledge gained through the associate degree or equivalent and to focus on one of five upper-level concentrations. The primary goal of the bachelor program is to prepare students for the dynamic, changing realities of today's business environment.

At the end of the program, students will be able to:

1. Apply theories and ethical practices of business management to enhance organizational performance. (Level 3 Apply)
2. Analyze the policies, functions and controls involved in managing across all layers of an organization. (Level 4 Analyze)
3. Explain the employment practices implications on building teams and motivating performance. (Level 3 Apply)
4. Use oral and written communication to relate to diverse populations and viewpoints within an organization. (Level 3 Apply)
5. Discuss leadership, management and decision-making strategies for creating and running an organization. (Level 2 Understand)
6. Use printed materials, personal communications, observations, and electronic resources to find business solutions. (Level 3 Apply)
7. Demonstrate strategies for promote and marketing the mission, vision and core values of an organization (Level 3 Apply)

Business Administration – Master of Business Administration (MBA)

The Masters of Business Administration program provides graduate learners the skills needed to be successful managers and leaders in a competitive global business environment. The core

business functions of economics, finance, sustainability, business ethics, global operations, marketing, human resources, project management and organizational behavior, management information systems, and corporate strategy are taught with a focus on problem solving and practical application in the workplace.

The curriculum balances the technical, data-driven, quantitative skills to make objective decisions with the interpersonal and communication skills necessary to work effectively with people at all levels and from all cultures. Most importantly, these topic areas are integrated throughout the curriculum. The concepts and theories learned in the program are applied to the Capstone that combines academic and professional development.

At the end of the program, students will be able to:

1. Integrate managerial theories and business practices into an organization (Level 6 Create)
2. Analyze information and data to make business decisions. (Level 4 Analyze)
3. Demonstrate leadership abilities to build teams within business organizations. (Level 3 Apply)
4. Compare the impact of managerial actions through quantitative and qualitative research. (Level 4 Analyze)
5. Evaluate complex issues on the ethical dilemmas, political, economic, legal and regulatory context of business. (Level 5 Evaluate)
6. Interpret statistical data and economic models relating to an organization's activities. (Level 5 Evaluate)

Information Technology – Bachelor of Science (BS) in Information Technology

The mission of the Bachelor of Science in Information Technology program is to provide students with the skills and knowledge necessary to take on professional positions in the fields of information technology, business, and management. The program merges the IT fundamental pillars of databases, human-computer interaction, networking, programming, and web systems. It provides cutting-edge technologies such as mobile applications, non-relational databases, and cloud computing. Students develop a solid understanding of the underlying theories and concepts and practical hands-on applications while applying their problem-solving and critical thinking skills to handle all types of real-world computing and informational problems. In addition, students are provided a well-rounded learning experience where they work in teams to master oral and written communication.

At the end of the program, students will be able to:

1. Employ the principles of systems analysis and design to business organizations. (Level 3 Apply)
2. Explain the critical components of implementation, integration and maintenance of information technology infrastructures. (Level 2 Understand)
3. Apply professional law and ethics of the information technology field. (Level 3 Apply)

4. Use oral and written communication to address information technology needs of an organization.
5. Use critical thinking in solving problems related to the IT world. (Level 3 Apply)
6. Use printed materials, personal communications, observation, and electronic resources to find information. (Level 3 Apply)
7. Participate in teams, committees, task forces, and in other group efforts to make decisions and seek consensus. (Level 3 Apply)

Master of Science Software Engineering (MS):

The goal of the Master of Science in Software Engineering program is to provide a foundation in software engineering concepts and techniques, management, and integration using proven sound practices and effective teamwork approaches that are needed to oversee software projects of high technical complexity and agility. The program prepares students with competency based experiences to develop platform- and device- independent, scalable, cost-effective, and efficient software solutions for government and industry clients.

At the end of the program, students will be able to:

1. Combine the principles of mathematics, science and computer science to design software programs. (Level 6 Create)
2. Apply critical thinking techniques and tools to verify and validate software. (Level 3 Apply)
3. Integrate social, professional, legal, ethical principles in the use and development of computer & software technology.(Level 6 Create)
4. Use oral and written communication to different technology, diverse people and viewpoints. (Level 3 Apply)
5. Evaluate information from various sources in order to solve real-world IT situations. (Level 5 Evaluate)
6. Collaborate with teams, committees, taskforce and other groups to employ project plans. (Level 3 Apply)

EKG Phlebotomy Technician – Associate of Applied Science (AAS) in EKG Phlebotomy

The objective of the Associate of Applied Science in EKG/Phlebotomy Technician program is to prepare students to operate an electrocardiography machine (EKG) and to work as technicians in non-invasive cardiac diagnostic laboratory units in hospitals, diagnostic laboratories, medical clinics, and other medical facilities. Students learn how to prepare patients for EKG mountings, how to operate a twelve lead EKG machine, how to interpret EKG readings including identification of signs of advanced heart diseases, interpretation of advanced arrhythmias, interpretation of hypertrophies as well as myocardial infarction. Additionally, students acquire the professional skills needed to perform phlebotomy procedures. Students also learn how to perform medical asepsis techniques, blood collection, patient identification, finger sticks, venipuncture, heel sticks, and collection of urine samples.

At the end of the program, students will be able to:

1. Define the roles and responsibilities of EKG Phlebotomy Technicians. (Level 1 Remember)
2. Apply the basic phlebotomy principles and practices of infection control, patient care, EKG machines, cardiac rehabilitation and cardiovascular invasive/non-invasive procedures. (Level 3 Apply)
3. Use oral and written communication to relate to diverse people and viewpoints. (Level 3 Apply)
4. Describe the components of critical thinking and its importance to making decisions. (Level 2 Understand)
5. Summarize strategies for finding printed materials, personal communications, observations and electronic resources related to healthcare. (Level 2 Understand)
6. Interact with individuals and groups to make decisions and seek consensus. (Level 3 Apply)

Medical Insurance Billing and Coding - Associate of Applied Science (AAS) in Medical Insurance Billing and Coding

The mission of the Associate of Applied Science in Medical Insurance, Billing, and Coding program is to prepare students to be knowledgeable about proper identification of medical codes used by insurance companies. The program teaches students how to use medical office software to process medical insurance bills. It provides comprehensive exposure to the administration of insurance billing and coding. The program explores the many specialty areas of the medical insurance industry. Students gain the competency and experience necessary to succeed in these highly specialized fields.

At the end of the program, students will be able to:

1. Define the appropriate codes assigned to medical terminology, anatomy and physiology, and medical procedures. (Level 1 Remember)
2. Process medical claims both manually and electronically. (Level 3 Apply)
3. Use oral and written communication to relate to diverse people and viewpoints (Level 3 Apply).
4. Use computer applications and software for medical billing and coding (Level 3 Apply)
5. Describe the components of critical thinking and its importance to making decisions for medical billing/coding. (Level 2 Understand)
6. Explain HIPAA regulations as it relates to patient confidentiality and medical billing. (Level 2 Understand)

Health Care Administration - Bachelor of Science (BS) in Health Care Administration

The mission of the Bachelor of Science in Healthcare Administration Program is to prepare students to develop, plan, and manage healthcare programs within healthcare systems. Students

will build foundations in fiscal management, program administration, information technology, and healthcare policy. The program focuses on reforms, trends, and issues affecting the health and welfare of the community. Graduates will be prepared to oversee business operations at hospitals, nursing homes, community service organizations, and other medical facilities.

At the end of the program, students will be able to:

1. Differentiate the roles of professionals within healthcare organizations (Level 4 Analyze).
2. Analyze the infrastructure of healthcare organizations (Level 4 Analyze)
3. Apply principles and procedures of business management, human resources management, marketing, and accounting to the healthcare industry. (Level 3 Apply)
4. Use oral and written communication to relate to diverse people and viewpoints. (Level 3 Apply)
5. Use critical thinking to develop strategic and marketing plans meeting the needs of the healthcare community. (Level 3 Apply)
6. Evaluate data, printed materials, personal communication, observation, and electronic resources related to healthcare delivery. (Level 5 Evaluate)
7. Participate in interdisciplinary and intradisciplinary teams to make decisions. (Level 3 Apply)
8. Demonstrate professional behavior, ethical comportment, and willingness to grow as a professional within the healthcare field. (Level 3 Apply)

Health Care Administration - Master of Science (MS) in Health Care Administration

Master of Science in Healthcare Administration

Due to the increased demands for quality healthcare, the healthcare industry has become the third largest employer in the US. There are a variety of opportunities for healthcare administrators in public, private and international sectors. The Master of Science in Healthcare Administration program is designed to prepare students to become managers of hospitals, health services organizations, medical groups, managed healthcare organizations and public health infrastructures. Students will gain competencies in management, leadership, communication, healthcare policy, and quality.

By the end of the program, graduates will be able to:

1. Create strategic operational plans to guide healthcare organizations
2. Demonstrate operational and fiscal management of healthcare organizations.
3. Employ leadership theories to manage and advocate for individuals and communities.
4. Interpret the impact of healthcare policy and economics on service delivery both nationally and internationally
5. Use evidence-based data and research methods to guide organizational transformations and quality assurance.
6. Employ analytical and critical-thinking skills to improve workplace performance and healthcare delivery.

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Health Information Management - Bachelor of Science (BS) in Health Information Management

The mission of Stratford University Health Information Management program is to produce ethical healthcare professionals who are equipped with the knowledge, skills and dispositions to be successful managers of healthcare data and information. The program focuses on three core area that provide a solid foundation by offering courses in health sciences, healthcare administration, and information technology. The program enhances life-long learning and prepares students with the advocacy skills to protect patient and consumer rights. The program outcomes adhere to the American Health Information Management Association Curriculum Competencies.

At the end of the program, students will be able to:
1. Apply entry-level competencies in health information management (Level 3 Apply).
2. Interpret healthcare policy, accreditation and legal regulations as it pertains to health information management (Level 4 Analyze)
3. Use critical thinking strategies to structure and translate data into usable forms of information (Level 4 Analyze)
4. Advocate for patient and consumer health privacy and confidentiality (Level 5 Characterize by Value)
5. Apply oral and written communication to relate to diverse people and viewpoints. (Level 3 Apply)
6. Advance the profession of HIM through activity and affiliation in service and professional organizations (Level 5 Characterize by Value)
7. Implement HIM technology including hardware and software to ensure data collection, storage, and analysis and reporting of information (Level 3 Apply).

Nursing – Bachelor of Science in Nursing (BSN)

The objectives of the Bachelor of Science in Nursing are to utilize theory and evidence-based practice to provide safe, quality, patient-centered care; to teach care of patients by using clinical judgment, critical thinking, and knowledge of best practices; and to be eligible for licensure. The program creates an environment where competency-based learning can flourish. It prepares graduates for nursing practice and leadership roles. The program outcomes are based from the Essentials of Baccalaureate Education for Professional Nursing Practice.

At the end of the program, students will be able to:

1. Conduct comprehensive and focused holistic assessments of illness and wellness parameters of individuals, families, groups, communities and populations using developmentally and culturally appropriate methods (Level 3 Apply).
2. Develop a plan of care based on the best evidence available to manage acute and chronic care for individuals, families, and communities (Level 6 Create)

3. Implement evidence-based nursing interventions for delivering and managing acute and chronic care to individuals, families, groups, communities, and populations across the lifespan and across continuum of healthcare environments (Level 3 Apply).
4. Provide compassionate evidence-based care that respects the preferences of individuals, families, groups, communities and populations (Level 4 Organize/Affective Domain)
5. Provide appropriate patient teaching that demonstrates sensitivity to age, developmental stage, culture, religion, health literacy, and patient preferences while fostering the involvement of the patient in his or her own care (Level 3 Apply).
6. Monitor client outcomes to evaluate the effectiveness of therapeutic interventions (Level 5 Evaluate).
7. Revise the plan of care based on on-going evaluation of outcomes (Level 6 Create)
8. Demonstrate clinical reasoning in delivering patient-centered care that reflects adherence to regulatory, legal, and ethical frameworks and standards of the profession (Level 3 Apply).
9. Communicate effectively with all members of the healthcare team, including the patient and the patient's support network (Level 2 Understand).
10. Create a safe environment that supports high quality outcomes (Level 6 Create).
11. Demonstrate effective application of psychomotor skills in delivering safe and compassionate patient care (Level 3 Apply).
12. Demonstrate effective use of computer and information skills to accomplish high quality outcomes for individuals, families, and communities (Level 3 Apply).
13. Develop a beginning understanding of alternative and complementary therapies and their use in healthcare (Level 2 Understand).
14. Develop a framework of knowledge, skills and abilities necessary for personal growth, self-evaluation, and lifelong learning (Level 6 Create).

(b) 2. Objectives of Each Course

Accounting-BS

ACC299   Intermediate Accounting I   **4.5 credits**
This course provides an in-depth study of accounting theory and a review of the accounting cycle. It concentrates on the preparation of financial statements; the valuation of cash; and temporary investments, receivables, and accounting for inventories. The course refers to pronouncements of the Financial Accounting Standards Board (FASB). **Prerequisite: BUS122.**

ACC300   Intermediate Accounting II   **4.5 credits**
This course covers the accounting for intangible assets, current and non-current liabilities, stockholders' equity, investments, income taxes, compensation, leases, additional reporting issues, and discounted cash flows. The material refers to pronouncements of the Financial Accounting Standards Board and the American Institute of Certified Public Accountants. **Prerequisite: ACC299.**

ACC301   Intermediate Accounting III   **4.5 credits**
This course is a continuation of Intermediate Accounting II. Topics covered include accounting for investments, revenue recognition, income taxes, pensions and postretirement benefits, and leases; accounting changes and error analysis; preparation of the statement of cash flows; and full disclosure in financial reporting. The material refers to pronouncements of the Financial Accounting Standards Board and the American Institute of Certified Public Accountants. **Prerequisite: ACC300.**

ACC330   Cost Accounting   **4.5 credits**
This course covers accounting procedures relating to the process cost system, the estimated cost system, and the standard cost system. It examines the accounting for by-products and includes comprehensive coverage of budgeting for all areas of business enterprise: sales, production, commercial expenses, capital investments, and forecasting. **Prerequisite: ACC300.**

ACC335   Auditing   **4.5 credits**
This course covers the theory of auditing, including the educational and moral qualifications for auditors, as well as the role of the auditor in the economy. It emphasizes professional standards, professional ethics, and the legal liability of auditors. It comprehensively covers planning and designing an audit program, gathering and summarizing evidence, and internal control. **Prerequisite: ACC300.**

ACC350   Non-Profit/Municipal Accounting   **4.5 credits**
This course analyzes accounting procedures peculiar to non-profit organizations and municipalities. It illustrates statements commonly prepared for each type of organization, fund, and account group. The course also encompasses GAAP standards and reporting requirements that pertain to non-profit organizations and GASB standards and reporting requirements that relate to government accounting. **Prerequisite: ACC300.**

ACC410   Advanced Accounting   **4.5 credits**
This course covers accounting for home office and branches, business combinations, and consolidations. It provides a continuation of the preparation for the CPA examination as well as various techniques for solving some of the more complex problems in the business environment. **Prerequisite: ACC300.**

ACC460   Advanced Federal Taxation   **4.5 credits**
This course includes a comprehensive study of the federal income tax structure and the practical application of income tax accounting to specific problems as related to individuals and proprietorships. It emphasizes the general filing status, includable and excludable income, analysis of the categories of itemized and other deductions, tax treatment of sales and exchange of property, available depreciation methods, and recapture provisions. In addition, the course introduces the alternative minimum tax on individuals, the earned income credit, child care credit, and credit for the elderly. **Prerequisite: BUS122.**

ACC490   Accounting Capstone   **4.5 credits**
This course is designed to aid the student in synthesizing and applying knowledge gained in earlier courses and to conduct applied professional research in accounting. Discussion questions, exercises, and research cases are assigned and reviewed from the research textbook. The initial sessions are also used to assist the students to define a research project, develop a research proposal, and initiate a research effort. The final report is defended by the student in a presentation to the instructor. This course is to be taken in a student's final quarter. **Prerequisite: Approval of the advisor.**

BUS100   Introduction to Business   **4.5 credits**
This course provides a background on business and management. Students discuss human relations, organizational structure, communications, technology in business, and strategic planning. **Prerequisite: None.**

BUS112   Principles of Accounting I   **4.5 credits**
This course is an introduction to the basics of accounting procedures. Topics include accounting techniques and cycles, billings, balance sheets, and financial statements. **Prerequisite: None.**

BUS122   Principles of Accounting II   **4.5 credits**
This course expands the student's knowledge of preparing balance sheets and financial statements. Students prepare general ledger entries, payroll, and discuss budget control. **Prerequisite: BUS112.**

BUS200　　Business Law: Business, Government, and Society　　　　　　　　4.5 credits
This course is an introduction to law and ethics and outlines the ethical responsibilities managers face when conducting business. This course includes vulnerability to lawsuits and litigation. American and international perspective and interpretations of laws and ethical standards are discussed. **Prerequisite: BUS100.**

BUS220　　Business Communications　　　　　　　　　　　　　　　　4.5 credits
This course prepares the student for communication in the workplace. The student prepares memorandums, letters, proposals, presentations, newsletters, and flyers. Discussions focus on information exchange in and outside of the organization. Student presentations are critiqued on the message intended and message received. **Prerequisite: None.**

BUS250　　Principles of Economics　　　　　　　　　　　　　　　　4.5 credits
This course examines supply and demand, market demand and elasticity, cost theory, market structures, pricing theory, and consumer behavior. Regulation, antitrust policy, and income distribution are also discussed. **Prerequisite: BUS100.**

BUS300　　Financial Management　　　　　　　　　　　　　　　　　4.5 credits
This course teaches the concepts and skills of financial planning within a business. Concepts covered include how to use financial statements and how to plan appropriate action. Specific topics are preparing budgets, analyzing investment options, and assessing risk and return of financing business endeavors. **Prerequisite: BUS122.**

BUS320　　Taxation Principles　　　　　　　　　　　　　　　　　4.5 credit
This course provides a sufficient understanding of the tax environment to evaluate business transactions. Fundamental tax concepts are applied to a variety of business, investment, employment, and personal transactions. Topics include business formation, capital expenditures, employee and executive compensation, international and multi-state operations, and disclosures. **Prerequisite: BUS122.**

BUS360　　Business Ethics　　　　　　　　　　　　　　　　　　　4.5 credits
This course analyzes basic principles of business ethics, moral reasoning, and the capitalistic economic system. Topics include a framework for moral reasoning; government regulation; ethics of bribery, price fixing, pollution, resource depletion, product safety, and consumer protection; and the rights and duties of employees and corporations. **Prerequisite: None.**

BUS420　　Accounting Information Systems　　　　　　　　　　　　　4.5 credits
This course focuses on the impact of information technology on accounting including developments in the Internet, electronic commerce, EDI, and databases. Additionally, the course provides information on developing, implementing, and maintaining an accounting information system. Also addressed are the increasingly competitive business environments and techniques to reap the most value at the least cost. **Prerequisite: BUS122.**

CIS110　　Computer Office Applications　　　　　　　　　　　　　　4.5 credits
In this course, students learn how to generate word processing, spreadsheet, database, and presentation documents using the Microsoft Office Professional Suite and other contemporary office utility products. Topics include editing methods, document merging, templates, document preparation, file naming and storage conventions, backup methods, macros, desktop publishing, object linking and embedding (OLE), and Visual Basic application extensions. **Prerequisite: None.**

Business Administration - BS

BUS100　　Introduction to Business　　　　　　　　　　　　　　　　4.5 credits
This course provides a background on business and management. Students discuss human relations, organizational structure, communications, technology in business, and strategic planning. **Prerequisite: None.**

BUS112   Principles of Accounting I   4.5 credits
This course is an introduction to the basics of accounting procedures. Topics include accounting techniques and cycles, billings, balance sheets, and financial statements. **Prerequisite: None.**

BUS120   Sales and Marketing   4.5 credits
This course introduces the student to effective methods for marketing products and services. Direct mail, print time, and other advertising techniques are discussed. Problem solving relative to customer relations is addressed. Consumer profiles, organizational personalities, and demographics are presented as components of market research and analysis. **Prerequisite: None.**

BUS122   Principles of Accounting II   4.5 credits
This course expands the student's knowledge of preparing balance sheets and financial statements. Students prepare general ledger entries, payroll, and discuss budget control. **Prerequisite: BUS112.**

BUS135   Principles of Management   4.5 credits
This course presents management theory and the functions of planning, organizing, directing, staffing, and controlling. This course also focuses on the application of management principles to realistic work related situations. **Prerequisite: None.**

BUS200   Business Law: Business, Government, and Society   4.5 credits
This course is an introduction to law and ethics and outlines the ethical responsibilities managers face when conducting business. This course includes vulnerability to lawsuits and litigation. American and international perspective and interpretations of laws and ethical standards are discussed. **Prerequisite: BUS100.**

BUS210   Human Resource Management   4.5 credits
This introductory course concentrates on human resource management issues confronting organizations. These issues include organizational practices and legal aspects of recruitment, selection, training, orientation, and performance appraisals. Labor relations are also discussed. **Prerequisite: BUS100 or PSY110 for HIM students.**

BUS220   Business Communications   4.5 credits
This course prepares the student for communication in the workplace. The student prepares memorandums, letters, proposals, presentations, newsletters, and flyers. Discussions focus on information exchange in and outside of the organization. Student presentations are critiqued on the message intended and message received. **Prerequisite: None.**

BUS235   Operations Management   4.5 credits
This course addresses the management of operations in manufacturing and service organizations. Diverse activities such as production process, raw materials purchase, scheduling, and quality control are discussed. **Prerequisite: BUS100.**

BUS240   International Business   4.5 credits
This course discusses how the global economic, political, and cultural environment affects domestic and international businesses, international operations and dependency, and public policy decisions. **Prerequisite: BUS100.**

BUS250   Principles of Economics   4.5 credits
This course examines supply and demand, market demand and elasticity, cost theory, market structures, pricing theory, and consumer behavior. Regulation, antitrust policy, and income distribution are also discussed. **Prerequisite: BUS100.**

BUS302   Microeconomics   4.5 credits
In this course, students learn to apply an analytical approach to the study of how individuals and societies deal with the fundamental problem of scarce resources. This approach is applied to everyday decisions faced by individuals as they try to maximize their utility, to businesses that try to maximize profits, and to the whole of society as it attempts to use its resources efficiently. **Prerequisite: BUS250.**

BUS360   Business Ethics   4.5 credits
This course analyzes basic principles of business ethics, moral reasoning, and the capitalistic economic system. Topics include a framework for moral reasoning; government regulation; ethics of bribery, price fixing, pollution, resource depletion, product safety, and consumer protection; and the rights and duties of employees and corporations. **Prerequisite: None.**

BUS490   Business Administration Capstone   4.5 credits
This is a capstone course. The course encompasses key elements of business operations which have been studied throughout the bachelor program. Students work under the supervision of a faculty advisor to further refine and develop their skills and knowledge through a student-created independent project or case study. This course is to be taken in the student's final quarter. **Prerequisite: Approval of the advisor.**

Finance Concentration
BUS300   Financial Management   4.5 credits
This course teaches the concepts and skills of financial planning within a business. Concepts covered include how to use financial statements and how to plan appropriate action. Specific topics are preparing budgets, analyzing investment options, and assessing risk and return of financing business endeavors. **Prerequisite: BUS122.**

BUS320   Taxation Principles   4.5 credit
This course provides a sufficient understanding of the tax environment to evaluate business transactions. Fundamental tax concepts are applied to a variety of business, investment, employment, and personal transactions. Topics include business formation, capital expenditures, employee and executive compensation, international and multi-state operations, and disclosures. **Prerequisite: BUS122.**

BUS340   Managerial Accounting   4.5 credits
This course covers financial accounting concepts and managerial accounting topics. It introduces finance and its importance and relevance to business operations. It covers the internal financial environment of a business. Topics include financial statements analysis, cost accounting, job order costing, and process product costing. **Prerequisite: BUS122.**

BUS400   Advanced Financial Management   4.5 credits
This course analyzes applied issues in corporate finance through a series of cases. Several concepts are covered including advanced capital budgeting, valuation techniques, corporate risk management, currency hedging, and valuation of start-ups. **Prerequisite: BUS300.**

BUS420   Accounting Information Systems   4.5 credits
This course focuses on the impact of information technology on accounting including developments in the Internet, electronic commerce, EDI, and databases. Additionally, the course provides information on developing, implementing, and maintaining an accounting information system. Also addressed are the increasingly competitive business environments and techniques to reap the most value at the least cost. **Prerequisite: BUS122.**

BUS440   Business Forecasting and Simulation   4.5 credits
This course examines the application of economic theory and methodology needed by business managers to forecast both technical and non-technical needs. Topics include tools and techniques for analysis, consumer and firm behavior, product demand, evaluation of decisions, technology benefits, and challenges and interactions between firms and the marketplace. **Prerequisite: BUS300.**

BUS450   Personal Financial Management   4.5 credits
This course introduces the student to the concepts, tools, and applications of personal finance and investments. The
course assumes little or no prior knowledge of the subject matter and focuses on helping the student understand the
process of financial planning and the logic that drives it. **Prerequisite: None.**

Human Resource Concentration
BUS350   Staffing and Employment   4.5 credits
This course examines current issues affecting staffing and employment practices and the impact on the
organization's ability to compete in the marketplace, to develop and maintain a successful workforce, and comply
with the various regulations governing staffing and employment practices. Major topics include technical issues
involved in developing and implementing selection programs within organizations; how to achieve successful
person to job practices and govern staffing and employment; and staffing procedures, policies, techniques, and
problems; and the role of public policy on staffing/employment practices. **Prerequisite: BUS210 or HOS270.**

BUS351   Workplace Safety   4.5 credits
This course is designed to educate and increase the student's awareness of internal and external factors that could
negatively affect occupational safety in the workplace and understand the practices that can maintain and/or improve
workplace safety. The Occupational Safety and Health Administration (OSHA) responsibilities for administering
and enforcing programs, regulations, and standards designed to reduce injuries and illness on the job are also
examined. Techniques to improve workplace safety and health for all workers by reducing hazards while increasing
employer and worker awareness of commitment to and involvement with safety and health are also discussed.
Prerequisite: BUS210.

