DISCLAIMER

Catalog Changes

THIS CATALOG is neither a contract nor an offer to contract between the University and any person or party; thus, the University reserves the right to make additions, deletions, and modifications to curricula, course descriptions, degree requirements, academic policies, schedules and academic calendars, financial aid policies, and tuition and fees without notice. All changes take precedence over catalog statements.

While reasonable effort will be made to publicize changes, students are encouraged to seek current information from appropriate offices because it is the responsibility of the student to know and observe all applicable regulations and procedures. No regulation will be waived or an exception granted because students plead ignorance of, or contend that they were not informed of, the regulations or procedures. Questions on regulations and their interpretation should be addressed to the office or college in which the student's major department is located.

The University reserves the right to effect changes without notice or obligation, including the right to discontinue a course or group of courses or a degree program. Although the University attempts to accommodate the course requests of students, course offerings may be limited by financial, space, and staffing considerations or may otherwise be unavailable. Students are strongly encouraged to schedule an appointment with their academic counselor at least once each session, preferably before registering for the succeeding session.

Financial Support

The University draws its financial support from tuition, fees, endowments, gifts, and grants; it is entirely independent of any government body, religious order, or fraternal organization.

Non-Discrimination

John F. Kennedy University does not permit discrimination or harassment on the basis of race, ancestry, national origin, religious creed, age, sex, gender, gender identity, gender expression, sexual orientation, color, physical or
mental disability, marital status, military or veteran status, or medical condition, under any program or activity under its control. In a continuing effort to enrich its academic environment and provide equal educational and employment opportunities, the University actively encourages applications from members of all groups that are under-represented in higher education.

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Welcome

MESSAGE FROM THE CHANCELLOR

MICHAEL R. CUNNINGHAM, Ph.D.
Chancellor
National University System

Dear Student,

It is a great pleasure to welcome you to the John F. Kennedy University family of exceptional faculty, staff, students, and a strong alumni network. We are excited to support you in reaching your educational goals, and we are committed to providing world-class education that is both affordable and accessible.

John F. Kennedy University is a private nonprofit university that has distinguished itself by offering quality, market-relevant degrees through innovative programs that positively transform and impact students, enterprises, and communities. As part of John F. Kennedy University, you join a diverse community of life-long learners who are part of the National University System. Together we share a common approach to learning and fostering student success while creating new and exciting pathways for your educational future.

Since the creation of the National University System, we continue to build on the foundation of serving adult learners in new and creative formats. Today, NUS is comprised of:

- John F. Kennedy University: Offers a unique teaching and learning platform and faculty-supported online degree programs
- National University: A veteran-founded institution that serves a diverse population of adult learners through innovative educational solutions
- City University of Seattle: Emphasizes master’s, doctoral and international programs, while establishing choice through workforce partnerships
- Northcentral University: A graduate-level focused institution, with expansive doctoral offerings, weekly starts and a one-to-one learning format

The System also oversees the Sanford Programs, three programs inspired by the vision of renowned philanthropist T. Denny Sanford to address critical needs in the education and nonprofit sectors. Sanford
Harmony and Sanford Inspire provide innovative resources for the PreK-12 education sector and the Sanford Institute of Philanthropy offers educational programs to help nonprofits become more effective at fundraising and donor relationships.

Connected by shared values of academic excellence and integrity, the affiliates of the National University System offer pathways for students to attain professional and terminal degrees by maximizing the value of faculty, staff, partners and advanced technologies to create a more customized learning experience that guides students to successful completion of their academic and career goals. Through its Workforce Education Solutions initiative, the National University System establishes partnerships with industry groups to align degree programs with employer-defined professional competencies, offering students more affordable degree pathways and developing market-ready employees to meet the needs of the 21st-century economy.

As graduates can attest, an education from a National University System affiliate provides the skills and knowledge necessary to succeed and lead in today’s ever-changing environment.

Thank you for choosing John F. Kennedy University and Welcome! I wish you much success in your academic and professional journey.