BUS352   Employment Law   4.5 credits
This course provides an overview of key legislation that impacts employee rights; training; consumer protection;
compensation; benefits; employee and labor relations; and health, safety, and security. The importance of effective
management practices to ensure regulatory compliance in the areas of employee and employer rights and
responsibilities, job analysis, performance appraisal, and workplace behavior is also reviewed. **Prerequisite:
BUS210 or HOS270.**

BUS353   Labor Management Relations   4.5 credits
The historical, current, and legal analysis of labor relations in the U.S. and its impact on an organization's ability to
compete in the marketplace, to develop and maintain a successful workforce, and comply with the various statutory
and common law regulations governing labor/management relations are discussed in this course. Major topics
include growth and trends in the labor markets, collective bargaining, impact of labor relations on the organization's
strategies, analysis of federal labor laws, NLRA certification process, methods employed by management to avoid
unions, methods employed by unions to represent bargaining units, and strikes and lockouts. **Prerequisite: None.**

BUS354   Compensation Management   4.5 credits
This course involves the study of laws, theories, and practices related to compensation administration and benefits.
This course prepares students entering the human resource management field for solving specific problems and
avoiding expensive errors. **Prerequisite: None.**

BUS355   Managing People   4.5 credits
The aim of this course is to provide an understanding of the role of managers in managing people, arguably the most
important resource in an organization. The course describes the strategies managers can adopt to manage people,
people-organizational linkages, and the impact of dynamic changes on these areas. Prerequisite: None.

BUS425   Diversity in the Workplace   4.5 credits
This course examines the management of a diverse workforce and the benefits of creating this diversity. Topics
include understanding human behavior in an organization, changing marketplace realities, employment systems,
affirmative action, behavior modification for employees, and other topics related to a multicultural workforce.
Prerequisite: None.

CIS206   Database Concepts and Relational Database Management Systems   **4.5 credits**

This course is designed for students with limited or no previous database experience. Course outcomes include a solid understanding of fundamental database terms and concepts such as tables, queries, forms and reports, and their application using a popular database. This course also introduces database analysis, database design, and N-tiered client-server database systems. A problem-based approach using SQL is used in this course. *This course has a computer lab fee.* **Prerequisite: None. Lecture Hours: 35; Lab Hours: 20.**

CIS207   Programming Languages   **4.5 credits**

In this course, students gain an understanding of object-oriented programming concepts with specific emphasis on modern programming languages. This hands-on training course focuses on applet and application development. Basic constructs are explained with more detail than in regular programming courses. Students learn how to create multithreaded applets and applications, and develop platform-independent graphical user interfaces. Lab exercises and projects reinforce ideas and concepts learned. *This course has a computer lab fee.***Prerequisite: None. Lecture Hours: 35; Lab Hours: 20.**

CIS232   Database Programming   **4.5 credits**

Data Modeling and Relational Database Design (DMRDD), including the use of Entity Relationship (ER) modeling is discussed in detail using practical business examples. Normalized, stable, maintainable and well-defined relational databases are analyzed. Rules and constructs of Structured Query Language (SQL) and SQL*Plus, including various elements of the SELECT statement will be used to create, store, retrieve, and manipulate data in an Oracle database. *This course has a computer lab fee.* **Prerequisite: For information technology students, CIS130. For business administration students, CIS206. Lecture Hours: 35; Lab Hours: 20.**

CIS300   Managing Information Systems   **4.5 credits**

This course focuses on information system which supports business decisions, internal business processes, customer relations, and interaction with suppliers. It deals with the organizational foundations of such systems, their strategic role, and the organizational and management changes driving electronic commerce, electronic business, and the emerging digital firm. The course includes an overview of the hardware, software, data storage, and telecommunications technologies needed for information systems. The impact of such systems on the reengineering of critical business processes and on the decision making cycle are discussed in detail. **Prerequisite: None.**

CIS305   E-Business IT Infrastructure   **4.5 credits**

This course discusses the basic networking infrastructure used in e-business and the typical multi-tiered e-business architectures. Technologies include the OSI Reference Architecture, IP protocol (connection establishment, error control, and congestion control), and the HTTP protocols. Topics also include load balancers, web servers, application servers, and database servers in an e-business site architecture as well as software architecture elements. *This course has a computer lab fee.* **Prerequisite: None. Lecture Hours: 35; Lab Hours: 20.**

CIS435   Business Information Systems Security   **4.5 credits**

This course focuses on the development of a security policy that balances access, protection and cost, and the importance of a global policy consistent throughout the organization. Topics include security threats, security tools, system security, firewalls, voice systems, and security deployment and management. This course deals primarily with management and enforcement of security system requirements, rather than with the actual configuration of hardware. **Prerequisite: None.**

Management Concentration

BUS300   Financial Management   **4.5 credits**

This course teaches the concepts and skills of financial planning within a business. Concepts covered include how to use financial statements and how to plan appropriate action. Specific topics are preparing budgets, analyzing investment options, and assessing risk and return of financing business endeavors. **Prerequisite: BUS122.**

BUS305   International Business Strategies   4.5 credits

This course focuses on the strategies and structures of international businesses. Topics include cultural differences, economics, and politics of international trade and investment, form and functions of the global monetary system, and assessment of the special roles of an international business's various functions. **Prerequisite: BUS240.**

BUS325   Entrepreneurial Leadership   4.5 credits

Through the study of successful leaders and their companies, students learn techniques to move a company from mediocre to great. Topics include goal setting; culture development; vision; profits; technology; and effects of change, discipline, and necessary leadership qualities. **Prerequisite: None.For students in the School of Culinary Arts and Hospitality Management, HOS270.**

BUS380   Project Management   4.5 credits

This course allows students to manage a project within their major field of study. Students prepare a project plan including details of their project, deliverables, dates they are completed, and the associated learning exhibited. Students implement their plan and record weekly status on their progress, issues, decisions, and learning. At the conclusion of the course, students complete their projects and summarize their results in a final report. **Prerequisite: None.**

BUS405   Business Law: Legal Environment for Business   4.5 credits

This course addresses the changing dynamics of business in the legal system. The basic theories of business law are covered including the legal environment, legal theory, and structure of the legal system. The course goes beyond the basic concepts and addresses challenging issues such as contract law, Uniform Commercial Code (UCC), copyright, trademark, and protection of intellectual property. **Prerequisite: None.**

BUS415   Organizational Theory and Development   4.5 credits

This course examines the field of organizational development and provides a background in organizational development theory and application. Topics include history of organizational development theory, models for organizational structure and change, and advances in organizational development theory. **Prerequisite: BUS210 or HOS270.**

BUS416   Quality Management and Productivity   4.5 credits

This course examines the concepts of continuous improvement and quality management, viewing quality as a systematic process that improves customer satisfaction. The course covers methodologies that aid managers in assuring that the company's quality system is effectively meeting the company's continuous improvement goals. **Prerequisite: None.**

Marketing Concentration

BUS361   Buyer Behavior   4.5 credits

This course focuses on understanding and influencing consumer perceptions and buying decisions. Integrated into the process is the role of marketing research and the basic methods and techniques needed to interpret information relevant to targeting markets, positioning products, and designing effective marketing communications. **Prerequisite: None.**

BUS362   Sales Management   4.5 credits

This course provides an in-depth review of a variety of methods that businesses use to communicate with and influence customers and prospective customers. Methods covered include advertising, direct marketing, public relations, sales promotion, individual selling, and others. **Prerequisite: None.**

BUS363   Strategic Issues in Marketing   4.5 credits

This course develops the marketing principles by which products and services are designed to meet customer needs, priced, promoted, and distributed to the end user. The focus is on the application of these marketing principles to a wide range of customers, both internal and external. Topics include new product/service introduction and segmentation and positioning strategy. **Prerequisite: None.**

BUS364   Marketing Research   **4.5 credits**
This course covers basic research methodology applied to marketing issues. Students study methods and techniques
for collection, analysis, and interpretation of primary and secondary data for customer and business marketing.
Prerequisite: None.

BUS365   Marketing on the Internet   **4.5 credits**
This course provides students with the skills and knowledge needed to generate viable business via the Internet. This
course explores strategic directions, branding, business cases, and life-cycle management for developing products
for a digital world. **Prerequisite: None.**

BUS366   International Marketing   **4.5 credits**
This course covers the concepts and practices of marketing in the global environment and discusses modifications
and adaptations required to meet the challenges associated with international marketing. Students also learn how to
integrate strategies with international marketing functions. **Prerequisite: None.**

BUS367   Business to Business Marketing   **4.5 credits**
This course develops the students' understanding of the various concepts in organizational buying and enables them
to comprehend the buying processes of business markets. With value created and delivered in the marketplace as its
cornerstone, this course equips the students with necessary marketing tools to deal with issues related to business
markets. **Prerequisite: None.**

BUS430   Competitive Strategies   **4.5 credits**
This course addresses the complex future faced by existing businesses. Materials cover strategic and organizational
issues, restructuring, mergers and acquisitions, technological change, strategic alliances, and the challenges of
creating and serving markets around the world. Topics include strategic goals, competitive environment, value
chains, focus strategies, ethics, diversification, globalization, cooperation and competition, organization design
practices, and implementing change. **Prerequisite: BUS120.**

Business Administration – MBA

EBM502   Research Methods   **4.5 credits**
The course focuses on methods for the conduct of research and development projects. Specifically, students learn
about the scientific method, as well as research and design requirements and objectives. Course work involves
qualitative, quantitative, and case studies; performance metrics; design procedures and control; and sources of error
and bias. In addition, evaluation tools and formal validation methods are discussed. **Prerequisite: None.**

EBM503   Global Leadership and Organizational Behavior   **4.5 credits**
This course gives the graduate learner the opportunity to study the most recent thinking on building competitive
advantage through human resource development and knowledge management. An integrated portfolio of topic areas
and the opportunity to present current, relevant strategies and resources in today's organizations isfocusedupon
throughout this course. This course analyzes both the formal and informal aspects of the management process.
Topics include: human behavior in an organizational environment, human capital, group dynamics, communication,
motivation and decision-making, and the impact of innovation and change on the organization. **Prerequisite: None.**

EBM532   Legal Environment and Business   **4.5 credits**
This course examines the legal environment in which business operate. In particular, torts, contracts, government
regulations, types of businesses and formulation of companies covered. This course also considers topics related to
legal concepts of commercial transactions. Specifically addresses are: collection of debts, sale of goods, warranties,
product liabilities, secured transactions and bankruptcy. **Prerequisite: None.**

EBM554   Global Economies and Markets   **4.5 credits**
This course examines key dimensions of the global economy and global economics, including international business opportunities and risks, economics simulations, trade theory and policy, the balance of payments, foreign exchange markets, exchange rate systems and risks, and international payment systems are also discussed. Additional topics such as foreign direct investments are discussed in addition to the changing role of multinational corporations and elements of international corporate strategies. **Prerequisite: None.**

EBM573   Global Business Operations   **4.5 credit**
This course focuses on the past, current, and emerging quality improvement theories, practices, techniques and skills, including an overview of organizational systemic processes and programs necessary to deliver quality results including Malcolm Baldrige Award, Six Sigma, Lean Engineering, and ISO 9000. The mechanics, structures, and dynamics of effective quality improvement teams are covered, as are issues relating to the effective implementation of quality-related programs. **Prerequisite: None.**

EBM587   Strategic Business Marketing   **4.5 credits**
This course examines marketing variables and marketing strategy in developed and developing countries. The importance of differences among nations in language, culture and social forces, politics and laws, values, channels or distribution, and buyer behavior is examined. The course also emphasizes the importance of the marketing orientation in the present global competitive environment and the relationships between marketing and business development and strategy in an international setting. **Prerequisite: None.**

EBM595   Competitive Strategy and Innovation   **4.5 credits**
This course covers how to convert the vision do the executive intuition into definite plans that can be operationally implemented, and provides opportunity for practice and experimentation in strategy formulation. Strategy support systems are used to assist in making the transition from a change-resistant operational approach to a future-oriented approach characteristic of strategic thinking. The innovation process, appropriation of economic value from innovation, competition between technologies, strategies for competing against established firms and management innovation. Coursework includes tools essential for developing a successful sustainability strategy such as stakeholder engagement and systems thinking. **Prerequisite: None.**

EBM609   Financial Management and Policies   **4.5 credits**
This course is an in-depth analysis of financial considerations relating to maximizing the value of a corporation. It examines the setting of financial and corporate goals in terms of maximizing shareholders equity, optimal financing policy and relationships among dividend policy, debt levels, capital costs, return on investments, analyzing financial statements and growth. **Prerequisite: None.**

EBM632   Sustainability and Social Entrepreneurship   **4.5 credits**
This is a course in applied character development for the business leader. It emphasizes the development of ethical and moral frameworks by which business decisions can be made and professional moral conduct enhanced. It recognizes that organizational behaviors and decisions made by individual leaders, managers, and employees. Particular attention is given to situational analysis and behavior intentions with the goal of developing one's ability to render the highest order (wisest) ethical decisions given a particular moral problem. A variety of ethical models and perspectives are reasoned to explore the light they can shed on ethical business issues. **Prerequisite: None.**

EBM636   Organizational Change Management   **4.5 credits**
With today's fast-paced and hectic way of doing business, change in the workplace has become an everyday reality. Change happens rapidly and sometimes with very little notice. Major changes such as mergers, takeovers, and layoffs can leave employees feeling confused, fearful, or disheartened. This curse is designed to help future managers work through organizational change by studying strategies for providing positive leadership. This course covers multiple perspectives on managing organizational change including methodologies for diagnosing managing competence, theoretical frameworks for understanding organizational competency, and strategies for changing organizational culture and personal behavior. **Prerequisite: None.**

EBM680　Project Management　　　　　　　　　　　　　　　　　　　　　　**4.5 credits**
The course focuses on the effective organization of projects, tracking of costs and time expenditures, management of quality and risks, evaluation of human resources requirements, and the overcoming of potential obstacles.
Prerequisite: None.

EBM690　Business Capstone　　　　　　　　　　　　　　　　　　　　　　**4.5 credits**
This capstone course gives students the opportunity to pull together and build upon what has been learned in separate business fields and utilizes this knowledge in the analysis of complex business problems. This capstone course is designed to aid students in synthesizing and applying knowledge gained in earlier courses and applies these skills through actual business cases. The course should be taken in a student's final quarter. **Prerequisite: Approval of the advisor.**

Information Technology – BS

BUS100　Introduction to Business　　　　　　　　　　　　　　　　　　**4.5 credits**
This course provides a background on business and management. Students discuss human relations, organizational structure, communications, and technology in business, and strategic planning. **Prerequisite: None.**

BUS120　Sales and Marketing　　　　　　　　　　　　　　　　　　　　**4.5 credits**
This course introduces the student to effective methods for marketing products and services. Direct mail, print time, and other advertising techniques are discussed. Problem solving relative to customer relations is addressed. Consumer profiles, organizational personalities, and demographics are presented as components of market research and analysis. **Prerequisite: None.**

BUS380　Project Management　　　　　　　　　　　　　　　　　　　　**4.5 credits**
This course allows students to manage a project within their major field of study. Students prepare a project plan including details of their project, deliverables, dates they are completed, and the associated learning exhibited. Students implement their plan and record weekly status on their progress, issues, decisions, and learning. At the conclusion of the course, students complete their projects and summarize their results in a final report. **Prerequisite: None.**

CIS103　Fundamentals of Information Systems　　　　　　　　　　　　**4.5 credits**
Students learn the founding concepts of information technology and the systems needed to achieve the measurable benefits of introducing IT into an enterprise. The course teaches students to analyze systems and learn how information technology can be used to design, facilitate, and communicate organization goals and objectives. An overview of hardware and software with its relation to information technology is also presented. **Prerequisite: None.**

CIS131　Programming Fundamentals　　　　　　　　　　　　　　　　**4.5 credits**
In this course, students develop skills and concepts essential to good programming practice and program solving. It covers fundamental programming concepts, object-oriented and event-driven programming, basic data structures, algorithmic processes, and problem solving. This is the introductory programming course for IT majors and is designed for students with little or no programming experience. **Prerequisite: None.**

CIS133　Technical and Professional Communication　　　　　　　　　　**4.5 credits**
The course is designed to facilitate the understanding of the social and professional context of information technology and computing and to prepare the students for entering the workplace. Students learn how IT supports an organization and are introduced to the teamwork concepts, group dynamics as well as a variety of leadership styles as applied to IT business. In addition, the course stresses oral and written professional communication skills by preparation of technical proposals, reports, presentations, and formal papers. **Prerequisite: None.**

CIS141   Hardware Fundamentals   **4.5 credits**
This course develops knowledge and skills in preventative maintenance, troubleshooting and repair of desktop computers, laptops, printers, expansion buses, multimedia, video, modems, and SCSI controllers. In addition, the course provides an introduction to operating systems installation and troubleshooting, as well as gives an overview of the current trends in technology of memory, monitors, and hand-held devices. *This course requires a computer lab fee.* **Prerequisite: None. Lecture Hours: 35; Lab Hours: 20.**

CIS144   OS Architecture   **4.5 credits**
The course builds an understanding how an operating system works and its architecture. The students learn how OS concepts are implemented in a real operating system. The course provides an introduction to the system programming as well as current trends in OS research. *This course has a computer lab fee.* **Prerequisite: CIS141. Lecture Hours: 35; Lab Hours: 20.**

CIS146   Fundamentals of Networking   **4.5 credits**
This course provides the solid foundation of networks and networking in IT. The topics include routing, switching, physical layer, and application areas. Upon completion, the students are able to compare the characteristics of various communication protocols and how they support application requirements. Both OSI and Internet models are compared and contrasted as they apply to contemporary communication protocols. In addition, the students learn how to solve basic networking problems and perform troubleshooting operations on LANs and connected devices. *This course has a computer lab fee.* **Prerequisite: None. Lecture Hours: 35; Lab Hours: 20.**

CIS201   Fundamentals of IT Security   **4.5 credits**
This course prepares students to pass the current CompTIA Security+ 2008 certification exam. After taking this course, students understand the field of network security and how it relates to other areas of information technology. This course provides the broad knowledge necessary to prepare for further study in specialized security fields or serves as a capstone course introducing the field. **Prerequisite: CIS142, CIS146.**

CIS202   Fundamentals of Web Design   **4.5 credits**
This course applies effective graphic design techniques and methods to the Internet. Students learn to write HTML5 code and use HTML5 code generators such as Adobe Dreamweaver. The course emphasizes the creation of websites that are displayed properly in multiple browsers. Special attention is paid to well-designed pages that meet site requirements. *This course has a computer lab fee.* **Prerequisite: None. Lecture Hours: 35; Lab Hours: 20.**

CIS205   Fundamentals of Human-Computer Interaction   **4.5 credits**
This course is designed to build the understanding and the advocacy of the user. Students learn how to employ user-centered methodologies in the development, evaluation, and deployment of IT applications and systems. The topics include user and task analysis, human factors, ergonomics, accessibility standards, and cognitive psychology. Upon completion, students are able to perform a simple usability evaluation for an existing software application and develop an effective user-friendly prototype of a GUI. Special attention is given to ergonomics and current technologies such as mobile, wearable and pervasive computing, and virtual reality systems. **Prerequisite: None.**

CIS207   Programming Languages   **4.5 credits**
In this course, students gain an understanding of object-oriented programming concepts with specific emphasis on modern programming languages. This hands-on training course focuses on applet and application development. Basic constructs are explained with more detail than in regular programming courses. Students learn how to create multithreaded applets and applications, and develop platform-independent graphical user interfaces. Lab exercises and projects reinforce ideas and concepts learned. *This course has a computer lab fee.***Prerequisite: None. Lecture Hours: 35; Lab Hours: 20.**

CIS223   System Administration and Maintenance   **4.5 credits**
The course covers the aspects of administration and maintenance of operating systems, networks, software, file
systems and servers, web and database systems, as well as system documentation, policies, and procedures. Topics
include further investigation of the operating systems, applications, and administrative activities such as user and
group management, security, backup, and disaster recovery planning. The administrative responsibilities over the
various domains are assessed, compared, and contrasted. *This course has a computer lab fee.***Prerequisite: None.
Lecture Hours: 35; Lab Hours: 20.**

CIS245   Legal and Ethical Aspects in Digital Forensics   **4.5 credits**
This course uses current events to explore the impact of civil, criminal, and regulatory law on network and intrusion
forensics. Current and future affairs areas of information include articles, journals, and papers. Other topics
discussed include legislative concerns affecting digital forensics, a study of the legislative process, are ethics are
discussed. **Prerequisite: None.**

CIS490   Information Technology Senior Project   **4.5 credits**
Students work under the supervision of a faculty advisor to further refine and develop their skills and knowledge
through a student-created independent project. **Prerequisite: Approval of the advisor.**

Cyber Security Concentration

CIS224   Legal and Ethical Aspects in Cyber Security   **4.5 credits**
Students are introduced to the ethical and legal practices related to cyber security and cyberspace such as privacy,
intellectual property, cybercrime, critical infrastructure protection, and cyber warfare. Technology issues are
discussed to demonstrate the interdisciplinary influences and concerns to be addressed while developing or
implementing effective cyber security laws and policies.The content of the course is targeted at ensuring the privacy,
reliability, and integrity of information systems.**Prerequisite: None.**

CIS225   Network Management   **4.5 credits**
In this course, students further develop the knowledge and skills in the network management and administration.
The conceptual and practical framework for both wired and wireless network configuration and management is
compared and contrasted through a series of hands-on exercises and projects. In order to manage networks
efficiently, students learn scripting in different operating systems. The expected learning outcomes include designing
LAN/WAN, troubleshooting of a variety of networking problems, and demonstration of effective management skills
while operating an enterprise switch through a management console. In addition, the course introduces the
performance evaluation procedures. **Prerequisite: CIS146.**

CIS247   Information Assurance and Cyber Security Architecture   **4.5 credits**
Students learn the basics of information assurance and cyber security architecture. This course includes fundamental
aspects of countermeasures over various security domains, computer forensics, information states, security services,
threat analysis, and vulnerabilities. While working on individual or team-based projects, students synthesize and
apply practical understanding of the principles of data protection, network security, and computer forensics
including their understanding of the ethical, legal, and policy issues associated with information assurance and
security. **Prerequisite: CIS200.**

CIS374   Security Mechanisms (Countermeasures)   **4.5 credits**
The course is designed to provide an overview of the modern aspects of cryptography, authentication, redundancy,
and intrusion detection. The learning outcomes include an installation and configuration of a PKI-based application.
Upon completion of the course, the students are able to give the characteristics of an effective password, explain the
differences between symmetric and asymmetric cryptosystems, as well as the differences in efficiency and
performance between software-based and hardware-based cryptosystems. **Prerequisite: CIS200.**

CIS411   Threat Analysis Model   **4.5 credits**
This course covers the security threat around the attacks and mitigations while analyzing computer security by building on the high-profile security failures. Different types of the attacks are studied, compared, and contrasted. The students are familiarized with the most effective countermeasures for blocking or weakening the attacks. As an additional learning outcome, they learn how to perform effective security management and risk analysis. Privacy concerns as well as the aspects of law and ethics are introduced. **Prerequisite: CIS200.**

CIS412   Vulnerabilities   **4.5 credits**
The students learn how to detect and respond to vulnerabilities and minimize exposure to costly security breaches, as well as to employ real-world exploits and evaluate their effect on the information systems. In addition, the participants learn how to configure vulnerability scanners to identify weaknesses, analyze the results of vulnerability scans, and establish a strategy for vulnerability management. **Prerequisite: CIS201.**

CIS420   Intrusion Detection   **4.5 credits**
This course provides students with the theoretical principles and techniques of forensics as it relates to data communication and network intrusion. Students will learn basic cryptography, fundamentals of computer/network security, risks faced by computers and networks, security mechanisms, operating system security, secure systems design principles, and network security principles. Special emphasis is placed on computer crimes and forensics in law enforcement and financial accounting practices. Forensic tools are discussed.**Prerequisite: CIS201.**

Network Administration Concentration

CIS225   Network Management   **4.5 credits**
In this course, students further develop the knowledge and skills in the network management and administration. The conceptual and practical framework for both wired and wireless network configuration and management is compared and contrasted through a series of hands-on exercises and projects. In order to manage networks efficiently, students learn scripting in different operating systems. The expected learning outcomes include designing LAN/WAN, troubleshooting of a variety of networking problems, and demonstration of effective management skills while operating an enterprise switch through a management console. In addition, the course introduces the performance evaluation procedures. **Prerequisite: CIS146.**

CIS253   Server OS   **4.5 credits**
This course covers modern server technology, advanced distributed systems theoretical, and technical aspects and their core elements. In this course, students learn how to install, configure, optimize, and troubleshoot current and emerging Windows server operating systems, managing, monitoring, and optimizing server system performance, reliability, and availability. Topics include resource administration, hardware devices and drives, system performance and reliability, network protocols and services, performance analysis of multi-server systems, resource management, and data sharing in grid systems. Modern client server systems such as large cluster based systems, scalable web-server systems, audio/video streaming servers, and VOD severs, optimal server placement, and efficient server selection in large networks are discussed.**Prerequisite: CIS144.**

CIS254   Client OS   **4.5 credits**
This course introduces an overview of features and functions of client operating systems. Through hands-on projects the students are gaining practical knowledge in installation, configuration, management, and troubleshooting of current client operating systems in standalone as well as a networked environment. By the end of the course, students have the ability to configure and support environments running current version of Windows OS. **Prerequisite: None.**

CIS258   Database Administration   **4.5 credits**
In this course, students learn how to create, query, and modify complex and highly scalable database using SQL and PL/SQL, and optimize, maintain, troubleshoot, secure, and monitor database. This hands-on training course focuses on the use of current and emerging relational database tools and technologies to make complex queries and modifications to the database; perform database recovery and monitoring; backup and restore database; perform database auditing, archiving, and distribution; and establish user accounts, roles, and access control. Topics include database objects, database queries, database views, T-SQL scripts, stored procedures, backup types including full and incremental backups, concurrency, table structures and indexing, and database interoperability. Special attention is paid to the use of Oracle and SQL database servers.*This course has a computer lab fee.***Prerequisite: CIS130. Lecture Hours: 35; Lab Hours: 20.**

CIS302   Routing and Switching   **4.5 credits**
This course covers routing and switching concepts, configuration, implementation, and management. In this course, students learn how to work with complex and converged network infrastructure that includes routers and switches; use of appropriate routing and switching devices and external management tools; build networks using multi switching technologies over high-speed Ethernet connections; configure and troubleshoot various routed environments including access, distributed, and core environments; and manage access and control overhead traffic in growing routed networks. Topics include proprietary routers and switches for LAN and WAN environments installation and operation;, IP, IPX, and IGRP protocols configuration; frame relay and dial-up router interfaces; router capabilities; and connecting corporate enterprise networks to an ISP. *This course has a computer lab fee.***Prerequisite: CIS146. Lecture Hours: 35; Lab Hours: 20.**

CIS311   Data Centers and Virtualization   **4.5 credits**
This course introduces the concepts and recent developments in cloud computing and data centers. Upon a review of cloud computing, data centers, and virtualization technologies, the course works on a variety of projects to address practical issues in today's cloud platforms and data centers. **Prerequisite: None.**

CIS339   Network Operations   **4.5 credits**
In this course, students further develop the knowledge and skills in corporate network operation including network monitoring, management, maintenance, and troubleshooting. Topics include network communications and data delivery methods, TCP/IP networks implementation, deployment and services, network protocols characteristics and configuration, LAN, WAN, and remote networks' components and implementations, internetworking devices and operating systems, network access control, incident response and reporting, and technologies related to network security, monitoring, and disaster recovery. Special attention is paid to identifying major corporate network issues and tools and techniques used in network troubleshooting. *This course has a computer lab fee.***Prerequisite: CIS146. Lecture Hours: 35; Lab Hours: 20.**

CIS401   Modern Communications   **4.5 credits**
The course explores the concepts of the Digital Age technology and modern communications systems. A thorough theoretical and hands-on introduction to the technical terms and commonly used computer and communications components and devices is provided. The topics include voice, video and data communication technologies and networks, and mobile and over Internet communications. A special attention is focused on the aspects of communication security, privacy, ethical practices, and protective measures. **Prerequisite: None.**

Software Engineering – MS

EBM502   Research Methods   **4.5 credits**
The course focuses on methods for the conduct of research and development projects. Specifically, students learn about the scientific method, as well as research and design requirements and objectives. Course work involves qualitative, quantitative, and case studies; performance metrics; design procedures and control; and sources of error and bias. In addition, evaluation tools and formal validation methods are discussed. **Prerequisite: None.**

ISM521   Database Systems Technology   **4.5 credits**
This course explores the principles and methodologies of database design, architecture, and techniques for database application. Topics covered include relational design, SQL, transaction processing, decision support, integrity, and security. **Prerequisite: None.**

ISM531   Ethics and Professional Issues in IT   **4.5 credits**
This course provides a framework for making ethical decisions in information systems management. The course explores professional issues and societal implications of information technology. Topics covered include professional ethics, privacy, security risks, property rights, social media, and criminal conduct. **Prerequisite: None.**

SOF501   IT Project Management   **4.5 credits**
This course examines the principles and practices of effective project management. Students learn the roles of managers, techniques for controlling cost, scheduling, and performing as it relates to IT projects. Topics include leadership, IT business process development, project planning, management, communications, and evaluation. **Prerequisite: None.**

SOF535   Object-Oriented Analysis and Design   **4.5 credits**
The course discusses object-oriented systems, software reusability, software modularity, top-down and bottom-up approaches, object classification, generality, meta programming, and concurrent, object-oriented programming languages. **Prerequisite: None.**

ISM550   Human-Computer Interaction   **4.5 credits**
This course explores the theories and methodologies in human-computer interaction. Students work on projects to design, implement, and evaluate computer interfaces. Topics covered are human-computer interaction models, sensor recognition, multimedia interfaces, task analysis, and evaluation. **Prerequisite: None.**

SOF581   Software Modeling   **4.5 credits**
This course provides an overview of software analysis and design. The course explores the fundamentals of object oriented analysis and design processes, use-case analysis, object modeling, design patterns and metrics. **Prerequisite: SOF535.**

SOF584   Software Quality Assurance   **4.5 credits**
This course covers the components of quality assurance throughout the software development process. The course provides a framework for planning, reviewing, testing, configuring, managing metrics, and models. Students explore software quality approaches to use in a variety of settings. **Prerequisite: None.**

SOF587   Secure Software Design   **4.5 credits**
This course explores the critical steps of producing secure software systems. Through competency based activities, students learn the requirements for confidentiality, integrity, and availability integral to the software development process. Topic covered vulnerabilities, configuration, design, development, and ongoing maintenance. **Prerequisites: SOF500, SOF535.**

SOF588   Enterprise Software Development   **4.5 credits**
This course examines the theoretical foundations and practices of enterprise systems. The course introduces basic concepts to enterprise systems, enterprise, and application software products. Through competency based activities, students cover the lifecycle of enterprise systems from development, implementation, use, and evaluation. **Prerequisites: SOF500, SOF535.**

SOF589   Mobile Software Engineering   **4.5 credits**
This course explores the trends, designs, and deployment issues of mobile application development. The course covers mobile platforms, mobile browsers, mobile devices, mobile computing, and interface designs. **Prerequisites: SOF500, SOF535.**

SOF591   Software Engineering Project II   **4.5 credits**
This course provides an opportunity for students to develop software for real organizations based on functional
requirements. The students work in teams under the schedule constraints commonly experienced in industry. The
students work with faculty members on a mutually agreed project to provide experience in the full lifecycle of a
software project. With permission of the instructor or the dean, cooperative education may be used to satisfy some
requirements of this course. **Prerequisite: Approval of the advisor.**

SOF595   Current Topics in Software Engineering I   **4.5 credits**
This course addresses current topics in the software engineering field. The exact topic is announced in the term
schedule. **Prerequisite: Approval of the advisor.**

SOF596   Current Topics in Software Engineering II   **4.5 credits**
This course addresses current topics in the software engineering field. The exact topic is announced in the term
schedule. **Prerequisite: Approval of the advisor.**

SOF590   Software Engineering Project I   **4.5 credits**
This course provides experience in applying software-engineering techniques by giving students an opportunity to
produce software when working in teams under the schedule constraints commonly experienced in industry. As a
component of the course, the instructor emulates the vagueness shown by typical customers in describing
requirements. The instructor serves as a guide and mentor, not as a traditional teacher. This course should be taken in
a student's final quarter. **Prerequisite: Approval of the advisor.**

Medical Insurance Billing and Coding - AAS

MED120   Medical Terminology   **4.5 credits**
This course presents a study of basic medical terminology. Prefixes, suffixes, word roots, combining forms, special
endings, plural forms, abbreviations, and symbols are included in the content. A programmed learning, word
building systems approach is used to learn word parts for constructing or analyzing new terms. This provides the
opportunity to decipher unfamiliar terms and check their spelling. Emphasis is placed on spelling, definition, usage,
and pronunciation. Abbreviations introduced as related terms are presented with each unit. **Prerequisite: None.**

MED130   Medical Insurance, Billing, and Coding   **4.5 credits**
This course trains students in the major medical insurance and claim forms processing. It includes information on
national and other common insurance plans, as well as claim form completion and ICD and CPT coding. Problem
solving and managed care systems are also discussed. Daily financial practices including patient fee determining,
credit arrangements bookkeeping, and bank-keeping procedures are discussed. Additionally the process of
purchasing equipment and supplies are covered. Computer use in the ambulatory environment is also taught.
Prerequisite: MED120.

MED160   Medical Computer Applications   **4.5 credits**
This course gives students the exposure to computer software applications as used in the medical office
environment. This includes the use of medical office management software for organizing front office procedures
and word processing software for typing medical reports and transcription. Other medical software may be
introduced. *This course has a computer lab fee.* **Prerequisite: CIS110. Lecture Hours: 30; Lab Hours: 30.**

MED250   Medical Office Practice   **4.5 credits**
This course introduces students to the administrative functions of the medical office or clinic. Emphasis is placed on
written and oral communication, scheduling, medical records, documentation, and filing. In addition, telephone
techniques, etiquette, and management and human resource skills are covered. **Prerequisite: MED120.**

MED270   Medical Finance and Insurance   4.5 credits
This course provides students with training in areas such as managing records, billing and collections, financial management, medical insurance, and medical office management. Computer use in the ambulatory environment is also taught. **Prerequisite: MED120.**

MIB129   Anatomy and Physiology for Non-Clinical Majors   4.5 credits
This course focuses on the foundations of the structure and function of the human body. Information presented in this course serves as framework for understanding health and disease. Study begins with basic terminology and cell structure and extends to a survey of the organ systems. Students are introduced to clinical terminology for documenting patient's medical diagnosis and services. This course bridges between clinical data and the administrative process. **Prerequisite: None.**

MIB130   Diseases of the Human Body   4.5 credits
This course is a scientific study of the human body's diseases and disorders, including signs and symptoms, etiology, diagnosis, and treatment. **Prerequisites: MED110 and MED210 or MIB129, MED120.**
Note: Prerequisites based on program requirements.

MIB210   Introduction to Diagnostic and Procedures Coding   4.5 credits
This course covers the basic guidelines and coding conventions in ICD-9-CM. The focus of the course is on the professional guidelines for outpatients. The proper diagnostic assignments based on the documentation are discussed as well as the proper use of multiple codes, 1 digit, 4 digits, and 5 digits specificity. **Prerequisite: MED130.**

MIB220   Coding of Clinical and Diagnostic Procedures I   4.5 credits
This course covers the basic guidelines and coding conventions in CPT; the focus continues on the professional guidelines for outpatients introduced in Introduction to Diagnostic and Procedures Coding. The evaluation and management of documentation guidelines are discussed as well as the proper of procedural codes and associated modifiers. **Prerequisite: MIB210.**

MIB230   Coding of Clinical Diagnostic Procedures II   4.5 credits
This course covers advanced guidelines and coding conventions in CPT and, as a continuation of Coding of Clinical and Diagnostic Procedures I, the focus is on the professional guidelines for outpatients. The evaluation and management of documentation guidelines are discussed as well as the proper use of modifiers. **Prerequisite: MIB220.**

MIB240   Case Studies in Coding of Patients   4.5 credits
This course covers the abstracting guidelines and coding conventions in ICD and HCPCS coding. This course focuses on the professional guidelines discussed in Coding of Clinical and Diagnostic Procedures II. The evolution and management of documentation guidelines are discussed as well as the proper use of coding diagnosis with procedures. **Prerequisite: MIB230.**

MIB250   Medical Reimbursement Systems   4.5 credits
This course covers the third party payers (Managed Care, Medicaid, tri-care, and worker's compensation) and related terminology. This course gives students an in-depth look at how third party payers are billed. It covers rules and regulations, submission of the correct claim form, the criteria needed for each payer, the federal laws for each payer, identification of benefits or non-benefits for each third party payer, and how to calculate payments. **Prerequisite: MED130.**

MIB260   Electronic Medical Billing   4.5 credits
Students are introduced to medical office reimbursement through electronic processes and procedures. This course covers billing and insurance procedures, contracts and requirements, principles and compliances to sustain medical practice, coding and claims processing for health plans using medical office management software, submission of paper and electronic claims, and inspecting and monitoring the billing process. **Prerequisite: None.**

MIB290   Medical Insurance, Billing, and Coding Externship   **4.5 credits**
This course provides experience as a medical insurance biller and coder in an in-service setting. Students practice direct application of administrative and coding functions of a professional medical biller and coder. **Prerequisite: Approval of the advisor. Lecture Hours: 0; Externship Hours: 135.**

Health Care Administration- MS

EBM504   Organizational Behavior   **4.5 credits**
This course analyzes the formal and informal aspects of the management process. Topics include human behavior in an organizational environment, individual behavior patterns, superior and subordinate relationships, group dynamics, communication, motivation and decision-making, and the impact of innovation and change on the organization. **Prerequisite: None.**

EBM520   Human Resource Management   **4.5 credits**
This course provides the fundamentals of human resource management (HRM). Topics covered are organizational psychology, human interaction, individual effectiveness, and social issues. Other areas include human resource planning, strategic management, organizational structure, legal environment, and organizational staffing. **Prerequisite: None.**

HCA500   U.S. Healthcare Delivery System   **4.5 credits**
This course provides an overview structure and components of the U.S. healthcare systems. Students explore the social, legal, and economic factors that influence the organization of the public health and medical care systems. **Prerequisite: None.**

HCA501   Health Policy, Legal, and Ethic   **4.5 credits**
This course provides an overview of health policy, regulation, and court decisions affecting healthcare organizations. Students use case studies to explore the impact of policy on making legal and ethical decisions related to healthcare delivery and organizations. **Prerequisite: None.**

HCA502   Societal and Cultural Issues in Healthcare   **4.5 credits**
This course discusses behavioral health and the social determinants that influence healthcare in communities. Students examine theoretical principles, methods, and skills essential to plan, implement, and evaluate individual and community development activities as they relate to healthcare. **Prerequisite: None.**

HCA505   Global Health   **4.5 credits**
This course explores social, economic, political, and environmental factors affecting healthcare around the world. Students use an interdisciplinary approach to analyze global health disparities and develop strategies for managing healthcare systems around the world. **Prerequisite: None.**

HCA510   Healthcare Management   **4.5 credits**
This course analyzes tools and techniques required to make operational decisions in healthcare systems. Students learn topics of decision making, process flow, systems management, project management, communication, and capacity management. **Prerequisite: None.**

HCA515   Healthcare Finance   **4.5 credits**
This course explores the financial structure and the impact of healthcare reform on organizations. Students examine the role of finance and accounting in developing, managing, and controlling finances in healthcare organizations. **Prerequisite: None.**

HCA520   Health Information Systems   4.5 credits
This course provides an overview of the role of data and information technology in managing healthcare systems.
Students explore various types of technology used to manage patient scheduling and billing, interoperability,
confidentiality, and electronic health records. **Prerequisite: None.**

HCA530   Quality Performance Management   4.5 credits
This course analyzes the basis of healthcare quality, evidence based decision making and its impact on patient safety.
Students learn methods of assessing quality at all levels of a healthcare system and the regulations governing the
quality of healthcare. **Prerequisites: None.**

HCA540   Strategic Planning and Marketing   4.5 credits
This course develops skills and techniques for strategic management and marketing of healthcare services. Students
explore the essentials of a strategic plan and practice drafting strategic and marketing plans that satisfy stakeholders
and meet the mission of the organization. **Prerequisite: None.**

HCA590 Healthcare Management Capstone   4.5 credits
This advanced course allows students to integrate theory into practice by demonstrating their knowledge and skills
in healthcare administration. Students complete a research based project addressing a real world issue in healthcare
administration. **Prerequisite: None.**

Health Care Administration - BS

BUS100   Introduction to Business   4.5 credits
This course provides a background on business and management. Students discuss human relations, organizational
structure, communications, technology in business, and strategic planning. **Prerequisite: None.**

BUS210   Human Resource Management   4.5 credits
This introductory course concentrates on human resource management issues confronting organizations. These
issues include organizational practices and legal aspects of recruitment, selection, training, orientation, and
performance appraisals. Labor relations are also discussed. **Prerequisite: BUS100 or PSY110.**

BUS220   Business Communications   4.5 credits
This course prepares the student for communication in the workplace. The student prepares memorandums, letters,
proposals, presentations, newsletters, and flyers. Discussions focus on information exchange in and outside of the
organization. Student presentations are critiqued on the message intended and message received. **Prerequisite:
None.**

BUS235   Operations Management   4.5 credits
This course addresses the management of operations in manufacturing and service organizations. Diverse activities
such as production process, raw materials purchase, scheduling, and quality control are discussed. **Prerequisite:
BUS100.**

BUS250   Principles of Economics   4.5 credits
This course examines supply and demand, market demand and elasticity, cost theory, market structures, pricing
theory, and consumer behavior. Regulation, antitrust policy, and income distribution are also discussed.
Prerequisite: BUS100.

BUS302   Microeconomics   **4.5 credits**
In this course, students learn to apply an analytical approach to the study of how individuals and societies deal with the fundamental problem of scarce resources. This approach is applied to everyday decisions faced by individuals as they try to maximize their utility, to businesses that try to maximize profits, and to the whole of society as it attempts to use its resources efficiently. **Prerequisite: BUS250.**

BUS310   Introduction to Financial Management   **4.5 credits**
This course is for non-business majors only. This course introduces the student to topics in financial management such as financial statement analysis, capital budgeting analysis, working capital (accounts receivable, inventory, and cash) management, structure and cost of capital, and interest rate determination methods. Some integration of international finance in these topics is also presented, because of its significant impact on financial management. This course also presents a general view of the financial system, including the financial market system, financial institutions, the firm's objective in the business environment, and the history of financial management.
Prerequisite: None.
Note: Not open to students with credit for Financial Management (BUS300).

BUS325   Entrepreneurial Leadership   **4.5 credits**
Through the study of successful leaders and their companies, students learn techniques to move a company from mediocre to great. Topics include goal setting; culture development; vision; profits; technology; and effects of change, discipline, and necessary leadership qualities. **Prerequisite: None.**

BUS350   Staffing and Employment   **4.5 credits**
This course examines current issues affecting staffing and employment practices and the impact on the organization's ability to compete in the marketplace, to develop and maintain a successful workforce, and comply with the various regulations governing staffing and employment practices. Major topics include technical issues involved in developing and implementing selection programs within organizations; how to achieve successful person to job practices and govern staffing and employment; and staffing procedures, policies, techniques, and problems; and the role of public policy on staffing/employment practices. **Prerequisite: BUS210 or HOS270.**

BUS364   Marketing Research   **4.5 credits**
This course covers basic research methodology applied to marketing issues. Students study methods and techniques for collection, analysis, and interpretation of primary and secondary data for customer and business marketing.
Prerequisite: None.