Sincerely,

Michael R. Cunningham, Ph.D.

MESSAGE FROM THE PRESIDENT
THOMAS STEWART, Ph.D.
Acting President
John F. Kennedy University

Dear Student:

We are thrilled you’ll be attending John F. Kennedy University during the 2019-20 academic year. We are excited to help you complete your degree and add you to the growing ranks of JFKU’s proud alumni.

JFKU’s mission is to provide an innovative, transformative, and life-enhancing educational experience for students seeking to advance their personal and professional lives and in turn, their communities. At John F. Kennedy University, we are committed to carrying forward the values that President Kennedy espoused, especially in the areas of educational advancement, human rights, and economic equality. We express these values through our focus on affordability and open enrollment, and through our commitment to nontraditional and working adult students. As part of our commitment to lifelong learners, we make learning as flexible, efficient, and supported as possible.

The John F. Kennedy University experience is student-centered. Our passionate faculty members enjoy mentoring students and providing them with personalized attention both in and out of the classroom. Our Student Experience team includes enrollment advisors, academic counselors, writing consultants, career specialists, and support personnel who provide services ranging from academic tutoring, research guidance, accommodations for disabled students, and support for community service opportunities. All students have access to the services of the Undergraduate Success Center, and the VALOR Center is dedicated to supporting veterans.

As a JFKU student, you become a part of not only our diverse student body but a network of thousands of other students across four unique universities and the Sanford Programs within the National University System (NUS). Whether you’re joining us as an undergraduate or graduate student, the hundreds of degree programs available within this system put your highest educational dreams within reach. For those of you coming to us as an undergraduate, our partnership with Northcentral University (NCU) opens up the innovative FastForward programs. FastForward offers an accelerated degree pathway option designed to reduce the amount of time, money, and stress associated with securing a graduate degree. Programs that qualify for FastForward are highlighted in this catalog. Therefore, I encourage you to begin your educational journey with your graduate degree in mind.

I am personally dedicated to helping each of you succeed, and this year we will offer every student a Personalized Graduation Plan that outlines your pathway toward your desired degree. If you have any questions or concerns, please contact me directly at PresidentTom@jfku.edu. I wish you the best and look forward to awarding you your degree in the very near future. Thank you for joining our community!

Sincerely,

[Signature]
Dr. Thomas Stewart

President, John F. Kennedy University
About JFKu Online, Powered by FlexCourse

Mission

John F. Kennedy University's mission is to provide access to high quality, innovative educational opportunities that integrate theory and life experience. We inspire personal, professional, and academic growth and advance the well-being of our diverse local and global communities. This mission is built upon our core values.

Vision

In service to our mission of academic excellence, John F. Kennedy University strives to embody a Living Culture of Diversity. We recognize that a diverse college environment is one that supports the academic community in gaining the awareness, knowledge, and skills to work effectively with all people. We understand that this goal is an ongoing process requiring an active commitment.

- A recognition that, in alignment with our commitment to academic excellence, openness to difference exposes students and faculty to broader perspectives, fosters deeper critical analysis, and opens new vistas for scholarly inquiry.
- A commitment to eradicating intolerance, oppression, prejudice, discrimination, and harassment in all interactions within the JFK University community in order to impact, through our example, the local, national, and global communities we inhabit. To appreciate the value of self-reflection in reaching these goals and
- A commitment to supporting and providing accessibility of education and resources to equip the student body, faculty, and administration with the knowledge, skills, and attitudes required to "work together across our differences to forge the bonds of understanding essential for success in our interdependent global community."

The John F. Kennedy University Diversity Office supports the University's commitment to promote a Living Culture of Diversity. In supporting a respectful and inclusive work and academic learning environment, the Diversity Office is a resource available for students, faculty and staff. The Diversity Officer can be reached at (925) 969-3572.