BUS380   Project Management   **4.5 credits**
This course allows students to manage a project within their major field of study. Students prepare a project plan including details of their project, deliverables, dates they will be completed, and the associated learning exhibited. Students implement their plan and record weekly status on their progress, issues, decisions, and learning. At the conclusion of the course, students complete their projects and summarize their results in a final report. **Prerequisite: None.**

BUS415   Organizational Theory and Development   **4.5 credits**
This course examines the field of organizational development and provides a background in organizational development theory and application. Topics include history of organizational development theory, models for organizational structure and change, and advances in organizational development theory. **Prerequisite: BUS210 or HOS270.**

HCA400   Healthcare Delivery Systems   **4.5 credits**
This course examines the organization and delivery of healthcare systems. Students evaluate the components and operation of healthcare organizations including e-health delivery. Topics include accreditation standards as well as regulatory and licensure requirements. Federal health information initiatives in the healthcare delivery system are discussed. **Prerequisite: None.**

HCA401   Introduction to Healthcare Administration   4.5 credits
This course is designed to provide students with an understanding of the U.S. healthcare structure. It also teaches students practical and conceptual skills with the aim of helping students understand corporate compliance, as well as consumerism effects on the healthcare organization. **Prerequisite: None.**

HCA402   Epidemiology and Health Services Research   4.5 credits
This course is designed to provide professional growth and understanding of public health and management dynamics using the principles of epidemiology, research theories, and methods. Special focus is on the health and social determinants affecting health status, access to essential healthcare, capacity building, and health service disparities. **Prerequisite: MED120.**

HCA403   Healthcare Financial Management   4.5 credits
The focus of the course is on financial planning; budgeting; and managing Medicaid, Medicare, and health maintenance organizations including capitalization, fee-for service, indemnity, and premium and membership assessment for managed care organizations. This course also develops knowledge and skills about small business planning, staffing, organizing, and financing. **Prerequisite: BUS122 or BUS310.**

HCA404   Strategic Health Planning   4.5 credits
This course provides students with the philosophy and activities of strategic management and its specific activities such as strategic thinking, strategic planning, and managing strategic momentum in the healthcare industry. It emphasizes the need for accountability in today's healthcare environment and briefly traces its historical foundations. **Prerequisite: None.**

HCA405   Long-Term Healthcare Management   4.5 credits
This course is designed to examine the concepts and expanding role of long-term care in the U.S. healthcare services. It will also examine the continuum of long-term care service including nursing care facilities, sub acute specialty units, long-term acute care, adult day care, home healthcare, hospices, and community based alternatives. **Prerequisite: None.**

HCA407   Health Policy and Reform   4.5 credits
This course focuses on healthcare policy and reform in healthcare administration, nursing, allied health sciences professions, and other health related areas. It covers concepts, tools, and techniques of health policy formulation, process, and implementation. It examines historical perspectives and strategies in planning, financing, and managing healthcare delivery organizations in the U.S. **Prerequisite: HCA401 or MED270.**

HCA411   Professional Practice of Healthcare Administration   4.5 credits
The professional practice of healthcare administration provides students with an opportunity to explore the theory and principles of healthcare administration through job shadowing or supervised learning situations. This exposure helps students to observe how professionals handle their responsibilities. Students review concepts to help them prepare for certification examination. **Prerequisite: HCA400.**

HCA412   Medical Group Practice Management   4.5 credits
This course examines the planning and management of physician-based group practices. Students have an in depth approach to the challenges and opportunities within the medical practices with technical expertise in management, contracts, planning, and design. Acquisition of competencies help to provide specialized, comprehensive management resources for physicians in private practice and for other related healthcare organizations. **Prerequisites: None.**

HCA420   Quality Performance Improvement   4.5 credits
This course provides an overview of quality assessment and improvement. Application of management tools such as benchmarking techniques, statistical quality control and risk management are used to analyze healthcare systems. Topics include analyzing disease management process as well as utilization and resource management. The application of patient and organization safety initiatives is discussed. **Prerequisite: None.**

HIM210   Health Information Management Systems   **4.5 credits**
This course focuses on the organization of healthcare delivery and the health information management profession. It emphasizes health record content, accrediting and regulatory standards, legal aspects of releasing health information, retention, and storage and retrieval systems. Students explore the fundamental concepts of information technology applied to healthcare from the perspectives of providers, payers, and consumers. Major topics include the electronic health record, health information systems, repositories and data bases, enterprise-wide systems, laboratory, radiology (PACs) systems, voice recognition, physician order entry, telemedicine, and decision support systems. **Prerequisite: None.**

MED110   Anatomy and Physiology I   **4.5 credits**
This course is a scientific study of the structure of the human body and its parts including organization of the body and the relationships and function of the digestive, urinary, cardiovascular, lymphatic, respiratory, reproductive systems, nutrition, and metabolism. Laboratory activities coincide with lectures to enhance understanding of each topic by providing visual and hands-on experiments. *This course has clinical lab and supplemental instructional fees.* **Prerequisite: None. Lecture Hours: 30; Lab Hours: 30.**

MED120   Medical Terminology   **4.5 credits**
This course presents a study of basic medical terminology. Prefixes, suffixes, word roots, combining forms, special endings, plural forms, abbreviations, and symbols are included in the content. A programmed learning, word building systems approach is used to learn word parts for constructing or analyzing new terms. This provides the opportunity to decipher unfamiliar terms and check their spelling. Emphasis is placed on spelling, definition, usage, and pronunciation. Abbreviations introduced as related terms are presented with each unit. **Prerequisite: None.**

MED130   Medical Insurance, Billing, and Coding   **4.5 credits**
This course trains students in the major medical insurance and claim forms processing. It includes information on national and other common insurance plans, as well as claim form completion and ICD and CPT coding. Problem solving and managed care systems are also discussed. Daily financial practices including patient fee determining, credit arrangements bookkeeping, and bank-keeping procedures are discussed. Additionally the process of purchasing equipment and supplies are covered. Computer use in the ambulatory environment is also taught. **Prerequisite: MED120.**

MED160   Medical Computer Applications   **4.5 credits**
This course gives students the exposure to computer software applications as used in the medical office environment. This includes the use of medical office management software for organizing front office procedures and word processing software for typing medical reports and transcription. Other medical software may be introduced. *This course has a computer lab fee.* **Prerequisite: CIS110. Lecture Hours: 30; Lab Hours: 30.**

MED210   Anatomy and Physiology II   **4.5 credits**
This course is a scientific study of the structure of the human body and its parts, including relationships and functions of the integumentary, muscular-skeletal, nervous, and endocrine systems. Laboratory activities coincide with lectures to enhance understanding of each topic by providing visual and hands-on experiments. *This course has clinical lab and supplemental instructional fees.* **Prerequisite: MED110. Lecture Hours: 30; Lab Hours: 30.**

MED230   Medical Law and Ethics   **4.5 credits**
This course is designed to cover medical jurisprudence and medical ethics. Legal aspects of office procedures are covered, including a discussion of various medical and ethical issues in today's medical environment. **Prerequisite: None.**

EKG Phlebotomy Technician – AAS

EPT210   Blood Chemistry Analysis   4.5 credits
This course introduces students to various methods of analysis used in clinical chemistry laboratories to assist in diagnosing, monitoring treatment, and preventing disease. The course includes theory and analysis of chemical constituents of the blood. In addition, the course includes detailed theory, testing methodologies; reference ranges; clinical significance; and laboratory analysis of carbohydrates, proteins, lipids, and liver function tests. Additional units of study include serum electrolytes, pH and blood gases, therapeutic drug monitoring automation, and laboratory information systems. *This course has health sciences lab and supplemental instructional fees.*Prerequisite: MED155. **Lecture Hours: 30; Lab Hours: 30.**

EPT220   Clinical Hematology I   4.5 credits
This course introduces students to basic techniques in performing and interpreting blood group serology tests. The ABO and Rh systems are studied with an emphasis on accurate grouping and typing, donation, blood components, hemolytic disease of the newborn, and transfusion practices. This course also exposes students to practices and techniques used in a transfusion laboratories and departments. Additional topics of discussion include major hematological disorders with identification of typical findings on blood smears are emphasized. The anemias and leukemias are studied in detail; cytochemical stains are introduced. The course also includes a study of the blood coagulation process, its theory, and practical application. **Prerequisite: MED155.**

EPT230   Clinical Hematology II   4.5 credits
This course provides further instruction and study of the techniques of blood group serology, compatibility testing, and the selection of the proper blood component for the patient. Adverse reaction to blood products and reaction investigations are discussed. Basic concepts of humoral and cell mediated immunity are also considered. Types of antigen-antibody reactions are studied including agglutination, precipitation, and labeled immunoassays. Lab procedures include the use and interpretation of commercial serology test kits. Immune disorders including hypersensitivity, autoimmunity, transplantation, and tumor immunology are studied in detail. The serological diagnosis of infectious diseases such as spirochetes, streptococcal, viral infections, and HIV are discussed. This course is intended to broaden the student's knowledge of blood bank analysis and procedures performed in a hospital setting. Discussions of donor screening, blood processing, and component preparations are in accordance with the American Association of Blood Bank Standards. **Prerequisites: MED155, EPT220.**

EPT250   Advanced Electrocardiographic Interpretation   4.5 credits
This course prepares students to operate a 12-lead EKG machine utilizing the proper techniques of performing electrocardiograms, stress tests, and holter monitor exams. Students are able to perform EKG mountings and tracings, learn the cardiovascular system, and interpret EKG readings including recognition of normal and abnormal arrhythmias. Students also become cognizant of advanced heart diseases such as myocardial infarction and congestive heart failure including interpretation of advanced arrhythmias, hypertrophies, heart blocks, premature ventricular contractions, and fibrillations. **Prerequisite: MED285.**

EPT260   Cardiac Rehabilitation   4.5 credits
This course studies the role of exercise in health and disease, specifically acute and chronic effects of exercise upon the cardiovascular system. Students explore therapeutic benefits of exercise intervention and rehabilitation for individuals with heart disease, diabetes, and obesity. The course provides students with an opportunity to gain knowledge and understanding of physiological principles and concepts related to clinical cardiopulmonary assessment. Students gain knowledge of the graded exercise stress test (GXT) in terms of specificity and sensitivity. Students identify advantages and disadvantages of various GXT protocols. Students explain the normal and abnormal physiological adaptations during the GXT. Students also list and explain absolute and relative contraindications to the GXT and the exercise therapy session. In addition, students interpret GXT and EKG results to appropriately assess exercise response, identify EKG changes during the GXT, explain the appropriate response, explain the effects of the major cardiovascular drugs on the GXT and Rx responses, and list the normal emergency equipment and drugs available during GXT and Rx therapy sessions. **Prerequisite: MED285.**

EPT270   Cardiovascular Invasive and Non-Invasive Procedures   4.5 credits
This course introduces the basic principles and applications of echocardiographic procedures. Emphasis is placed on the physical assessment, physical principles of cardiac ultrasound, and echocardiographic imaging planes. Upon completion, students should be able to identify echocardiographic views with application of echocardiographic principles. Students explore in detail the construction and purpose of specialized equipment and its utilization during invasive procedures. **Prerequisite: MED285.**

EPT290   EKG/Phlebotomy Externship   4.5 credits
This course gives students an opportunity to apply the techniques and skills learned in Phlebotomy Procedures in a clinical setting. Students are able to perform medical asepsis techniques, blood collection, patient identification, finger sticks, venipuncture, heel sticks, and the proper collection of urine samples. In addition, students perform electrocardiograms, stress tests, and holter monitor exams. Upon completion of the course, students have the necessary skills to practice competently as EKG and phlebotomy technicians. **Prerequisite: Approval of the advisor. Lecture Hours: 0; Externship Hours: 135.**

MED110   Anatomy and Physiology I   4.5 credits
This course is a scientific study of the structure of the human body and its parts including organization of the body and the relationships and function of the digestive, urinary, cardiovascular, lymphatic, respiratory, reproductive systems, nutrition, and metabolism. Laboratory activities coincide with lectures to enhance understanding of each topic by providing visual and hands-on experiments. *This course has health sciences lab* and *supplemental instructional fees.* **Prerequisite: None. Lecture Hours: 30; Lab Hours: 30.**

MED120   Medical Terminology   4.5 credits
This course presents a study of basic medical terminology. Prefixes, suffixes, word roots, combining forms, special endings, plural forms, abbreviations, and symbols are included in the content. A programmed learning, word building systems approach is used to learn word parts for constructing or analyzing new terms. This provides the opportunity to decipher unfamiliar terms and check their spelling. Emphasis is placed on spelling, definition, usage, and pronunciation. Abbreviations introduced as related terms are presented with each unit. **Prerequisite: None.**

MED140   Basic Clinical Procedures   4.5 credits
This course focuses on universal precautions in the medical environment, including understanding blood borne pathogens, HIV/AIDS and hepatitis, infection control, collecting and handling specimens, and an introduction to microbiology. In addition, students gain proficiency in medical asepsis in a simulated setting. Emergency procedures are also covered. *This course has health sciences lab and supplemental instructional fees.* **Prerequisite: MED110. Lecture Hours: 30; Lab Hours: 30.**

MED155   Principles of Phlebotomy   4.5 credits
This course discusses the process of blood collection for the purposes of testing and diagnostics. Students are exposed to the role of a phlebotomist, quality assurance, anatomy and physiology of the circulatory system, safety, equipment, technicians, specimen collections, and special procedures. Topics include CLIA, HIPAA, and OSHA guidelines. *This course has health sciences lab and supplemental instructional fees.* **Prerequisites: MED140, MED210. Lecture Hours: 30; Lab Hours: 30.**

MED250   Medical Office Practice   4.5 credits
This course introduces students to the administrative functions of the medical office or clinic. Emphasis is placed on written and oral communication, scheduling, medical records, documentation, and filing. In addition, telephone techniques, etiquette, and management and human resource skills are covered. **Prerequisite: MED120.**

MED255   Phlebotomy Procedures   4.5 credits
This course is a review of laboratory and clinical procedures in a medical office. The course includes the discussion of possible complications with phlebotomy. The students perform venipuncture and capillary sticks while using proper safety procedures. *This course has health sciences lab and supplemental instructional fees.***Prerequisites: MED210, MED140. Lecture Hours: 30; Lab Hours: 30.**

MED285　Electrocardiography　　　　　　　　　　　　　　　　　　　　　　　　　　　　**4.5 credits**
This course enables the student to perform electrocardiography (EKG) and recognize and interpret basic cardiac rhythms along with atrial, junctional, and ventricular arrhythmias. Recognition and identification of the location of various myocardial infarctions is also included in the course. Utilizing the skills learned the student is able to identify and respond appropriately to life threatening cardiac arrhythmias and EKG changes. *This course has health sciences lab and supplemental instructional fees.* **Prerequisites: MED210. Lecture Hours: 30; Lab Hours: 30.**

Health Information Management - BS

BUS210　Human Resource Management　　　　　　　　　　　　　　　　　　　　　　　**4.5 credits**
This introductory course concentrates on human resource management issues confronting organizations. These issues include organizational practices and legal aspects of recruitment, selection, training, orientation, and performance appraisals. Labor relations are also discussed. **Prerequisite: BUS100 or PSY110.**

CIS141　Hardware and OS Architecture　　　　　　　　　　　　　　　　　　　　　　　**4.5 credits**
This course provides knowledge in preventative maintenance; troubleshooting; and repair of expansion buses, multimedia, video, modems, SCSI controllers, laptops, and printers. In addition, this course introduces networking technology, including the components necessary to attach a client to a local area network LAN. *This course has a computer lab fee.* **Prerequisite or co-requisite: CIS103. Lecture Hours: 35; Lab Hours: 20.**

CIS143　Data Communications　　　　　　　　　　　　　　　　　　　　　　　　　　　　**4.5 credits**
This course covers the basic concepts of networking technology within Local Area Network (LAN) and Wide Area Network (WAN) environments. Topics include the dominant network topologies (Ethernet, Token Ring, FDDI), network protocols (TCP/IP, SPX/IPX and NetBIOS), cabling systems (coaxial, twisted pair, fiber optic), as well as wireless communication. The course introduces the primary features of internetworking devices (bridges, routers, repeaters, hubs, gateways, and switches) and the OSI software model for computer communication. All topics are related to the historical development of the field. *This course has a computer lab fee.* **Prerequisite: CIS141. Lecture Hours: 35; Lab Hours: 20.**

CIS201　Fundamentals of IT Security　　　　　　　　　　　　　　　　　　　　　　　　**4.5 credits**
This course prepares students to pass the current CompTIA Security+ 2008 certification exam. After taking this course, students understand the field of network security and how it relates to other areas of information technology. This course provides the broad knowledge necessary to prepare for further study in specialized security fields or serves as a capstone course introducing the field. **Prerequisites: CIS116, CIS141.**

CIS202　Fundamentals of Web Design　　　　　　　　　　　　　　　　　　　　　　　　**4.5 credits**
This course applies effective graphic design techniques and methods to the Internet. Students learn to write HTML code and use HTML code generators such as Macromedia Dreamweaver. The course emphasizes the creation of websites that are displayed properly in multiple browsers. Special attention is paid to well-designed pages that meet site requirements. *This course has a computer lab fee.* **Prerequisite: None. Lecture Hours: 35; Lab Hours: 20.**

CIS206　Database Concepts and Relational Database Management Systems　　　　　　**4.5 credits**
This course is designed for students with limited or no previous database experience. Course outcomes include a solid understanding of fundamental database terms and concepts such as tables, queries, forms and reports, and their application using a popular database. This course also introduces database analysis, database design, and N-tiered client-server database systems. A problem-based approach using SQL is used in this course. *This course has a computer lab fee.* **Prerequisite: None. Lecture Hours: 35; Lab Hours: 20.**

CIS220   System Analysis and Design   4.5 credits

This course discusses the processes, methods, techniques and tools used to develop IT systems within an organization, with a particular focus on how computer-based technologies can most effectively contribute to the way business is organized. A systematic methodology is introduced for analyzing a business problem, determining what role, computer-based technologies can play in addressing the business need, articulating business requirements for the technology solution, specifying alternative approaches to acquiring the technology capabilities needed to address the business requirements, and converting these requirements into detailed systems requirements and high-level design specifications. **Prerequisite: None.**

MED110   Anatomy and Physiology I   4.5 credits

This course is a scientific study of the structure of the human body and its parts including organization of the body and the relationships and function of the digestive, urinary, cardiovascular, lymphatic, respiratory, reproductive systems, nutrition, and metabolism. Laboratory activities coincide with lectures to enhance understanding of each topic by providing visual and hands-on experiments. *This course has clinical lab* and *supplemental instructional fees.* **Prerequisite: None. Lecture Hours: 30; Lab Hours: 30.**

MED120   Medical Terminology   4.5 credits

This course presents a study of basic medical terminology. Prefixes, suffixes, word roots, combining forms, special endings, plural forms, abbreviations, and symbols are included in the content. A programmed learning, word building systems approach is used to learn word parts for constructing or analyzing new terms. This provides the opportunity to decipher unfamiliar terms and check their spelling. Emphasis is placed on spelling, definition, usage, and pronunciation. Abbreviations introduced as related terms are presented with each unit. **Prerequisite: None.**

MED130   Medical Insurance, Billing, and Coding   4.5 credits

This course trains students in the major medical insurance and claim forms processing. It includes information on national and other common insurance plans, as well as claim form completion and ICD and CPT coding. Problem solving and managed care systems are also discussed. Daily financial practices including patient fee determining, credit arrangements bookkeeping, and bank-keeping procedures are discussed. Additionally the process of purchasing equipment and supplies are covered. Computer use in the ambulatory environment is also taught. **Prerequisite: MED120.**

MED230   Medical Law and Ethics   4.5 credits

This course is designed to cover medical jurisprudence and medical ethics. Legal aspects of office procedures are covered, including a discussion of various medical and ethical issues in today's medical environment. **Prerequisite: None.**

MED240   Pharmacology I   4.5 credits

Various aspects of clinical pharmacology are discussed in this course including a study of the various medications currently prescribed for the treatment of illnesses and diseases based on a systems method. Included in the course are common abbreviations used in prescription writing, interpretation of prescriptions, and legal aspects of prescriptions. In addition, dosage calculations and administration are taught and practiced. *This course has clinical lab and supplemental instructional fees.* **Prerequisite: MED210. Lecture Hours: 30; Lab Hours: 30.**

MIB130   Diseases of the Human Body   4.5 credits

This course is a scientific study of the human body's diseases and disorders, including signs and symptoms, etiology, diagnosis, and treatment. **Prerequisites: MED110 and MED210 or MIB129, MED120.**
Note: Prerequisites based on program requirements.

MIB210   Introduction to Diagnostic and Procedures Coding   4.5 credits

This course covers the basic guidelines and coding conventions in ICD-9-CM. The focus of the course is on the professional guidelines for outpatients. The proper diagnostic assignments based on the documentation are discussed as well as the proper use of multiple codes, 1 digit, 4 digits, and 5 digits specificity. **Prerequisite: MED130.**

MIB220   Coding of Clinical and Diagnostic Procedures I   **4.5 credits**
This course covers the basic guidelines and coding conventions in CPT; the focus continues on the professional
guidelines for outpatients introduced in Introduction to Diagnostic and Procedures Coding. The evaluation and
management of documentation guidelines are discussed as well as the proper of procedural codes and associated
modifiers. **Prerequisite: MIB210.**

MIB230   Coding of Clinical Diagnostic Procedures II   **4.5 credits**
This course covers advanced guidelines and coding conventions in CPT and, as a continuation of Coding of Clinical
and Diagnostic Procedures I, the focus is on the professional guidelines for outpatients. The evaluation and
management of documentation guidelines are discussed as well as the proper use of modifiers. **Prerequisite:
MIB220.**

MIB240   Case Studies in Coding of Patients   **4.5 credits**
This course covers the abstracting guidelines and coding conventions in ICD and HCPCS coding. This course
focuses on the professional guidelines discussed in Coding of Clinical and Diagnostic Procedures II. The evolution
and management of documentation guidelines are discussed as well as the proper use of coding diagnosis with
procedures. **Prerequisite: MIB230.**

MIB260   Electronic Medical Billing   **4.5 credits**
Students are introduced to medical office reimbursement through electronic processes and procedures. This course
covers billing and insurance procedures, contracts and requirements, principles and compliances to sustain medical
practice, coding and claims processing for health plans using medical office management software, submission of
paper and electronic claims, and inspecting and monitoring the billing process. **Prerequisite: None.**

HCA400   Healthcare Delivery Systems   **4.5 credits**
This course examines the organization and delivery of healthcare systems. Students evaluate the components and
operation of healthcare organizations including e-health delivery. Topics include accreditation standards as well as
regulatory and licensure requirements. Federal health information initiatives in the healthcare delivery system are
discussed. **Prerequisite: None.**

HCA402   Epidemiology and Health Services Research   **4.5 credits**
This course is designed to provide professional growth and understanding of public health and management
dynamics using the principles of epidemiology, research theories, and methods. Special focus is on the health and
social determinants affecting health status, access to essential healthcare, capacity building, and health service
disparities. **Prerequisite: MED120.**

HCA404   Strategic Health Planning   **4.5 credits**
This course provides students with the philosophy and activities of strategic management and its specific activities
such as strategic thinking, strategic planning, and managing strategic momentum in the healthcare industry. It
emphasizes the need for accountability in today's healthcare environment and briefly traces its historical
foundations. **Prerequisite: None.**

HCA420   Quality Performance Improvement   **4.5 credits**
This course provides an overview of quality assessment and improvement. Application of management tools such as
benchmarking techniques, statistical quality control and risk management are used to analyze healthcare systems.
Topics include analyzing disease management process as well as utilization and resource management. The
application of patient and organization safety initiatives is discussed. **Prerequisite: None.**

HIM210   Health Information Management Systems   **4.5 credits**
This course focuses on the organization of healthcare delivery and the health information management profession. It emphasizes health record content, accrediting and regulatory standards, legal aspects of releasing health information, retention, and storage and retrieval systems. Students explore the fundamental concepts of information technology applied to healthcare from the perspectives of providers, payers, and consumers. Major topics include the electronic health record, health information systems, repositories and data bases, enterprise-wide systems, laboratory, radiology (PACs) systems, voice recognition, physician order entry, telemedicine, and decision support systems. **Prerequisite: None.**

HIM215   Health Information Systems   **4.5 credits**
This course is a study of the development of health information resources and systems, including database architecture and design. Students study the life cycle of systems development and evaluate human factors and user interface design. Various clinical, business, and specialty systems applications are also evaluated within the context of the healthcare delivery systems. **Prerequisite: None.**

HIM220   Legal Regulatory Issues in Health Information   **4.5 credits**
This course introduces the student to the legal regulations and systems in health information management. Students are exposed to the roles and responsibilities of health information managers in maintaining medical records as a legal document and adhering to the right to privacy and confidentiality. **Prerequisite: None.**

HIM270   Patient Care Information Systems   **4.5 credits**
This course provides a thorough coverage of concepts, methodologies, and techniques available to support patient care processes using information technology. It includes a review of factual and patient information systems, signal and pattern processing applications, decision support, simulation, education, and training applications. **Prerequisite: None.**

HIM410   Health Statistics and Research   **4.5 credits**
This course examines various types of health statistics, as well as techniques and computerized software for data collection, presentation, and retrieval. The course is designed to assist students in developing an understanding of the research process. Students learn to selectively apply the steps of the research process and to critically analyze research studies. The course includes a discussion on epidemiological research and ethical issues in healthcare research. **Prerequisite: HIM210.**

HIM430   Performance Measurements in Healthcare   **4.5 credits**
The course provides an overview of different models for performance measurement, indicator development strategies, and a discussion of issues specific to several stakeholder groups. Students working in other healthcare or public sectors, such as education and social work, may also find the course useful. **Prerequisite: HIM210.**

HIM450   Professional Practice   **4.5 credits**
This course allows students to explore the health information management professions by giving opportunities to interview professionals and visit different types of healthcare facilities in the area. These opportunities vary from year-to-year based upon availability. The students participate in learning forums where they experience hands-on application activities in health information functions performed in departments from patient entry to discharge. These simulated activities prepare students to sit for the CAHIM certification exam. **Prerequisite: None.**

Nursing - BSN

MED110   Anatomy and Physiology I   **4.5 credits**
This course is a scientific study of the structure of the human body and its parts including organization of the body and the relationships and function of the digestive, urinary, cardiovascular, lymphatic, respiratory, reproductive systems, nutrition, and metabolism. Laboratory activities coincide with lectures to enhance understanding of each topic by providing visual and hands-on experiments. *This course has health sciences lab* and *supplemental instructional fees.* **Prerequisite: None. Lecture Hours: 30; Lab Hours: 30.**

MED120   Medical Terminology   **4.5 credits**
This course presents a study of basic medical terminology. Prefixes, suffixes, word roots, combining forms, special endings, plural forms, abbreviations, and symbols are included in the content. A programmed learning, word building systems approach is used to learn word parts for constructing or analyzing new terms. This provides the opportunity to decipher unfamiliar terms and check their spelling. Emphasis is placed on spelling, definition, usage, and pronunciation. Abbreviations introduced as related terms are presented with each unit. **Prerequisite: None.**

MED210   Anatomy and Physiology II   **4.5 credits**
This course is a scientific study of the structure of the human body and its parts, including relationships and functions of the integumentary, muscular-skeletal, nervous, and endocrine systems. Laboratory activities coincide with lectures to enhance understanding of each topic by providing visual and hands-on experiments. *This course has health sciences lab and supplemental instructional fees.* **Prerequisite: MED110. Lecture Hours: 30; Lab Hours: 30.**

NSG100   Introduction to Nursing as a Profession   **4.5 credits**
This course introduces students to what it means to be a member of the profession of nursing and the skill knowledge and attitudes that underpin nursing practice. The values, principles, and standards developed by the profession are discussed as a framework for personal and professional development. Students are introduced to scholarly writing, drug dosage calculations, and NCLEX style evaluation methods. Students examine their individual learning style and ability to think critically and apply this knowledge to develop a personal strategy for success in the nursing program. *This course has a NCLEX preparation and testing fee.* **Prerequisites: ENG111, PSY110, MAT210, MED210, SCI250,and SCI360 with a C or higher and a minimum cumulative GPA of 2.8.**

NSG110   Introduction to Nursing Practice   **4.5 credits**
This course builds on professional concepts introduced in Introduction to Nursing as a Profession such as accountability, legal, ethical, and regulatory standards of care. Students are introduced to concepts related to nursing practice and evidenced based care. The nursing process is presented as the framework for providing safe, effective, and competent patient care. Basic human needs, the health-illness continuum, care planning, growth and development theories, communication and patient's rights are explored. **Prerequisites: MED120, NSG100.**

NSG120   Foundations of Evidence-Based Nursing Practice   **4.5 credits**
In this course, students learn and practice basic nursing psychomotor; cognitive; and affective skills, assessment, and professional communication skills in a laboratory setting. *This course has a nursing lab fee.* **Prerequisite or co-requisite: NSG110. Lecture Hours: 30; Lab Hours: 30.**

NSG210   Case Studies in Pathophysiology   **4.5 credits**
This course focuses on case studies to develop student understanding of deficits in functions of human body systems associated with disruption of human physiology. Students learn to differentiate between normal and abnormal physiological functions and conditions, especially those involving health problems commonly encountered in clinical practice. **Prerequisite: MED210.**

NSG220   Pharmacology and Therapeutic Modalities I   **4.5 credits**
This course focuses on the fundamental pharmacological principles and knowledge required for basic pharmacological management of patients with common acute and chronic health conditions. Course content includes an overview of selected drug classes, with emphasis on the nursing process and diagnostic reasoning in relation to drug categories and patient monitoring. Factors such as cost-benefit, risk-benefit, efficacy, side-effects, adverse responses, and legal liability are considered in regard to use of pharmacological interventions. **Prerequisite: NSG120. Co-requisite: NSG240.**

NSG225   Pharmacology and Therapeutic Modalities II   **4.5 credits**
This course is a continuation of Pharmacology and Therapeutic Modalities I. Course content includes an overview of selected drug classes, with emphasis on the nursing process and diagnostic reasoning in relation to drug categories and patient monitoring. Factors such as cost-benefit, risk-benefit, efficacy, side-effects, adverse responses, and legal liability are considered in regard to use of pharmacological interventions. **Prerequisite: NSG220.**

NSG240   Adult Health Nursing I   **4.5 credits**
This course focuses on nursing care of adult patients. Students use the nursing process and critical thinking skills to plan nursing care for adults with health problems across the illness continuum. Students develop communication and collaboration skills with healthcare team members when providing care and evaluating outcomes. The clinical component utilizes acute healthcare settings and focuses on activities for students to apply course concepts in the care of patients. *This course has a clinical course fee.***Prerequisites: NSG110, NSG120, NSG210, and a drug screening at student expense. Co-requisite: NSG220. Lecture Hours: 30; Clinical Hours: 60.**

NSG245   Adult Health Nursing II   **4.5 credits**
This course is a continuation of the clinical component of Adult Health Nursing I, it builds upon the practice components, and complements the course content of Pharmacology and Therapeutic Modalities II. The student continues using the nursing problem solving process and critical thinking skills to provide nursing care to adults in an acute care setting. *This course has a clinical course fee.***Prerequisite: NSG240. Lecture Hours: 30; Clinical Hours: 60.**

NSG250   Nursing Care of the Childbearing Family   **4.5 credits**
This course focuses on nursing care of the childbearing family from pre-pregnancy through postpartum and includes care of the healthy neonate, the well-woman, and the family. The clinical component includes nursing care in acute and primary care settings. *This course has a clinical course fee.***Prerequisite: NSG245. Lecture Hours: 30; Clinical Hours: 60.**

NSG260   Nursing Care of Children   **4.5 credits**
This course explores developmentally appropriate nursing care for children and their families experiencing acute and chronic pediatric problems. The clinical component encompasses acute and primary care settings, in addition to care of children with special needs. *This course has a clinical course fee.***Prerequisites: NSG245, PSY320. Lecture Hours: 30; Clinical Hours: 60.**

NSG290   Current Topics in Nursing I   **4.5 credits**
This course addresses current topics in the field of nursing. Course topics vary based on student interest, evolving issues, and priorities in practice. The exact topic is announced in the term schedule. **Prerequisite: Approval of the advisor.**

NSG291   Current Topics in Nursing II   **4.5 credits**
This course addresses current topics in the field of nursing. Course topics vary based on student interest, evolving issues, and priorities in practice. The exact topic is announced in the term schedule. **Prerequisite: Approval of the advisor.**

NSG292   Current Topics in Nursing III   **4.5 credits**
This course addresses current topics in the field of nursing. Course topics vary based on student interest, evolving issues, and priorities in practice. The exact topic is announced in the term schedule. **Prerequisite: Approval of the advisor.**

NSG330   Health Assessment and Diagnostic Reasoning   **4.5 credits**
This course focuses on the physical assessment and diagnostic reasoning skills required to perform health assessments on adults in a clinical setting. Particular attention is given to distinguishing normal anatomical and physiological variation from common abnormalities. *This course has a nursinglab fee.* Prerequisite: **NSG245. Lecture Hours: 30; Lab Hours: 30.**

NSG350   Mental Health Nursing   **4.5 credits**
This course focuses on the care of individuals, groups, and families experiencing mental health issues. The clinical component allows students exposure to a variety of mental health issues in a clinical setting. This course provides coverage of key psychiatric nursing principles. Concepts include mental health promotion, illness prevention, crisis intervention, and psychiatric rehabilitation and recovery. *This course has a clinical course fee.***Prerequisites: NSG210, NSG225, NSG245. Lecture Hours: 30; Clinical Hours: 60.**

NSG360   Nursing Care of Older Adults   4.5 credits

This course focuses on caring for older adults and families experiencing acute and chronic health problems of the elderly. The clinical component includes planning and coordinating patient and family care services in continuing care retirement communities and long-term care facilities. *This course has a clinical course fee.***Prerequisites: NSG210, NSG225, NSG245, NSG460. Lecture Hours: 30; Clinical Hours: 60.**

NSG410   Research Methods for the Health Professional   4.5 credits

This course emphasizes the use of critical thinking and statistical analysis to select, analyze, and evaluate nursing research reports and problems. Students conduct a literature search, identify strengths and weaknesses in research methodology, and write a research proposal in which the experimental design, statistical methods, and data collection procedures are appropriate to the research question or hypothesis. **Prerequisites: MAT310, NSG250, NSG260, NSG350, NSG360 (can be co-requisite).**

NSG420   Nursing in the Community   4.5 credits

This course introduces the student to community health nursing. Assessments of the community, risk identification, and population-based healthcare are studied. Public health concepts to promote; maintain; and restore health to families, groups, populations, and communities are explored. This course also covers health education, disease prevention, assessment, and interventions for patients with varying backgrounds, cultures, needs, and expectations. *This course has a clinical course fee.***Prerequisite: NSG250, NSG260, NSG350, NSG360 (can be co-requisite). Lecture Hours: 30; Clinical Hours: 60.**

NSG430   Complex Care Nursing   4.5 credits

This course focuses on the nursing care of patients with serious illnesses or multisystem dysfunction requiring intensive monitoring and therapies in complex care settings. Students learn the importance of factors related to patient care such as, but not limited to the role of the family, survival rates of patients, prolonged immobility, ethical considerations, psychosocial support, alterations in consciousness, and care for special needs populations. *This course has a clinical course fee.***Prerequisite: NSG330. Lecture Hours: 30; Clinical Hours: 60.**

NSG435 Integrated Community Health I(RN to BSN only)   9.0 credits

This is the first of a two part course sequence in holistic community health nursing focusing on the care of individuals and groups from pre-conception through end of life. It investigates the movement of healthcare away from primarily acute care settings to a more holistic community health focus, including the increasing need for care coordination to link healthcare institutions, specialists, the family, and the community. The emphasis is on family and community assessment, determination of family and community needs, the coordination of care between health facilities, the home, and the community especially for vulnerable populations. It investigates IOM standards related to interdisciplinary teams and the role of the nursing as a leader and member of interdisciplinary, intraprofessional, and interprofessional teams to support quality patient centered care. It also investigates genetic concepts and principle sin health and disease. This includes the nurses' role in pharmocogenetics, promoting informed decision making about genetic testing, ethical and social issues in genetics, taking family genetic histories, and determining appropriate referrals. **Prerequisites: MED210. Lecture Hours: 70; Clinical Hours: 80.**

NSG445 Integrated Community Health II(RN to BSN only)   9.0 credits

This is the second of a two part course sequence in holistic community health nursing that focuses on care of individuals and groups from pre-conception through end of life. It investigates the identification of health risks, conducting health risk assessments, developing health promotion campaigns, and client educational materials and programs. In addition, students investigate the role of an aging population in emerging health issues, the role of the nurse regarding health promotion, nutrition, and functional mobility, along with appropriate referrals. It also investigates the role of global issues in health promotion and disease prevention, moving from a local to global perspective in community/public health. The nurse's role in planning, care, and coordination in natural and man-made disasters is addressed. **Prerequisites: NSG435. Lecture Hours: 70; Clinical Hours: 80.**

NSG455 Evidence-Based Quality Improvement (RN to BSN only) 9.0 credits
This course focuses on the increasing need for nurses to be active participants and leaders in evidence based research and practice to improve patient outcomes. Institute of Medicine (IOM) standards on quality and safety is discussed along with active participation in evidence based research. Current and projected trends in healthcare including technological advances such as distance diagnosing, tele-health, diagnostic technology, and information systems; ethical and legal issues in healthcare today as they relate to safety and quality of care is also investigated. **Prerequisites: None.**

NSG460   Nutrition and Dietetics 4.5 credits
This course introduces the different methods used to analyze diet nutrient composition, nutritional labeling information, and methods for the design of diets and for providing dietary advice. Standard methods used for nutritional health are covered, including growth charts, body mass index (BMI), and body composition. Students learn to apply the nursing process to meet the dietary needs of clients. Students use the nursing process and critical thinking to plan, implement, and teach nutritional information and diet needs to clients with specific dietary requirements. **Prerequisite: NSG240.**

NSG465 Clinical Reasoning (RN to BSN only) 9.0 credits
This course focuses on the need for nurses to use clinical reasoning skills in assessing patient needs and recognizing indicators of change in status, implementing appropriate care based on these assessments, and reflective practice. Use of simulation enhances opportunities to engage in challenging patient care situations requiring a higher level of clinical reasoning and response. Advanced pharmacology and pathophysiology are investigated and integrated into experiences. The focus is on developing critical thinking and clinical reasoning skills and working within interdisciplinary teams. **Prerequisite: MED210.**

NSG470   Leadership, Management, and Contemporary Issues in Nursing 4.5 credits
This seminar-style course focuses on the theoretical and practical principles of leadership and management in nursing. Students apply principles of nursing leadership to a variety of clinical scenarios in which legal, ethical, political, economic, and social contexts must be taken into account. Contemporary issues in healthcare policy and global health are also examined within the context of nursing leadership. **Prerequisite: Approval of the advisor.**

NSG475 Trends in Leadership and Enhancing Management in Nursing (RN to BSN only) 9.0 credits
This course focuses on facilitating the development of core competencies in leadership and management for nurses. The course investigates issues of healthcare policy, ethics, and legal issues related to nurse management and leadership. It also includes how to manage patient-centered care; hire, manage, and evaluate staff; manage a healthcare budget; promote effective teamwork and staff communication; and issues of diversity and disparities in healthcare. **Prerequisites: None.**

NSG480   Nursing Capstone Project 4.5 credits
This seminar course focuses on the assimilation of concepts related to professional nursing and clinical experience behaviors critical for the transition from student to professional registered nurse. Current and future nursing trends, particularly those involving leadership and management, are explored. A capstone project and presentation of findings to nursing and/or specialty staff is completed by the student. **Prerequisites:NSG360, NSG420, NSG430. Lecture Hours: 15; Capstone Hours: 120.**

NSG490   Special Topics in Nursing I 4.5 credits
This course concentrates on special topics in nursing. Topics vary according to student interest and may include, but are not limited to, current trends, technological advances, best practices, and practical applications within the nursing profession. **Prerequisite: Approval of the advisor.**

NSG491   Special Topics in Nursing II 4.5 credits
This course concentrates on special topics in nursing. Topics vary according to student interest and may include, but are not limited to, current trends, technological advances, best practices, and practical applications within the nursing profession. **Prerequisite: Approval of the advisor.**

NSG492   NCLEX Preparation   **4.5 credits**
This course focuses on preparing the student to successfully pass the NCLEX exam by familiarizing them with the
test structure and content blueprint. Students develop a plan based on a personalized assessment of individual study
needs and develop proficiency with NCLEX style questions and formatting through guided practice. **Prerequisites:
NSG420, NSG430. Co-requisite: NSG480.**

NSG493   Special Topics in Nursing III   **4.5 credits**
This course concentrates on special topics in nursing. Topics vary according to student interest and may include, but
are not limited to, current trends, technological advances, best practices, and practical applications within the
nursing profession. **Prerequisite: Approval of the advisor.**

b) 3. Proposed Course Schedule

Quarter 3	Session C	5/25/2015	8/2/2015	5/25/2015 - 6/1/2015 May 25, Memorial Day - University closed July4, Independence Day - University closed
Quarter 4	Session C	8/3/2015	10/11/2015	8/3/2015 - 8/9/2015 September 7, Labor Day - University closed
Quarter 5	Session C	10/12/2015	12/20/2015	10/12/2015 - 10/19/2015 October 12, Columbus Day - University closed November 11, Veterans Day - University closed November 26-27, Thanksgiving - University closed

Course #	Course Title	Section	Staff
BUS100	Introduction to Business	4N	Staff
BUS100	Introduction to Business	4D	Staff
BUS210	Human Resource Management	5N	Staff
BUS235	Operations Management	6D	Staff
CIS141	Hardware and OS Architecture	7D	Staff
CIS141	Laboratory TBD		Staff
CIS201	Fundamentals of IT security	6N	Staff
MED110	Anatomy and Physiology 1	1D	Staff
MED 110	Anatomy and Physiology 1	4N	Staff
MED110	Laboratory TBD		Staff

MED230	Medical Law and Ethics	6N	Staff
MIB129	Anatomy and Physiology for Non-Clinical	2D	Staff
MIB220 MIB220	Introduction to Diagnostic and Procedures Laboratory TBD	5N	Staff
ENG 111	College Composition	5D	Staff
HUM 110	Principles of Ethics	6D, 6N	Staff
MAT 210	College Algebra	7D,7N	Staff
Note: Other courses will be added as a result of transfer credit evaluation of the Sojourner – Douglass College students			Staff
			Staff
			Staff
			Staff
			Staff

Class Section Legend

	Day		Night	
1D	Mon/Wed/Fri	1N	Mon/Wed/Fri	
2D	Tue/Thu/Fri	2N	Tue/Thu/Fri	
4D	Mon only	4N	Mon only	
5D	Tue only	5N	Tue only	
6D	Wed only	6N	Wed only	
7D	Thu only	7N	Thu only	
8D	Fri only	8N	Fri only	

(c) Student Population to be Served:

The **Bachelor of Science in Accounting** program targets students who are high school graduates with demonstrated maturity, some previous work experience either through paid employment or volunteer work, who can grasp mathematics and accounting principles.

The Bachelor of Science in Business Administration program targets students who are high school graduates with demonstrated maturity, some previous work experience either through paid employment or volunteer work, who can grasp concepts of business management.

The Master of Science in Business Administration program targets students who are have bachelor degrees with demonstrated maturity, some previous work experience either through paid employment or volunteer work. Target students need to demonstrate competency in business core areas of accounting, business law, critical thinking, communication, economics, finance, information systems, sales and marketing, quantitative research.

The Bachelor of Science in Information Technology program targets students who are high school graduates with demonstrated maturity, some previous work experience either through paid employment or volunteer work, who can grasp computer information technology core areas data communication, programming, networks and information systems.

The Master of Science in Software Engineering program targets students who are have bachelor degrees with demonstrated maturity, some previous work experience either through paid employment or volunteer work. Target students need to demonstrate competency in the core areas of computer technology and software development.

The Associate of Applied Science in EKG Phlebotomy Technician program targets students who are high school graduates with demonstrated maturity, some previous work experience either through paid employment or volunteer work, who can grasp concepts of health science.

The Associate of Applied Science in Medical Insurance Billing and Coding program targets students who are high school graduates with demonstrated maturity, some previous work experience either through paid employment or volunteer work, who can grasp manual and automated data systems and display a personal commitment that upon program graduation will sit for the national certification exam given by the American Academy of Professional Coders, AAPC to earn the Certified Professional Coder, (CPC) or CPCH for the Combined Certificate. Students should also be those willing to immediately engage in continuing education such as ICD-10 understanding

Targeted students are also those have a propensity to technically function within bureaucratic environment to include government regulations, insurance claims, federal carriers, and managed care companies, as well as worker's compensation rules and regulations. Students targeted are also those with willingness to work not in multi-specialty group practices, insurance companies, outpatient care facilities, and with government agencies.

The Bachelor of Science in Health Care Administration program is targeted to serve those individuals who want to move from technical into health care administrative/management

positions. It serves those who have some basic health care experience, knowledge or skill in varied technical positions and moves them from technical operations into a focus on regulatory issues, health care reform, insurance reimbursement and business strategies that affect the health and welfare of people.

The <u>Master of Science in Healthcare Administration</u> program targets students who are have bachelor degrees with demonstrated maturity, some previous work experience either through paid employment or volunteer work. Target students need to demonstrate competency in public health and healthcare.

The <u>Bachelor of Science in Health Information Management</u> serves those students who have previous knowledge, experience, or education and training in the technical operations of manual and automated data systems and now have a disposition to be a manager of healthcare data and information in an increasing complex health care sector.

The <u>Bachelor of Science in Nursing</u> program targets students who are high school graduates with demonstrated maturity, some previous work experience either through paid employment or volunteer work, who can grasp concepts in health science and nursing. Target students will have to meet state board examination requirements.

Attachment A – 2: Educational Need

Attachment

A – 2: Educational Need

(a) **What critical and compelling Regional or Statewide (Maryland) need and demand do your proposed programs meet? In responding to this question provide documentation as indicated below:**

(1) **If the programs serve <u>occupational needs</u>, present data projecting market demand and the availability of openings in the job market to be served by the new programs for which the institution is making application. This information may include workforce and employment projections prepared by the federal and State governments, the availability of graduates in the State or region, marketing studies done by the institution or others, and material from professional and trade associations.**

<u>RESPONSE</u>: With an existing campus in Baltimore and many years of experience with business, information technology, health science, and nursing programs (including a CCNE accredited nursing program) Stratford University is well positioned to meet the education and training occupational needs of Maryland residents and the State's goal to have at least 55% of Maryland's residents age 25-64 holding at least one degree credential by 2025.

According to economist, Elka Torpey (2015), half of all the job openings are projected to be in the occupational clusters of hospitality and tourism, business management and administration, marketing and health sciences. Of the growing occupational clusters, business management and administration have a 23.3 million jobs and marketing has 15.3 million jobs [1] Stratford's School of Business Administration programs are geared to prepare students with the knowledge and skills to be successful in these occupational clusters.

The information technology career clusters is another growing field which includes computer hardware, software and network systems. The information technology cluster has 3.5 million jobs with more than half of all jobs assigned to programming and software development[2]. The Stratford's School of Computer Information Systems programs merge the IT fundamental pillars of databases, human-computer interaction, networking, programming, and web systems all which meet the needs of the information technology career clusters.

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[1] http://www.bls.gov/careeroutlook/2015/article/career-clusters.htm#Business management and administration

[2] http://www.bls.gov/careeroutlook/2015/article/career-clusters.htm#Information technology

The Stratford programs in accounting, business, information systems, health science and nursing programs all meet the needs of these growing occupational fields. US BLS Occupational Handbook indicated these areas also have a faster than average job growth rate (see charts on page 3).

Due to Maryland's geographical location, it provides excellent opportunities for employment in a variety of occupational fields working in governmental agencies, technology, hospitality, retail, healthcare and financial organizations at both the bachelor and master degree levels. Indeed and LinkedIn employment websites both reported over 6,000 business administration and accounting jobs openings in the Maryland and Washington Metro areas.

Maryland is the home of three major federal government agencies headquarters- Social Security Administration (estimated 60,000 employees), the US Department of Health and Human Services (estimated 76,000) and the National Security Agency/Central Security Service (estimated 40,000). All of the agencies provide career opportunities as business analyst, management program analyst, financial administrators, accountants, and human resource managers. These organizations are also heavily dependent on the use of information technology and provide career opportunities in the growing computer information technology fields. Stratford's programs prepare students with the knowledge and skills to be successful in these government career fields.

Maryland also is the home of other private and public companies like T. Rowe Price, Booz Allen Hamilton, Northrop Grumman, Lockheed Martin, Under Armour, Legg Mason and others. These companies provide career opportunities in management, finances, information technology, accounting, human resources and marketing. According to the Maryland Job Outlook, job opportunities as a personal financial advisor will grow by 39 percent and computer software engineers will grow by 49 percent. The report also indicates the top demanding occupations by education requirements will be operations managers, accountants, management analyst, computer software engineers and computer systems analysts3.

With healthcare being Baltimore's largest employment sector there is a constant need for new and replacement workers who are qualified. As with any large employment sector there will be a large number of job openings and opportunities. Unfortunately, like most urban centers there exists a shortage of qualified workers to fill healthcare positions. This situation is also recognized by the Baltimore American Heart Association (See attached AHA Letter of Support). Also, with the recent loss of a healthcare training institution in Silver Spring the need for education and training providers is stronger than ever. Finally, the increasing complexity of the healthcare environment is demanding not only individuals who can function in a regulated industry but who are technically trained individuals who can critically and creatively think and solve problems.

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[3] http://www.dllr.state.md.us/lmi/iandoproj/maryland.pdf

It is noted from MHEC Academic Programs website some other Maryland institutions provide programs in business, administration, health science, nursing, and accounting. Although the institutions may offer the similar programs, each institution has a different focus and student demographics. Stratford University's student demographics are generally identical to Sojourner Douglass College by serving underrepresented adult populations. Stratford has been in existence for over 35 years and has been successful at reaching and educating this diverse population of students. It should be noted that Stratford's creation of The Sojourner-Douglass Center does not increase the number of programs in the state but rather shifts the programs from Sojourner-Douglass College to Stratford University. So while Stratford University is not proposing to add additional programs degree programs to its Maryland operations it is noted that there is strong need to continue the Sojourner offerings in the state and Baltimore area. Since Stratford University has been in the education business and has continually served underrepresented populations for over 35 years it clearly has the necessary experience to reach and educate this diverse population of students.

Our research shows an increasing need for the following programs nationwide and especially the Baltimore/Washington DC/National Capital Region metro areas:

Accounting **Job Outlook per USDOL BLS** Employment of accountants and auditors is projected to grow 13 percent from 2012 to 2022, about as fast as the average for all occupations. In general, employment growth of accountants and auditors is expected to be closely tied to the health of the overall economy. As the economy grows, these workers will continue to be needed to prepare and examine financial records.	O*NET: 13-2011.01 CIP: 52.0301 Bright Outlook 13%+growth expected SVP Range (7.0 to < 8.0)	**BS**
Business Administration **Job Outlook per USDOL BLS** Employment of accountants and auditors is projected to grow 13 percent from 2012 to 2022, about as fast as the average for all occupations. In general, employment growth of accountants and auditors is expected to be closely tied to the health of the overall economy. As the economy grows, these workers will continue to be needed to prepare and examine financial records.	O*NET: 11-3011.00 CIP: 52.0201 12%+ growth expected SVP Range (6.0 to < 7.0) Note: While not formally classified as a " Bright Outlook "this versatile degree can open many opportunities to mature individuals and can lead to entry into MBA programs.	**BS/MBA**

Information Technology __Job Outlook__ **per USDOL BLS** Employment of computer systems analysts is projected to grow 25 percent from 2012 to 2022, much faster than the average for all occupations. Growth in cloud computing, cybersecurity, and mobile networks will increase demand for these workers.	O*NET: 15-1121.00 CIP: 11.1003 Note: While not formally classified as a "⊙ Bright Outlook "this versatile degree can open many employments opportunities as increased dependence on IT is expected and can lead to entry into advanced degrees. 25%+growth expected SVP Range (6.0 to < 7.0)	BS
Software Engineering __Job Outlook__ **per USDOL BLS** Employment of software developers is projected to grow 22 percent from 2012 to 2022, much faster than the average for all occupations. The main reason for the rapid growth is a large increase in the demand for computer software.	O*NET: 15-1133.00 CIP: 14.0903 ⊙Bright Outlook 22%+ growth expected SVP Range (7.0 to < 8.0)	MS
EKG Phlebotomy Technician __Job Outlook__ **per USDOL BLS** Employment of phlebotomists is projected to grow 27 percent from 2012 to 2022, much faster than the average for all occupations. Hospitals, diagnostic laboratories, blood donor centers, and other locations will need phlebotomists to perform blood work.	O*NET: 31-9097.00 CIP: 51.1009 ⊙Bright Outlook 27%+ growth expected SVP Range (6.0 to < 7.0)	AAS
Medical Insurance Billing and Coding __Job Outlook__ **per USDOL BLS** Employment of health information technicians is	**O*NET: 29-2071.00** **CIP: 51.0713** ⊙ Bright Outlook	AAS

projected to grow 22 percent from 2012 to 2022, much faster than the average for all occupations. The demand for health services is expected to increase as the population ages.	22% + growth expected **SVP Range** (6.0 to < 7.0)	
Health Care Administration **Job Outlook per USDOL BLS** Employment of medical and health services managers is projected to grow 23 percent from 2012 to 2022, much faster than the average for all occupations. As the large baby-boom population ages and people remain active later in life, the healthcare industry as a whole will see an increase in the demand for medical services.	**O*NET: 11-9111.00** **CIP: 51.0701** Bright Outlook 22% + growth expected **SVP Range** (8.0 and above)	**BS/MS**
Health Information Management **Job Outlook per USDOL BLS** Employment of medical and health services managers is projected to grow 23 percent from 2012 to 2022, much faster than the average for all occupations. As the large baby-boom population ages and people remain active later in life, the healthcare industry as a whole will see an increase in the demand for medical services. As health information technology (HIT) becomes more prevalent, health information practitioners will continue to be critical components of the electronic health record (EHR) workforce. According to the US Department of Labor, HIT will grow to encompass new support positions, including mobile support adoption positions, public health informatics, implementation support specialists, and information management redesign specialists. (AHIMA report)	**O*NET: 29-2071.00** **CIP: 51.0706** Bright Outlook 23% + growth expected **SVP Range** (6.0 to < 7.0)	**BS**
Nursing **Job Outlook per USDOL BLS** Employment of registered nurses is projected to grow 19 percent from 2012 to 2022, faster than the average for all occupations. Growth will occur for a number of reasons, including an increased emphasis on preventative care; growing rates of chronic conditions, such as diabetes and obesity; and demand for healthcare services from the baby	O*NET: 29-1141.00 CIP: 51.1601 Bright Outlook 19%+ growth expected SVP Range (6.0 to < 7.0)	

boomer population, as they live longer and more active lives.		

* SVP (Specific Vocational Preparation) is the amount of time required by a typical worker to learn the techniques, acquire the information, and develop the abilities needed for average performance in a specific work situation. SVP for skilled through highly professional positions are the following:
- SVP 6 over 1 year up to and including 2 years
- SVP 7 over 2 years up to and including 4 years
- SVP 8 over four years up to and including 10 years

The rigors and length of degree level education and training coupled with mature demographic students puts the college graduate in a very competitive position. On top of strong job prospects, competitive salaries also await graduates.

NOTE: Most of the above programs received a " Bright Outlook " rating from the Bureau of Labor Statistics. Bright Outlook occupations are expected to grow rapidly in the next several years, will have large numbers of job openings, or are new and emerging occupations.
Source: Bureau of Labor Statistics 2013 wage data and 2012-2022 employment projections.

Maryland Industry Projections: 2012-2022
Occupations projected to increase in size and have above average wages in Maryland were stratified by education levels to create list of "Hot Jobs". In the Associate's degree or below category, the top occupations were projected to increase by 13 to 29 percent from 2010 to 2020 and have average annual wages ranging from the high $50,000. These occupations typically required extensive experience or specialized skills. For the Bachelor's degree category, projected growth ranged from 17 percent to 36 percent and have average annual wages ranging from the mid-$66,000 mark upward. These occupations were dominated by computer-related occupations, such as Software Developers.

JOB OUTLOOK   2006-2016
MARYLAND

Occupational Highlights

Occupation	2006 Employment	2016 Employment	2006-2016 Employment Change		2006-2016 Replacement Openings*
			Number	Percent	
Occupations With the Largest Employment Changes 2006-2016					
Registered Nurses	48,600	66,280	17,675	36.4	8,025
Retail Salespersons	89,175	103,430	14,255	16.0	27,455
Customer Service Representatives	39,765	50,305	10,540	26.5	11,075
Office Clerks, General	66,255	76,370	10,110	15.3	12,160
Combined Food Prep. & Serving Workers, Incl. Fast Food	42,995	51,560	8,565	19.9	8,155
Nursing Aides, Orderlies, & Attendants	28,505	36,640	8,135	28.5	2,550
Waiters & Waitresses	40,850	48,710	7,860	19.2	22,195
Janitors & Cleaners, Exc. Maids & Housekeeping Clnrs.	44,410	52,000	7,585	17.1	8,505
Carpenters	31,630	38,930	7,295	23.1	4,280
Construction Laborers	31,555	37,485	5,930	18.8	2,375
Occupations with the Most Replacement Openings 2006-2016					
Cashiers	73,500	71,475	-2,025	-2.8	34,950
Retail Salespersons	89,175	103,430	14,255	16.0	27,455
Waiters & Waitresses	40,850	48,710	7,860	19.2	22,195
Laborers & Freight, Stock, & Material Movers, Hand	38,960	40,795	1,835	4.7	12,470
Office Clerks, General	66,255	76,370	10,110	15.3	12,160
General & Operations Managers	48,030	50,605	2,575	5.4	11,580
Counter Att., Cafeteria, Food Concession, & Coffee Shop	16,345	18,195	1,850	11.3	11,345
Customer Service Representatives	39,765	50,305	10,540	26.5	11,075
Janitors & Cleaners, Exc. Maids & Housekeeping Clnrs.	44,410	52,000	7,585	17.1	8,505
Combined Food Prep. & Serving Workers, Incl. Fast Food	42,995	51,560	8,565	19.9	8,155
Occupations with the Fastest Growth Rates 2006-2016**					
Network Systems & Data Communications Analysts	8,990	13,965	4,975	55.3	1,830
Computer Software Engineers, Applications	11,495	17,160	5,665	49.3	1,675
Respiratory Therapists	1,750	2,545	800	45.7	255
Surgical Technologists	1,515	2,200	685	45.2	460
Home Health Aides	11,285	16,360	5,075	45.0	1,010
Self-Enrichment Education Teachers	5,105	7,265	2,160	42.3	545
Mental Health Counselors	1,685	2,390	705	41.8	335
Personal & Home Care Aides	6,025	8,450	2,425	40.2	1,020
Personal Financial Advisors	3,785	5,275	1,490	39.4	340
Medical Assistants	8,285	11,485	3,200	38.6	1,030
**Occupations with 2006 employment of 1,500 or more					

* Demand arising from occupational transfers and labor force separations
NOTE: Rounding of data to the nearest 5 may affect additivity
Maryland Department of Labor, Licensing and Regulation, Office of Workforce Information and Performance
September 2008

JOB OUTLOOK 2006-2016 MARYLAND

Industry Highlights

Industry	2006 Employment	2016 Employment	2006-2016 Employment Change	
			Number	Percent
Industries with the Largest Employment 2006				
Educational Services	235,025	265,175	30,150	12.8
Professional, Scientific, & Technical Services	219,115	275,890	56,775	25.9
Food Services & Drinking Places	170,470	199,345	28,875	16.9
Administrative & Support Services	150,070	182,790	32,720	21.8
Specialty Trade Contractors	126,915	154,985	28,070	22.1
Federal Government	125,180	125,635	455	0.4
Hospitals	98,920	133,235	34,315	34.7
Ambulatory Health Care Services	95,765	120,810	25,050	26.2
Local Government	86,295	94,185	7,890	9.1
Nursing & Residential Care Facilities	62,860	81,070	18,215	29.0
Industries with the Largest Employment Changes 2006-2016				
Professional, Scientific, & Technical Services	219,115	275,890	56,775	25.9
Hospitals	98,920	133,235	34,315	34.7
Administrative & Support Services	150,070	182,790	32,720	21.8
Educational Services	235,025	265,175	30,150	12.8
Food Services & Drinking Places	170,470	199,345	28,875	16.9
Specialty Trade Contractors	126,915	154,985	28,070	22.1
Ambulatory Health Care Services	95,765	120,810	25,050	26.2
Social Assistance	41,920	60,520	18,600	44.4
Nursing & Residential Care Facilities	62,860	81,070	18,215	29.0
Construction of Buildings	44,590	54,880	10,290	23.1
Industries with the Fastest Growth Rates 2006-2016****				
Securities, Commodity Conts., & Other Fin. Invest. & Rel. Acts.	14,595	21,800	7,205	49.4
Social Assistance	41,920	60,520	18,600	44.4
Hospitals	98,920	133,235	34,315	34.7
Nursing & Residential Care Facilities	62,860	81,070	18,215	29.0
Amusement, Gambling, & Recreation Industries	27,490	35,185	7,695	28.0
Ambulatory Health Care Services	95,765	120,810	25,050	26.2
Professional, Scientific, & Technical Services	219,115	275,890	56,775	25.9
Building Material & Garden Equipment & Supplies Dealers	26,115	32,335	6,220	23.8
Warehousing & Storage	10,835	13,380	2,545	23.5
Construction of Buildings	44,590	54,880	10,290	23.1

**Industries with 2006 employment of 1,500 or more

ASSOCIATE'S DEGREE – Maryland Hot Jobs

Occupation	Projected Employment Growth (2010-2020)	Projected Annual Job Openings	Average Annual Wage (2013)
Business Operations Specialists, All Other	21%	1026	$81,572
Managers, All Other	13%	828	$118,647
Police and Sheriff's Patrol Officers	13%	617	$59,431
Loan Officers	14%	234	$80,051
Dental Hygienists	29%	131	$85,431
Fire Fighters	13%	127	$56,834
Construction and Building Inspectors	19%	126	$54,728
Engineering Technicians, Except Drafters, All Other	18%	110	$79,120
Respiratory Therapists	33%	101	$64,201
Electrical Power-Line Installers and Repairers	13%	93	$63,626
Telecommunications Equipment Installers and Repairers, Except Line Installers	13%	85	$58,923
First-Line Supervisors/Managers of Fire Fighting and Prevention Workers	13%	82	$86,813
Aircraft Mechanics and Service Technicians	22%	82	$66,477
Physical Therapist Assistants	44%	79	$53,995
Private Detectives and Investigators	20%	79	$58,734

BACHELOR'S DEGREE – Maryland Hot Jobs

Occupation	Projected Employment Growth (2010-2020)	Projected Annual Job Openings	Average Annual Wage (2013)
Management Analysts	24%	1070	$98,981
Software Developers, Systems Software	36%	647	$113,154
Middle School Teachers, Except Special and Vocational Education	17%	577	$66,232
Computer Systems Analysts	22%	550	$87,878
Software Developers, Applications	27%	484	$111,442
Network and computer systems architects and administrators	29%	429	$93,153
Market Research Analysts and Marketing Specialists	37%	418	$67,094
Medical and Health Services Managers	20%	388	$108,776
Computer and Information Systems Managers	21%	352	$137,189
Special Education Teachers, Middle School	20%	284	$75,480
Civil Engineers	18%	251	$88,800
Training and Development Specialists	31%	242	$65,129
Logisticians	36%	236	$87,050
Graphic Designers	12%	224	$57,526
Financial Analysts	18%	217	$87,099

Health Science

These occupations that have the right skilled individuals are well documented as in demand by government, many professional and trade organizations and research institutes.

- National Healthcareer Association (NHA), 11161 Overbrook Rd., Leawood, KS 66211. Phone: (800) 499-9092. Fax: (913) 661-6291.

- American Health Information Management Association (AHIMA), 233 N. Michigan Ave., Suite 2150, Chicago, IL 60601-5800. Phone: (312) 233-1100. Fax: (312) 233-1090.

As of April 3, 2015 an Indeed One Search listed many current Job Openings in Maryland related to the programs Stratford is proposing to add to its Baltimore campus:

411 Medical Insurance Billing jobs in Maryland
http://www.indeed.com/jobs?q=Medical+Insurance+billing&l=Maryland

360 Phlebotomy jobs in Maryland
http://www.indeed.com/jobs?q=phlebotomy+&l=Maryland

353 Health Care Administrator jobs in Maryland
http://www.indeed.com/jobs?q=Health+Care+Administrators&l=Maryland&radius

4038 Health Information Management jobs in Maryland
http://www.indeed.com/jobs?q=health+information+management&l=Maryland

related field - **3,026 Medical Assisting jobs in Maryland.**
http://www.indeed.com/jobs?q=Medical+Assistant&l=Maryland

Note 1: The Maryland Division of Workforce Development indicates there are entry level health science related job opportunities for those individuals with appropriate training and education. This is also true for the Washington DC/Northern Virginia National Capital Region. The O*NET Code Connector identifies many related occupational lay title position for Medical Insurance Billing and Coding technicians. Health Care Administrators and Health Care Information Manager also have employment options related to their specific specialty. Medical and Health Service Managers are identified as a High Demand High Growth High Wage Occupations in Maryland by "Hot Jobs" http://www.dllr.state.md.us/lmi/lmaihotjobsbrochure.pdf

Note 2: Refined search reduces the number of exact job vacancies with the specific words Health Information Management. However, reviews of a sample of these jobs indicate qualifications seem to be met through a BS degree in Health Information Management.
http://www.indeed.com/jobs?as_and=health+information+management&as_phr=health+informa tion+management&as_any=&as_not=&as_ttl=&as_cmp=&jt=all&st=&salary=&radius=50&l= Maryland&fromage=last&limit=10&sort=&psf=advsrch

As of April 3, 2015 an Indeed One Search listed: 57438 current Job Openings in Washington DC related to the programs Stratford is proposing to add to its Baltimore campus:

297 Phlebotomy jobs in Washington, DC
http://www.indeed.com/jobs?q=phlebotomy&l=Washington%2C+DC

368 Medical Insurance Billing jobs in Washington, DC
http://www.indeed.com/jobs?q=medical+insurance+billing&l=Washington%2C+DC

336 Health Care Administrator jobs in Washington, DC
http://www.indeed.com/jobs?q=Health+Care+Administrators&l=Washington%2C+DC

6657 Health Information Management jobs in Washington, DC
http://www.indeed.com/jobs?q=Health+Information+Management&l=Washington%2C+DC

related field - **2135 Medical Assisting jobs in Washington, DC**
http://www.indeed.com/jobs?q=Medical+Assistant&l=Washington%2C+DC
Note : The Maryland Division of Workforce Development indicates there are entry level health science related job opportunities for those individuals with appropriate training and education. This is also true for the Washington DC/Northern Virginia National Capital Region. The O*NET Code Connector identifies many related occupational lay title position for Medical Insurance Billing and Coding technicians. Health Care Administrators and Health Care Information Manager also have employment options related to their specific specialty. Medical and Health Service Managers are identified as a High Demand High Growth High Wage Occupations in Maryland by "Hot Jobs" http://www.dllr.state.md.us/lmi/lmaihotjobsbrochure.pdf

Note: Refined search reduces the number of exact job vacancies with the specific words Health Information Management. However, reviews of a sample of these jobs indicate qualifications seem to be met through a BS degree in Health Information Management.
http://www.indeed.com/jobs?as_and=health+information+management&as_phr=Health+Inform
ation+Management&as_any=&as_not=&as_ttl=&as_cmp=&jt=all&st=&salary=&radius=25&l=
Washington%2C+DC&fromage=any&limit=10&sort=&psf=advsrch

When adding Maryland vacancies to include Washington DC vacancies the number of vacant jobs grows significantly with a combined job vacancy of over 98,000 jobs. If the vacancies include the needs of Northern Virginia the number grows even larger. Also, Indeed One Search does not capture all the vacant jobs available so the actual number is most likely higher than reported by Indeed One Search. When reviewing the Indeed One Search actual job vacancy announcements it appears the advertised positions are available and open to hiring.

Health care specifically, according to the Maryland Workforce Exchange VOS Online Jobs data, ranked Health Care as the 3rd top industry by Advertised Job Openings as of Aug 4, 2014. Recent headlines over Ebola and other challenging health issues reinforce the need for a robust health science industry especially here in the dense population of the eastern coast, its US entry points, and a transient population.

The Maryland DLLR Division of Workforce Development and Learning forecast also indicates a significant, but smaller number than the Indeed One Search.

Division of Workforce Development and Adult Learning
Healthcare Practitioners and Technical Occupations - Maryland Occupational Projections - 2012-2022

Occ. Code	Occupational Title	Employment			Openings		Education Value
		2012	2022	Change	Replacement	Total	
29-0000	Healthcare Practitioners and Technical Occupations	167,842	184,568	16,726	34,541	51,904	

29-1000	Health Diagnosing and Treating Practitioners	106,814	116,194	9,380	22,250	32,267	
29-2000	Health Technologists and Technicians	57,165	64,232	7,067	11,241	18,308	
29-2011	Medical and Clinical Laboratory Technologists	3,548	3,715	167	930	1,097	Bachelor's degree
29-2012	Medical and Clinical Laboratory Technicians	3,740	4,377	637	980	1,617	Associate's degree
29-2031	Cardiovascular Technologists and Technicians	1,092	1,364	272	154	426	Associate's degree
29-2032	Diagnostic Medical Sonographers	1,214	1,611	397	171	568	Associate's degree
29-2033	Nuclear Medicine Technologists	604	663	59	85	144	Associate's degree
29-2034	Radiologic Technologists	4,627	5,099	472	652	1,124	Associate's degree
29-2035	Magnetic Resonance Imaging Technologists	731	789	58	103	161	Associate's degree
29-2041	Emergency Medical Technicians and Paramedics	4,676	4,999	323	1,276	1,599	Postsecondary non-degree award
29-	Dietetic	464	523	59	46	105	Associate's

2051	Technicians						degree
29-2061	Licensed Practical and Licensed Vocational Nurses	12,752	14,246	1,494	3,113	4,607	Postsecondary non-degree award
29-2071	Medical Records and Health Information Technicians	3,500	3,869	369	925	1,294	Postsecondary non-degree award
29-2099	Health Technologists and Technicians, All Other	3,418	3,898	480	338	818	High school diploma or equivalent
29-9000	Other Healthcare Practitioners and Technical Occupations	3,863	4,142	279	1,050	1,329	
29-9011	Occupational Health and Safety Specialists	989	1,044	55	269	324	Bachelor's degree
29-9012	Occupational Health and Safety Technicians	340	368	28	92	120	High school diploma or equivalent
29-9091	Athletic Trainers	440	500	60	120	180	Bachelor's degree
29-9099	Healthcare Practitioners and Technical Workers, All Other	2,057	2,185	128	559	687	Bachelor's degree

Division of Workforce Development and Adult Learning

Healthcare Support Occupations - Maryland Occupational Projections - 2012-2022

Occ. Code	Occupational Title	Employment			Openings		Education Value
		2012	2022	Change	Replacement	Total	
31-0000	Healthcare Support Occupations	74,852	82,609	7,757	14,293	22,215	
31-1000	Nursing, Psychiatric, and Home Health Aides	43,334	48,903	5,569	8,242	13,821	
31-1014	Nursing Assistants	29,505	32,659	3,154	5,612	8,766	Postsecondary non-degree award
31-2000	Occupational Therapy and Physical Therapist Assistants and Aides	3,731	4,467	736	847	1,583	
31-2011	Occupational Therapy Assistants	546	691	145	137	282	Associate's degree
31-2021	Physical Therapist Assistants	1,490	1,776	286	331	617	Associate's degree
31-9000	Other Healthcare Support Occupations	27,787	29,239	1,452	5,204	6,811	
31-9092	Medical Assistants	9,814	10,444	630	1,872	2,502	Postsecondary non-degree award
31-9093	Medical Equipment Preparers	898	1,014	116	171	287	High school diploma or equivalent
31-	Medical	1,460	1,419	-41	279	279	Postsecondary

9094	Transcriptionists						non-degree award
31-9097	Phlebotomists	2,257	2,484	227	431	658	Postsecondary non-degree award
31-9099	Healthcare Support Workers, All Other	3,059	3,304	245	584	829	High school diploma or equivalent

Sources:

http://www.dllr.state.md.us/lmi/iandoproj/occgroup29.shtml
http://www.dllr.state.md.us/lmi/iandoproj/occgroup31.shtml

In addition to government projections and the Maryland DLLR report, the Baltimore business community has identified sources that illustrate the need for health care professionals. According to the Jun 26, 2012, Baltimore Business Journal:

Maryland expected to add 75,000 health care jobs by 2020

Maryland health care jobs are expected to grow more rapidly than employment in any other industry in the state between 2010 and 2020, with about 75,000 jobs projected to be added during the period.

That's according to a new report by Georgetown University Center on Education and the Workforce.

The Georgetown report, which evaluates the health care job market in every state, projects the number of health care jobs in Maryland to grow 23 percent between 2010 and 2020. That compares with 17 percent growth in other industries.

The Center on Education and the Workforce distinguishes health care occupations as jobs held by doctors, nurses and other trained medical professionals. The center measured the size of the health care industry by total jobs supporting health care businesses and organizations.

By 2020, the state will have about 400,560 health care industry workers, up from 324,920 in 2010. The state will have about 244,000 medical professionals in 2020.

Between 2010 and 2020, there will be 110,450 job openings — a combination of new and vacant positions.

The U.S. will need 5.6 million more health care workers by 2020 to address a growing demand for health care services. Of those, 4.6 million jobs will require post-secondary education and training

Source: http://www.bizjournals.com/baltimore/blog/2012/06/maryland-expected-to-add-75000-health.html

To meet future needs of Maryland and the surrounding area there is a need now to add additional health care education providers. Degree programs take from 2 – 4 years to complete and appear best suited to meet the Specific Vocational Preparation (SVP) guidelines identified by the Department of Labor. This means the year 2017 would be the entry year for most AAS health care graduates and the year 2019 for BS graduates. Demographics indicate increasing aging population growth beyond the year 2022 in the Baltimore/Washington DC metro area that will need additional heath care services. Also, replacement usually means placing entry level individuals with the right skills into these positions. A review of a sample of job vacancies indicates employers are looking for hires with maturity and work experience. Those programs with a student demographic of maturity, work experience in a field, and a desire to enter the health science profession appear well suited to meet employer needs. Thus, a combination of previous work experience and specific health science education and training makes for an attractive candidate by Baltimore/Washington DC/National Capital Region area employers as shown by a sample review of job vacancy announcements.

Business

Management occupations.
Jobs in 2012: 8,861,500
Projected jobs in 2022: 9,498,000
Numeric change: 636,600
Percent change: 7.2 percent (slower than average)
Job openings: 2,586,700
Large employers in 2012:
· Manufacturing: 681,400
· Education: 661,500
General and operations managers is projected to add 244,100 new jobs over the 2012–2022 period, accounting for more than one-third of new jobs in management occupations. This large occupation is found in all types of companies, and they will be needed to lead and collaborate with staff as new organizations are formed and existing companies expand.
In 2012, about two-thirds of management jobs were in occupations that typically require a bachelor's degree. (See table 3.) Growth is projected for these occupations, as well as for management occupations requiring an associate's or master's degree. However, the number of management jobs that typically require a high school diploma is expected to decrease over the decade, primarily because of the projected decline in employment of farmers, ranchers, and other agricultural managers.

Table 3. Management occupations employment by educational requirement, 2012 and projected 2022 (employment in thousands)

Education level	Employment	Projected change, 2012-2022

	2012	2022	Number	Percent
Bachelor's degree	5,828.0	6,513.5	685.4	11.8
High school diploma or equivalent	2,630.7	2,544.1	-86.6	-3.3
Master's degree	393.4	430.0	36.6	9.3
Associate's degree	9.3	10.5	1.2	12.5

Source: U.S. Bureau of Labor Statistics.

The median annual wage for management occupations in May 2012 was $93,910, the highest of any major occupational group.

Business and financial operations occupations.
Jobs in 2012: 7,167,600
Projected jobs in 2022: 8,065,700
Numeric change: 898,100
Percent change: 12.5 percent (as fast as average)
Job openings: 2,351,500
Large employers in 2012:
☐ Finance and insurance: 1,374,800
☐ Government: 1,050,000
The business and financial operations occupations group includes business operations specialists such as human resources specialists, fundraisers, and market research analysts, and financial specialists such as financial analysts, credit counselors, and tax preparers. While both business operations specialists and financial specialists are projected to grow about as fast as average, business operations specialists is much larger and will account for nearly two-thirds of the 898,100 jobs added.
Accountants and auditors is projected to add 166,700 new jobs from 2012 to 2022, the largest projected growth of any business or financial operations occupation. Accountants and auditors will be increasingly needed to prepare and examine financial documents because of a growing number of regulations that have been developed in response to the 2008 financial crisis.
In addition, employment of meeting, convention, and event planners is expected to increase 33.2 percent over the decade, much faster than the average for all occupations. However, because of the occupation's small size, that growth will account for an increase of just 31,300 jobs. Growth will stem from the increasing globalization of business. Meeting, convention, and event planners will be needed to organize events that bring together employees of the same company who work at different physical locations.
In 2012, about 3 in 4 jobs in business and financial operations were in occupations that typically require a bachelor's degree for entry, but the faster growth rate of these occupations requiring a 4-year degree means they are projected to account for 87.6 percent of new business and financial operations jobs.

Business jobs in Maryland and DC area:

According to Indeed.com there are many jobs available in Maryland.

16

4442Accounting jobs in Maryland
http://www.indeed.com/jobs?q=Accounting&l=Maryland

4525 Business Administration jobs in Maryland
http://www.indeed.com/jobs?q=business+administration&l=Maryland

4442Accounting jobs in Washington, DC
http://www.indeed.com/jobs?q=accounting&l=Washington%2C+DC

9191 Business Administration jobs in Washington, DC
http://www.indeed.com/jobs?q=business+administration&l=Washington%2C+DC

According to Monster.com there are approximately 12,000 business related jobs available

1. Business Jobs in Maryland | Monster *jobs.monster.com ›*
   Business Jobs 1 - 20 of 1965 - Search for a **job** in **Business** from
   our collection of **Maryland job** listings. ... people to create long-term
   opportunities and sustainable **careers**.
2. Business Analyst Jobs in Maryland - Monster.com
   jobs.monster.com › Business › Business Analyst

Monster.com
Loading...
Jobs 1 - 20 of 3509 - Find **Maryland Business** Analyst **jobs** on Monster. Search for
Business Analyst **job opportunities** in **Maryland** and apply for the **job** that's right ...

3. Business Development Manager Jobs in Maryland - Search
   ...

jobs.monster.com › ... › Business Development Manager
  o Cached
  o Similar

Monster.com
Loading...
Jobs 1 - 20 of 7104 - Find **Maryland Business** Development Manager **jobs** on
Monster. Search for **Business** Development Manager **job opportunities** in **Maryland**
...

**Additionally many other sources (Career-Builder, Verizon, Comcast, MD State,
educational institutions, etc.) have posted job vacancies.**

Below is a summary of business related from the Maryland Division of Workforce
Development and Adult Learning:

Division of Workforce Development and Adult Learning
Business and Financial Operations Occupations - Maryland Occupational Projections - 2012-2022

Occ. Code	Occupational Title	Employment			Openings		Education Value
		2012	2022	Change	Replacement	Total	
13-0000	Business and Financial Operations Occupations	174,080	189,193	15,113	33,832	49,390	
13-1000	Business Operations Specialists	114,803	125,906	11,103	19,362	30,619	
13-1011	Agents and Business Managers of Artists, Performers, and Athletes	270	291	21	60	81	Bachelor's degree
13-1021	Buyers and Purchasing Agents, Farm Products	340	359	19	65	84	High school diploma or equivalent
13-1022	Wholesale and Retail Buyers, Except Farm Products	2,328	2,458	130	580	710	High school diploma or equivalent
13-1023	Purchasing Agents, Except Wholesale, Retail, and Farm Products	6,742	6,856	114	1,219	1,333	High school diploma or equivalent
13-1031	Claims Adjusters, Examiners,	6,196	6,071	-125	1,433	1,433	High school diploma or

	and Investigators						equivalent
13-1041	Compliance Officers	5,993	6,317	324	1,107	1,431	Bachelor's degree
13-1051	Cost Estimators	4,654	5,199	545	1,495	2,040	Bachelor's degree
13-1071	Human Resources Specialists	10,954	11,345	391	2,001	2,392	Bachelor's degree
13-1075	Labor Relations Specialists	1,368	1,385	17	250	267	Bachelor's degree
13-1081	Logisticians	4,665	5,803	1,138	539	1,677	Bachelor's degree
13-1111	Management Analysts	23,927	26,924	2,997	3,708	6,705	Bachelor's degree
13-1121	Meeting, Convention, and Event Planners	2,152	2,834	682	295	977	Bachelor's degree
13-1131	Fundraisers	1,193	1,389	196	234	430	Bachelor's degree
13-1141	Compensation, Benefits, and Job Analysis Specialists	1,437	1,482	45	263	308	Bachelor's degree
13-1151	Training and Development Specialists	5,700	6,502	802	1,041	1,843	Bachelor's degree
13-1161	Market Research Analysts and Marketing Specialists	7,429	9,493	2,064	1,018	3,082	Bachelor's degree
13-1199	Business Operations	29,282	31,054	1,772	4,014	5,786	High school

	Specialists, All Other						diploma or equivalent
13-2000	Financial Specialists	59,277	63,287	4,010	14,470	18,771	
13-2011	Accountants and Auditors	27,081	29,394	2,313	8,015	10,328	Bachelor's degree
13-2021	Appraisers and Assessors of Real Estate	1,586	1,581	-5	141	141	Bachelor's degree
13-2031	Budget Analysts	2,231	2,433	202	895	1,097	Bachelor's degree
13-2041	Credit Analysts	986	1,062	76	245	321	Bachelor's degree
13-2051	Financial Analysts	5,678	6,290	612	1,381	1,993	Bachelor's degree
13-2052	Personal Financial Advisors	4,450	5,055	605	719	1,324	Bachelor's degree
13-2053	Insurance Underwriters	1,652	1,367	-285	448	448	Bachelor's degree
13-2061	Financial Examiners	523	548	25	133	158	Bachelor's degree
13-2071	Credit Counselors	508	552	44	93	137	Bachelor's degree
13-2072	Loan Officers	5,449	5,654	205	997	1,202	Bachelor's degree
13-2081	Tax Examiners and Collectors, and Revenue Agents	656	655	-1	226	226	Bachelor's degree
13-2082	Tax Preparers	2,932	3,030	98	596	694	High school

							diploma or equivalent
13-2099	Financial Specialists, All Other	5,545	5,666	121	581	702	Bachelor's degree

Division of Workforce Development and Adult Learning

Management Occupations - Maryland Occupational Projections - 2012-2022

Occ. Code	Occupational Title	Employment			Openings		Education Value
		2012	2022	Change	Replace-ment	Total	
11-0000	Management Occupations	185,303	196,575	11,272	37,273	49,315	
11-1000	Top Executives	54,619	58,909	4,290	10,324	14,614	
11-1011	Chief Executives	3,428	3,515	87	730	817	Bachelor's degree
11-1021	General and Operations Managers	50,595	54,798	4,203	9,465	13,668	Bachelor's degree
11-1031	Legislators	596	596	0	129	129	Bachelor's degree
11-2000	Advertising, Marketing, Promotions, Public Relations, and Sales Managers	11,081	12,014	933	2,444	3,377	
11-2011	Advertising and Promotions Managers	711	745	34	219	253	Bachelor's degree
11-	Marketing	3,435	3,824	389	737	1,126	Bachelor's

2021	Managers						degree
11-2022	Sales Managers	5,769	6,146	377	1,238	1,615	Bachelor's degree
11-2031	Public Relations and Fundraising Managers	1,166	1,299	133	250	383	Bachelor's degree
11-3000	Operations Specialties Managers	35,926	38,946	3,020	6,370	9,434	
11-3011	Administrative Services Managers	6,825	7,358	533	1,111	1,644	Bachelor's degree
11-3021	Computer and Information Systems Managers	10,671	12,245	1,574	1,483	3,057	Bachelor's degree
11-3031	Financial Managers	10,899	11,426	527	2,043	2,570	Bachelor's degree
11-3051	Industrial Production Managers	1,518	1,474	-44	276	276	Bachelor's degree
11-3061	Purchasing Managers	1,657	1,674	17	364	381	Bachelor's degree
11-3071	Transportation, Storage, and Distribution Managers	1,509	1,589	80	345	425	High school diploma or equivalent
11-3111	Compensation and Benefits Managers	323	334	11	85	96	Bachelor's degree
11-3121	Human Resources Managers	1,868	2,110	242	491	733	Bachelor's degree
11-3131	Training and Development	656	736	80	172	252	Bachelor's degree

	Managers						
11-9000	Other Management Occupations	83,677	86,706	3,029	18,135	21,890	
11-9013	Farmers, Ranchers, and Other Agricultural Managers	3,329	2,645	-684	537	537	High school diploma or equivalent
11-9021	Construction Managers	12,143	12,654	511	1,912	2,423	Bachelor's degree
11-9031	Education Administrators, Preschool and Childcare Center/Program	1,046	1,066	20	278	298	Bachelor's degree
11-9032	Education Administrators, Elementary and Secondary School	5,347	5,626	279	1,422	1,701	Master's degree
11-9033	Education Administrators, Postsecondary	2,582	2,943	361	687	1,048	Master's degree
11-9039	Education Administrators, All Other	1,945	2,142	197	517	714	Bachelor's degree
11-9041	Architectural and Engineering Managers	4,389	4,587	198	1,077	1,275	Bachelor's degree
11-9051	Food Service Managers	3,947	3,940	-7	705	705	High school diploma or equivalent

11-9061	Funeral Service Managers	210	228	18	45	63	Associate's degree
11-9081	Lodging Managers	591	581	-10	182	182	High school diploma or equivalent
11-9111	Medical and Health Services Managers	10,691	11,778	1,087	2,596	3,683	Bachelor's degree
11-9121	Natural Sciences Managers	2,365	2,436	71	492	563	Bachelor's degree
11-9131	Postmasters and Mail Superintendents	287	262	-25	63	63	High school diploma or equivalent
11-9141	Property, Real Estate, and Community Association Managers	5,977	6,250	273	1,351	1,624	High school diploma or equivalent
11-9151	Social and Community Service Managers	1,749	1,902	153	360	513	Bachelor's degree
11-9199	Managers, All Other	26,914	27,490	576	5,889	6,465	High school diploma or equivalent

Information Technology

According to the BLS U.S. BUREAU OF LABOR STATISTICS **Monthly Labor Review**
- Computer and mathematical occupations.
Jobs in 2012: 3,814,700
Projected jobs in 2022: 4,500,500
Numeric change: 685,800
Percent change: 18.0 percent (faster than average)
Job openings: 1,308,500
Large employers in 2012:

· Computer systems design and related services: 923,500
· Information: 440,300

By 2022, the computer and mathematical occupations group is expected to yield more than 1.3 million job openings. However, unlike in most occupational groups, more job openings will stem from growth than from the need to replace workers who change occupations or leave the labor force. Although every occupation within the computer and mathematical occupations group is expected to experience job growth over the next decade, the rate of growth varies by occupation. Employment in computer occupations is expected to grow 17.7 percent by 2012, slower than the math occupations, which are expected to grow 26.1 percent.

Software developers and programmers is expected to add 279,500 jobs by 2022, accounting for about 4 out of 10 new jobs in the computer and math occupations group. Although projected growth for information security analysts, at 27,400 new jobs, is smaller than for software developers and programmers, the rate of growth for information security analysts is expected to be 36.5 percent, making this the fastest growing occupation in this group. Demand for both of these occupations will stem from a number of factors, including an increase in demand for cybersecurity, the implementation of electronic medical records, and an increase in the use of mobile technology. All of the computer and mathematical occupations typically require at least some college education. Through 2022, more than 3 in 4 new jobs occurring in this group are projected to be in occupations that typically require at least a bachelor's degree, with the fastest projected growth among occupations that need a master's degree.

IT jobs available in Maryland
Much like seen in the pages above for business and health science there are many IT jobs available in Maryland. The Stratford BS in Information Technology and the MS in Software Engineering are germane to these job vacancies.

13314 Information Technology jobs in Maryland/DD area
http://www.indeed.com/jobs?q=information+technology&l=Maryland

26159 Information Technology jobs in Washington, DC
http://www.indeed.com/jobs?q=information+technology&l=Washington%2C+DC

1. Information Technology Jobs in MD on CareerBuilder.com
www.careerbuilder.com/jobs/md/.../information-technology...
CareerBuilder
Jobs 1 - 25 of 1255

2. Information Technology jobs in Baltimore, MD - Indeed
www.indeed.com/q-Information-Technology-l-Baltimore,-M...
Indeed.com
jobs 1 - 10 of 8089 - 8089 Information Technology Jobs available in Baltimore, MD

3. Information Technology Jobs in Maryland - Thingamajob.com
information-technology.thingamajob.com/L-Us-Maryland-0.aspx
Jobs 1 - 25 of 59 - Browse and apply for Information Technology jobs in Maryland

www.linkedin.com › Jobs › Information Technology › Maryland
Apply to 2083 Information Technology jobs in Baltimore, MD on LinkedIn. Sign up today ... Freelance & Virtual Marketing Opportunity (SEO, Email, ... Confidential

technology.jobs.net/jobs/maryland.aspx
Jobs 1 - 20 of 2264 - See currently available Technology job openings in Maryland

Below is a summary of IT related from the Maryland Division of Workforce Development and Adult Learning:

Division of Workforce Development and Adult Learning
Computer and Mathematical Occupations - Maryland Occupational Projections - 2012-2022

Occ. Code	Occupational Title	Employment			Openings		Education Value
		2012	2022	Change	Replacement	Total	
15-0000	Computer and Mathematical Occupations	113,993	132,595	18,602	18,870	37,554	
15-1100	Computer Occupations	107,304	124,535	17,231	17,048	34,361	
15-1111	Computer and Information Research Scientists	3,492	4,099	607	549	1,156	Doctoral or professional degree
15-1121	Computer Systems Analysts	11,935	14,589	2,654	1,876	4,530	Bachelor's degree
15-1122	Information Security Analysts	3,375	4,764	1,389	530	1,919	Bachelor's degree
15-1131	Computer Programmers	8,056	8,586	530	2,104	2,634	Bachelor's degree
15-1132	Software Developers,	12,275	14,841	2,566	1,574	4,140	Bachelor's degree

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	Applications					
15-1133	Software Developers, Systems Software	14,020	17,124	3,104	1,797	4,901	Bachelor's degree
15-1134	Web Developers	3,744	4,491	747	588	1,335	Associate's degree
15-1141	Database Administrators	3,420	3,976	556	647	1,203	Bachelor's degree
15-1142	Network and Computer Systems Administrators	10,094	11,516	1,422	1,586	3,008	Bachelor's degree
15-1143	Computer Network Architects	4,940	5,739	799	776	1,575	Bachelor's degree
15-1152	Computer Network Support Specialists	5,093	5,365	272	800	1,072	Associate's degree
15-1199	Computer Occupations, All Other	14,195	14,113	-82	2,231	2,231	Bachelor's degree
15-2000	Mathematical Science Occupations	6,689	8,060	1,371	1,822	3,193	
15-2011	Actuaries	295	315	20	84	104	Bachelor's degree
15-2031	Operations Research Analysts	2,850	3,577	727	641	1,368	Bachelor's degree
15-2041	Statisticians	3,166	3,730	564	1,003	1,567	Master's degree
15-2091	Mathematical Technicians	75	84	9	19	28	Bachelor's degree

Nursing

Nursing Jobs

The Bureau of Labor Statistics' Employment projections 2012-2022 indicates that nursing is an occupation with a growing need for growth; the projection for 2022 is a need for over one million nurses (Bureau of Labor, 2013). The quality of our nation's public health is strongly related to the advancement of nursing education (Institute of Medicine, 2011). The goal is to increase the number of baccalaureate prepared nurses in the workforce. The majority of the nursing workforce is not baccalaureate prepared (US Health and Human Services, 2013).

http://www.aacn.nche.edu/leading_initiatives_news/news/2014/employment14

http://www.thefutureofnursing.org/IOM-Report

http://bhpr.hrsa.gov/healthworkforce/supplydemand/nursing/nursingworkforce/

http://www.bls.gov/news.release/ecopro.t08.htm

The Maryland Workforce exchange indicates there is a need for registered nurses. The monthly report April 2, 2015 for job openings for registered nurses advertised online were 6,891; and, there were 225 potential applicants seeking employment in the workforce system.
https://mwejobs.maryland.gov/vosnet/lmi/occ/occsummary.aspx?enc=e7AKr7bjUGRBEdrMte14UfLReT
ztbKKK1xRJj7oKt6hs+t0NaPo4eiiAaaWX9Jck6cUrJkcmc97biR6vRAud4GI0urPIpD/RaBoUbkmCKXIwBL0Ga
5TXYhpoz3EUDq5e

A 2013 survey of the national workforce of RNs indicated that out of the 40.400 actively licensed RN respondents, 966 respondents who were licensed in Maryland were practicing (Budden, J., Zhong, E., Moulton, P., & Cimotti, J. 2013). Additionally, the survey indicated that although diversity in the workforce is increasing, there continues to be a disparity in minority representation.

http://bhpr.hrsa.gov/healthworkforce/supplydemand/nursing/nursingworkforce/

A secondary analysis of data from the National Council of State Boards of Nursing and health rankings indicated that the quality of public health is positively associated with an adequate the supply of registered nurses with a baccalaureate education (Bigbee, Evans, Lind, Perez, Jacobo, & Geraghty, 2014). The findings that baccalaureate education is associated with lower mortality rates are supported by published research (Aiken, 2014; Aiken, Sloan, et al. (2014) Blegen, Goode, Park, Vaughn, & Spetz (2013); Kutney-Lee, Sloane, & Aiken, 2003).

Bigbee, J., Evans, S., Lind, B., Perez, S., Jacobo, L., and Geraghty, E. (2014) RN to population ratio and population health: a multifactorial study. Journal of Nursing Regulation 5(1), 11-17.

The American Association of Colleges of Nursing reports a projected shortage of registered nurses. Demand for nurses is increasing at the same time that the nursing workforce is reaching retirement age, and a shortage of nurses is expected. A report in the Journal of the American Medical Association in 2008 projected that the impact will occur over two decades. Additionally, the American Hospital Association in 2007 reported a RN vacancy rate of 8.7%.

10720 Nursing jobs in Maryland
http://www.indeed.com/jobs?q=Nursing&l=Maryland

7853 Nursing jobs in Washington, DC
http://www.indeed.com/jobs?q=Nursing&l=Washington%2C+DC

Division of Workforce Development and Adult Learning
Healthcare Practitioners and Technical Occupations - Maryland Occupational Projections - 2012-2022

Occ. Code	Occupational Title	Employment			Openings		Education Value
		2012	2022	Change	Replacement	Total	
29-0000	Healthcare Practitioners and Technical Occupations	167,842	184,568	16,726	34,541	51,904	
29-1000	Health Diagnosing and Treating Practitioners	106,814	116,194	9,380	22,250	32,267	
29-1141	Registered Nurses	48,337	54,567	6,230	9,372	15,602	Associate's degree
29-1151	Nurse Anesthetists	369	401	32	72	104	Master's degree

29-1161	Nurse Midwives	131	144	13	25	38	Master's degree
29-1171	Nurse Practitioners	1,944	2,229	285	377	662	Master's degree

(2) If the proposed programs serve societal needs (including the traditional liberal arts education), provide a description of how the proposed programs will enhance higher education in Maryland and contribute to society in general.

RESPONSE: Established research regarding the societal effects of higher education shows that it generally enhances personal and socioeconomic fulfillment, helps close the achievement gap, contributes to civic participation, strengthens social structures both for individuals, within families and in their spheres of contact, encourages life-long learning and plays a role in improved overall mental and physical health of individuals and their families.

According to the United Nations Educational Scientific and Cultural Organization at its World Conference of Higher Education "Agenda 21" *the very structure of society is changing; the proportions of the different social groups making up the population are perceptibly evolving. New needs and new aspirations are coming to light. Changes in economic activity are transforming the conception and conditions of employment. The development of education and health services ultimately has major social consequences.*

In Maryland, the specific business, information technology, health science and nursing programs students complete at Stratford University meet a societal need of stable employment, the opportunity for personal and professional growth, the increased and consistent well-being of both people and institutions, increases the general quality of life both for the students and the population in general and, especially in the Baltimore/Washington DC metro area, the provision of services for the ever-increasing aging society. Besides rigorous training in these specialties the programs taught by Stratford University the programs include a heavy emphasis on problem solving, critical thinking and English language skills to include writing needed for lifelong career growth.

On an equally large scale, higher education has a societal impact in its contribution to the Baltimore region and the country's ability to be economically competitive in a global marketplace which enables it to foster financial security.

Stratford's residential classes are offered in both day and evening formats that can accommodate the busy schedules and needs of its students. Since many of our students are already working many are unable to attend traditional residential brick and mortar programs. Our flexible schedule fits modern day single parent as well as traditional family life needs. Our outreach is primarily to those who are in dead-end or less than personally fulfilling jobs. Stratford hones the skills our students have developed over the years. The average age of a Stratford student is 29 years old, is working and has worked in several

jobs and is now interested in health care as a lifelong profession. This matches well with the Sojourner-Douglass College population.

Stratford's general education courses help students further develop their critical thinking and creative thinking skills. By looking at the impact of content in the general education courses students are exposed to problem solving – a primary skill employers want.

(b) If similar programs exist in the State, what are the similarities or differences in your program in terms of the degrees to be awarded, the areas of specialization, and the specific academic content of the programs?

The following Maryland institutions offer the same CIP coded programs as those presented in this application by Stratford University. Note that the programs are in existence at Sojourner Douglass:

Health Sciences

CIP Code - 510713 - MEDICAL INSURANCE CODING SPECIALIST/CODER

Institution	Program Name	Degree Offered	Taxonomy
Hagerstown Community College 🖻	MEDICAL CODING & REIMBURSEMENT SPCLST 🖻		

CIP Code - 510706 - HEALTH INFORMATION/MEDICAL RECORDS ADMINISTRATION/ADMINISTRATOR

Institution	Program Name	Degree Offered	Taxonomy
Coppin State University 🖻	HEALTH INFORMATION MANAGEMENT 🖻	Bachelor's Degree	120101

CIP Code - 510701 - HEALTH/HEALTH CARE ADMINISTRATION/MANAGEMENT

Institution	Program Name	Degree Offered	Taxonomy
Sojourner-Douglass College 🖻	HEALTH CARE ADMINISTRATION 🖻	Bachelor's Degree	120100
Washington Adventist University 🖻	HEALTH CARE ADMINISTRATION 🖻	Bachelor's Degree	050604

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CIP Code - 510702 - HOSPITAL AND HEALTH CARE FACILITIES ADMINISTRATION/MANAGEMENT

Institution	Program Name	Degree Offered	Taxonomy
Univ. of Maryland University College 🗗	HEALTH CARE ADMINISTRATION 🗗	Master's Degree	050620
Washington Adventist University 🗗	HEALTH CARE ADMINISTRATION 🗗	Master's Degree	120200

CIP Code - 510701 - HEALTH/HEALTH CARE ADMINISTRATION/MANAGEMENT

Institution	Program Name	Degree Offered	Taxonomy
Mount St. Mary's University	HEALTH ADMINISTRATION 🗗	Master's Degree	050620

CIP Code - 513801 - REGISTERED NURSING/REGISTERED NURSE

Institution	Program Name	Degree Offered	Taxonomy
Bowie State University 🗗	NURSING 🗗	Bachelor's Degree	120300
Coppin State University 🗗	NURSING 🗗	Bachelor's Degree	120300
Frostburg State University 🗗	NURSING (RN TO BSN) 🗗	Bachelor's Degree	120300
Hood College 🗗	NURSING 🗗	Bachelor's Degree	120300
Hood College 🗗	NURSING 🗗	Bachelor's Degree	120301
Johns Hopkins University 🗗	NURSING 🗗	Bachelor's Degree	120300
Morgan State University 🗗	NURSING 🗗	Bachelor's Degree	120300
Notre Dame of Maryland University 🗗	NURSING 🗗	Bachelor's Degree	120300
Salisbury University 🗗	NURSING 🗗	Bachelor's Degree	120300
Sojourner-Douglass College 🗗	NURSING 🗗	Bachelor's Degree	120300

CIP Code - 510701 - HEALTH/HEALTH CARE ADMINISTRATION/MANAGEMENT

Institution	Program Name	Degree Offered	Taxonomy
Stevenson University ⬚	NURSING ⬚	Bachelor's Degree	120300
Towson University ⬚	NURSING ⬚	Bachelor's Degree	120300
Univ. of Maryland University College ⬚	NURSING ⬚	Bachelor's Degree	120300
University of Maryland, Baltimore City ⬚	NURSING ⬚	Bachelor's Degree	120300
Washington Adventist University ⬚	NURSING ⬚	Bachelor's Degree	120300

CIP Code - 519999 - HEALTH PROFESSIONS AND RELATED CLINICAL SCIENCES, OTHER

Institution	Program Name	Degree Offered	Taxonomy
Allegany College of Maryland	PHLEBOTOMY/EKG TECHNICIAN	Lower Division Certificate	529960

CIP Code - 511009 - PHLEBOTOMY/PHLEBOTOMIST

Institution	Program Name	Degree Offered	Taxonomy
Hagerstown Community College	PHLEBOTOMY	Lower Division Certificate	521405

Business

CIP Code - 520301 - ACCOUNTING

Institution	Program Name	Degree Offered	Taxonomy
Coppin State University	ACCOUNTING	Bachelor's Degree	050200
Frostburg State University	ACCOUNTING	Bachelor's Degree	050200
Hood College	ACCOUNTING	Bachelor's Degree	050200
Loyola University Maryland	ACCOUNTING	Bachelor's Degree	050200
Morgan State University	ACCOUNTING	Bachelor's Degree	050200
Mount St. Mary's University	ACCOUNTING	Bachelor's Degree	050200
Salisbury University	ACCOUNTING	Bachelor's Degree	050200
Sojourner-Douglass College	ACCOUNTING	Bachelor's Degree	050200
Stevenson University	ACCOUNTING	Bachelor's Degree	050200
Towson University	ACCOUNTING	Bachelor's Degree	050200

CIP Code - 520301 - ACCOUNTING

Institution	Program Name	Degree Offered	Taxonomy
Univ. of Maryland Eastern Shore 🗗	ACCOUNTING 🗗	Bachelor's Degree	050200
Univ. of Maryland University College 🗗	ACCOUNTING 🗗	Bachelor's Degree	050200
Univ. of Maryland, College Park 🗗	ACCOUNTING 🗗	Bachelor's Degree	050200
Univ. of Maryland, College Park 🗗	ACCOUNTING 🗗	Master's Degree	050200
Washington Adventist University 🗗	ACCOUNTING 🗗	Bachelor's Degree	050200

CIP Code - 520201 - BUSINESS ADMINISTRATION AND MANAGEMENT, GENERAL

Institution	Program Name	Degree Offered	Taxonomy
Bowie State University 🗗	BUSINESS ADMINISTRATION 🗗	Bachelor's Degree	050601
Capitol Technology University 🗗	BUSINESS ADMINISTRATION 🗗	Bachelor's Degree	050600
Capitol Technology University 🗗	BUSINESS ADMINISTRATION (MBA) 🗗	Master's Degree	050601
Coppin State University 🗗	ENTERTAINMENT MANAGEMENT 🗗	Bachelor's Degree	050609
Frostburg State University 🗗	BUSINESS ADMINISTRATION 🗗	Bachelor's Degree	050601
Frostburg State University 🗗	BUSINESS ADMINISTRATION 🗗	Master's Degree	050601
Hood College 🗗	BUSINESS ADMINISTRATION 🗗	Bachelor's Degree	050602
Hood College 🗗	BUSINESS ADMINISTRATION 🗗	Master's Degree	050601
Loyola University Maryland 🗗	BUSINESS ADMINISTRATION 🗗	Bachelor's Degree	050601
Loyola University Maryland 🗗	BUSINESS ADMINISTRATION 🗗	Master's Degree	050601
Loyola University Maryland 🗗	EXECUTIVE MBA 🗗	Master's Degree	050603

CIP Code - 520201 - BUSINESS ADMINISTRATION AND MANAGEMENT, GENERAL

Institution	Program Name	Degree Offered	Taxonomy
Loyola University Maryland 🗗	EXECUTIVE MBA - HEALTH CARE MANAGEMENT 🗗	Master's Degree	050604
McDaniel College 🗗	BUSINESS ADMINISTRATION 🗗	Bachelor's Degree	050601
Morgan State University 🗗	BUSINESS ADMINISTRATION 🗗	Bachelor's Degree	050601
Morgan State University 🗗	BUSINESS ADMINISTRATION 🗗	Master's Degree	050601
Morgan State University 🗗	MANAGEMENT 🗗	Bachelor's Degree	050602
Mount St. Mary's University 🗗	BUSINESS ADMINISTRATION 🗗	Master's Degree	050601
National Labor College 🗗	BUSINESS ADMINISTRATION 🗗	Bachelor's Degree	050600
Notre Dame of Maryland University 🗗	BUSINESS 🗗	Bachelor's Degree	050602
Notre Dame of Maryland University 🗗	LEADERSHIP & MANAGEMENT 🗗	Master's Degree	499907
Salisbury University 🗗	BUSINESS ADMINISTRATION 🗗	Bachelor's Degree	050601
Salisbury University 🗗	BUSINESS ADMINISTRATION 🗗	Master's Degree	050601
Salisbury University 🗗	MANAGEMENT 🗗	Bachelor's Degree	050602
Sojourner-Douglass College 🗗	BUSINESS ADMINISTRATION 🗗	Bachelor's Degree	050601
Stevenson University 🗗	BUSINESS ADMINISTRATION 🗗	Bachelor's Degree	050601
Towson University 🗗	BUSINESS ADMINISTRATION 🗗	Bachelor's Degree	050601
Towson University 🗗	BUSINESS ADMINISTRATION (JOINT W/UB) 🗗	Master's Degree	050601
Univ. of Maryland Eastern Shore 🗗	BUSINESS ADMINISTRATION 🗗	Bachelor's Degree	050601
Univ. of Maryland University College 🗗	BUSINESS ADMINISTRATION 🗗	Bachelor's Degree	050600
Univ. of Maryland University College 🗗	BUSINESS ADMINISTRATION (MBA) 🗗	Master's Degree	050601

CIP Code - 520201 - BUSINESS ADMINISTRATION AND MANAGEMENT, GENERAL

Institution	Program Name	Degree Offered	Taxonomy
Univ. of Maryland, College Park	BUSINESS ADMINISTRATION	Master's Degree	050601
Univ. of Maryland, College Park	MBA/JD (W/UMAB)	Master's Degree	149904
University of Baltimore	BUSINESS ADMINISTRATION (JOINT W/TU)	Master's Degree	050601
Washington Adventist University	BUSINESS ADMINISTRATION	Bachelor's Degree	050601
Washington Adventist University	BUSINESS ADMINISTRATION	Master's Degree	050600
Washington Adventist University	MANAGEMENT	Bachelor's Degree	050602
Washington College	BUSINESS MANAGEMENT	Bachelor's Degree	050602

Computer Information Systems

CIP Code - 110103 - INFORMATION TECHNOLOGY

Institution	Program Name	Degree Offered	Taxonomy
Frostburg State University	INFORMATION TECHNOLOGY	Bachelor's Degree	070220
Sojourner-Douglass College	INFORMATION TECHNOLOGY	Bachelor's Degree	070220
Towson University	INFORMATION TECHNOLOGY	Bachelor's Degree	070250

CIP Code - 110401 - INFORMATION SCIENCE/STUDIES

Institution	Program Name	Degree Offered	Taxonomy
University of Baltimore	APPLIED INFORMATION TECHNOLOGY	Bachelor's Degree	070202

CIP Code - 110701 - COMPUTER SCIENCE

Institution	Program Name	Degree Offered	Taxonomy
Loyola University Maryland	SOFTWARE ENGINEERING	Master's Degree	070105

Source: See: MHEC Academic Programs by CIP- For example:
http://www.mhec.state.md.us/utilities/results_CIP.asp?sCIP=51&subTP=Search

While other excellent sources of education and training exist within the state the need significantly outweighs the supply especially when the Specific Vocational Preparation (SVP) is factored in. Researching need for business, information technology, health science and nursing employees reveals employers are not generally looking for first-time entry level positions in the fields listed above. However, there is a strong need by employers for qualified workers, with maturity, which is what Stratford programs provide. This is done through award of comprehensive degrees (core and general education) coupled with externships, coupled with a targeted student population comprised of mature individuals who have, and in many cases are, currently employed. This education and training plus maturity factor gained through previous/current employment makes our graduates highly employable from the initial interview.

It is important to note that since Stratford University is continuing on with the programs that Sojourner-Douglass College was offering, there is no new competition between Stratford and other institutions.

(c) Is a Maryland employer sponsoring/supporting the application for the program(s) to be offered at this location?

☒ Yes ☐ No

See attached

US Bureau of Labor Statistics Occupational Outlook Handbook

Occupation	2012 Median Pay	Entry-Level Education	Work Experience in a Related Occupation	On-the-job Training	Number of Jobs, 2012	Job Outlook, 2012-22	Employment Change, 2012-22
Financial Analysts Financial analysts provide guidance to businesses and individuals making investment decisions. They assess the performance of stocks, bonds, and other types of investments.	$76,950 per year $37.00 per hour	Bachelor's degree	None	None	253,000	16% (Faster than average)	39,300
Personal Financial Advisors Personal financial advisors give financial advice to people. They help with investments, taxes, and insurance decisions	$67,520 per year $32.46 per hour	Bachelor's degree	None	None	223,400	27% (Much faster than average)	60,300
Accountants Accountants and auditors prepare and examine financial records. They ensure that financial records are accurate and that taxes are paid properly and on time. Accountants and auditors assess financial operations and work to help ensure that organizations run efficiently	$63,550 per year $30.55 per hour	Bachelor's degree	None	None	1,275,400	13% (As fast as average)	166,700

US Bureau of Labor Statistics Occupational Outlook Handbook

Occupation	2012 Median Pay	Entry-Level Education	Work Experience in a Related Occupation	On-the-job Training	Number of Jobs, 2012	Job Outlook, 2012-22	Employment Change, 2012-22
Administrative Services Managers Administrative services managers plan, direct, and coordinate supportive services of an organization. Their specific responsibilities vary by the type of organization and may include keeping records, distributing mail, and planning and maintaining facilities.	$81,080 per year $38.98 per hour	Bachelor's degree	Less than 5 years	None	280,800	12% (As fast as average)	34,200
Management Analysts Management analysts propose ways to improve an organization's efficiency. They advise managers on how to make organizations more profitable through reduced costs and increased revenues.	$78,600 per year $37.79 per hour	Bachelor's degree	Less than 5 years	None	718,700	19% (Faster than average)	133,800

US Bureau of Labor Statistics Occupational Outlook Handbook

Occupation	2012 Median Pay	Entry-Level Education	Work Experience in a Related Occupation	On-the-job Training	Number of Jobs, 2012	Job Outlook, 2012-22	Employment Change, 2012-22
Market Research Analysts Market research analysts study market conditions to examine potential sales of a product or service. They help companies understand what products people want, who will buy them, and at what price.	$60,300 per year $28.99 per hour	Bachelor's degree	None	None	415,700	32% (Much faster than average)	131,500

US Bureau of Labor Statistics Occupational Outlook Handbook

Occupation	2012 Median Pay	Entry-Level Education	Work Experience in a Related Occupation	On-the-job Training	Number of Jobs, 2012	Job Outlook, 2012-22	Employment Change, 2012-22
Phlebotomists Phlebotomists draw blood for tests, transfusions, research, or blood donations. Some explain their work to patients and provide assistance when patients have adverse reactions after their blood is drawn.	$29,730 per year $14.29 per hour	Post secondary non-degree award	None	None	101,300	27% (Much faster than average)	27,100
Cardiovascular Technician Diagnostic medical sonographers and cardiovascular technologists and technicians, including vascular technologists, operate special imaging equipment to create images or conduct tests. The images and test results help physicians assess and diagnose medical conditions. Some technologists assist physicians and surgeons during surgical procedures.	$60,350 per year $29.02 per hour	Associate's degree	None	None	110,440	39% (Much faster than average)	42,700
Registered Nurses Registered nurses (RNs) provide and coordinate patient care, educate patients and the public about various health conditions, and provide advice and emotional support to patients and their family members.	$65,470 per year $31.48 per hour	Associate's degree	None	None	2,711,500	19% (Faster than average)	526,800
Medical Records and Health Information Technicians Medical records and health information technicians, commonly referred to as health information technicians, organize and manage health information data. They ensure its quality, accuracy, accessibility, and security in both paper and electronic systems. They use various classification systems to code and categorize patient information for insurance reimbursement purposes, for databases and registries, and to maintain patients' medical and treatment histories.	$34,160 $16.42 per hour	Post secondary non-degree award	None	None	186,300	22% (Much faster than average)	41,100

Occupation	2012 Median Pay	Entry-Level Education	Work Experience in a Related Occupation	On-the-job Training	Number of Jobs, 2012	Job Outlook, 2012-22	Employment Change, 2012-22
Medical and Health Services Managers Medical and health services managers, also called healthcare executives or healthcare administrators, plan, direct, and coordinate medical and health services. They might manage an entire facility or specialize in managing a specific clinical area or department, or manage a medical practice for a group of physicians. Medical and health services managers must be able to adapt to changes in healthcare laws, regulations, and technology.	$88,850 per year $42.59 per hour	Bachelor's degree	None	None	315,500	23% (Much faster than average)	73,300
Software Developers Software developers are the creative minds behind computer programs. Some develop the applications that allow people to do specific tasks on a computer or other device. Others develop the underlying systems that run the devices or control networks.	$93,350 per year $44.88 per hour	Bachelor's degree	None	None	1,018,000	22% (Much faster than average)	222,600
Computer Systems Analysts Computer systems analysts study an organization's current computer systems and procedures and design information systems solutions to help the organization operate more efficiently and effectively. They bring business and information technology (IT) together by understanding the needs and limitations of both.	$79,680 per year $38.31 per hour	Bachelor's degree	None	None	520,600	25% (Much faster than average)	127,700

NATHANIEL J. MCFADDEN
45th Legislative District
Baltimore City

PRESIDENT PRO TEM

Budget and Taxation Committee

Executive Nominations Committee
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Joint Audit Committee
Joint Committee on Legislative Ethics
Spending Affordability Committee
Joint Committee on Pensions

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The Senate of Maryland

ANNAPOLIS, MARYLAND 21401

April 5, 2015

Jennie Hunter-Cevera, Ph.D.,
Acting Secretary, Planning and Academic Affairs
Maryland Higher Education Commission
6 N. Liberty Street
Baltimore, MD 21201

Dear Dr. Hunter-Cevera:

Sojourner-Douglas College will close its doors on June 30, 2015. For over 40 years SDC has provided education to a large population of mature adults who need quality education to improve their opportunities for job placement. This void must be filled.

Stratford University has the necessary experience to continue this legacy of Sojourner-Douglass. They have a positive track record of addressing the needs of the Baltimore community as demonstrated by their previous successful assumption of the Baltimore International College.

The curriculum offered by Sojourner-Douglass College was critical to providing necessary educational opportunities and building the self-esteem of inner-city adults in our community. Stratford's programs mirror those of SDC and would provide a seamless transition for many of the Sojourner-Douglass students, faculty and staff.

Continued use of the existing Sojourner-Douglass facility provides continuity of education, provides security in a familiar environment, and minimizes commuting time for busy adults who have adjusted to a routine.

Additionally, continuing to provide education at the existing SDC facility allows students who don't have access to home computers, high-speed internet connections, or library resource center items that opportunity. These resources are needed for our community residents to become adept at gathering information, employ critical thinking and become productive contributors to our great city.

I am hopefully that Stratford University will provide the quality education, and the necessary resources and educational curricula that Baltimore needs.

If you have any questions or if I can provide any additional information, please do not hesitate to contact me.

Regards,

Senator Nathaniel McFadden
45th Legislative District
Baltimore City

SHIRLEY NATHAN-PULLIAM
Legislative District 44
Baltimore City and Baltimore County

Education, Health, and
Environmental Affairs Committee
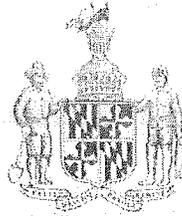
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THE SENATE OF MARYLAND
ANNAPOLIS, MARYLAND 21401

April 7, 2015

Jennie Hunter-Cevera, Ph.D.,
Acting Secretary, Planning and Academic Affairs
Maryland Higher Education Commission
6 N. Liberty Street
Baltimore, MD 21201

Dear Dr. Hunter-Cevera,

With the closing of Sojourner-Douglass College fast approaching, it is imperative that we provide for the large population of current SDC students who are seeking a quality education.

On December 3, 2014, Stratford University submitted a proposal to continue the tradition of SDC in Baltimore.

Stratford University has the necessary experience to continue the legacy of Sojourner-Douglass. They have a positive track record of addressing the needs of the Baltimore community as demonstrated by their involvement with Baltimore International College. Founded in 1796, Stratford is dedicated to preparing students for the challenges of a rewarding career. Their student-first approach has rightfully earned them a positive reputation and their array of programs aim to develop critical thinking, self-awareness, and other skills expected by employers.

In order to foster a sense of continuity, Stratford is committed to using the existing SDC facility. Furthermore, Stratford's programs mirror those of Sojourner-.Douglass and would provide a relatively smooth transition for many of the Sojourner-Douglass students, faculty, and staff. Sojourner-Douglass College was a critical institution for our inner city communities and it is important that another institution follow in its stead. I am confident that Stratford University will provide the quality education and necessary resources Baltimore needs.

Sincerely,

Shirley Nathan-Pulliam
Senator, 44th Legislative District

American
Heart
Association

American
Stroke
Association.

life is why
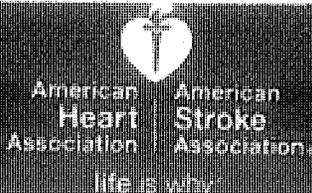
October 31, 2014

Assistant Secretary, Planning and Academic Affairs:

In Baltimore, healthcare is the city's largest employment sector. But, like most urban centers throughout the country, there exists a critical shortage of qualified workers to fill positions such as nursing assistant, nurse extender, surgical technician, respiratory therapist, radiology technician, lab technician and pharmacy technician.

The American Heart Association (AHA) 2020 Impact goal is to *"Improve cardiovascular health by 20% and decrease mortality from cardiovascular diseases and stroke by 20%."* The American Heart Association has a longstanding commitment to approaching health care reform from the patient's perspective. This focus – including the important roles that health care providers, biomedical research and the healthcare delivery system play – is reflected in AHA's past and current positions on meaningful health care reform.

The AHA supports strategies to improve community-clinical linkages ensuring that communities support and clinics refer patients to programs that improve management of chronic conditions. Such interventions ensure those with or at high risk for chronic diseases have access to quality community resources to best manage their conditions or disease risk. Community-clinical linkages help ensure that people with or at high risk of chronic diseases have access to community resources and support to prevent, delay or manage chronic conditions once they occur. The AHA recognizes the key role healthcare providers play through such things as the use of allied health professionals to enhance management of high blood pressure/cholesterol, A1C (e.g., pharmacist and/or dental provider model) and the use of allied health providers (nurses, dentists, etc.), community health workers, and/or patient navigators in supporting control of high blood pressure, high cholesterol, and A1C.

Locally, organizations like the Baltimore Alliance for Healthcare Workers is a local organization that was formed to address unemployment, underemployment and healthcare workforce shortage issues in Baltimore by identifying healthcare career pathways leading to economic independence and training residents to enter into and advance in them. Their primary, long-term objective is to reverse the healthcare worker shortage in Baltimore by developing and promoting a system for preparing residents for skilled positions in healthcare professions with the most serious shortages.

The American Heart Association is extremely pleased with our partnership with Stratford University around the successful implementation of the American Heart Association "Simple Cooking with Heart- Kitchen" in Baltimore. Our partnership with the Stratford University Culinary program provides the AHA with access to a highly skilled and professional workforce to staff the kitchen. In fact, the kitchen manager is a graduate of Stratford University and we also have two other current students on staff at the kitchen.

We are excited about the possibilities for an expanded partnership as Stratford looks to expand their program offerings in Baltimore.

Yvette Mingo
Executive Director
American Heart Association
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Rhonda Ford Chatmon
Vice President, Volunteerism and Multi-Cultural Health
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