Values

Quality

We are dedicated to providing an exceptional student experience, from initial contact to degree completion and alumni engagement. This high standard of quality is passed on to our students through personalized student services and our goal to exemplify academic excellence.

Innovation

We invest in the cultivation of innovation internally and remain abreast of the latest developments that impact our students. Investing in discovery allows us to identify contemporary services, products, processes, and business models that may better serve our students. We remain nimble to industry disruptions and respond to new demands.

Access
Our mission drives us to reach beyond current limitations to offer flexible, convenient, and affordable courses and programs for any qualified and motivated lifelong learner.

**Diversity**

Diversity brings a new perspective to every industry and is especially important as we prepare our students for the future workplace. We embrace differences in race, gender, age, ability, and geography into our academic fabric and appreciate them as drivers of change. Welcoming diversity keeps us relevant, adaptable, and sustainable.

**Service**

A commitment to service and giving back to the community is embedded in the founding mission of the University. Through this commitment to service, that is an intrinsic component on all academic programs, students learn through practice how their knowledge and skills prepare them to effect positive change in their communities.

By accomplishing our mission, living out our core values and implementing our strategic plan, we will achieve the John F. Kennedy University vision—to be the learning environment of choice for those seeking a transformative and life-enhancing educational experience.

**Board of Trustees**

- Ms. Stacy Allison, Professional Speaker, Author
- Mr. Richard Chisholm, Treasurer, Managing Director, Higher Education & Nonprofit Group, Wells Fargo Securities
- Mr. Tom Cleveinger, Sr. Vice President/General Manager - Global Navistar Inc.
- Ms. Jeanne Connelly, Secretary President, Connelly Consulting
- Dr. Michael R. Cunningham (Ex Officio), Chancellor, National University System
- Mr. Gerald Czarnecki, Chairman & CEO, Deltennium Group, Inc.
- Ms. Kim Folsom, Serial High Tech, Venture-Backed Entrepreneur
- Mr. Robert Freelen, Vice President of Public Affairs, Emeritus Stanford University
- Mr. Harold Greenberg, Executive, Retired, Chair, The Royce Companies
- Ms. Ruthann Heinrich, Executive, Retired
- Ms. Rebecca Henderson, CEO, Randstad Sourceright
- Mr. W. H. Knight, Jr. (Joe), Distinguished Academic in Residence, Seattle University School of Law
- Dr. Donald Kripke, Vice Chairman, Clinical Associate Professor of Psychiatry, School of Medicine, University of California San Diego
- Dr. Erlinda J. Martinez, Higher Education President, Retired
- Mr. Michael R. McGill, P.E. President, MMS Design Associates
- Mr. Tom Page, retired, Chairman of the Board of San Diego Gas and Electric Company
- Ms. Joanne M. Pastula, Executive, Retired
- Mr. Dan Pittard, Chairman and CEO, Pittard Partners LLC
- Mr. Hiep Quach, Executive, Retired
- Dr. E. Lee Rice, CEO and Medical Director, Lifewellness Institute
- Mr. Carlos Rodriguez, Rodriguez & Company
- Mr. Jay Stone, Vice President, Van Scoyoc Associates, Inc.
- Mr. Thomas Topuzes, President and CEO, Thomas Topuzes & Associates, LLC
History & Accreditation

History

John F. Kennedy University (JFK University) was founded in 1964 as one of the first Universities in the United States dedicated solely to adult education. More than 30,000 adults have attended classes at the University, and over 16,000 women and men hold JFK University degrees. During the University's early years, typical students were working adults who had completed two years of college, experienced an interruption in their formal education (often to raise a family), and wanted to return to college to complete their degrees. By offering graduate and upper-level undergraduate programs, the University helped create educational opportunities for adult students.

Students come to John F. Kennedy University from unusually rich and diverse backgrounds with a wide array of academic, professional, cultural, and artistic experiences. Since 1964, the University has grown steadily, expanding programs and services to meet the full range of adult and traditional student needs. JFK University programs enable graduates to master theoretical knowledge, gain a sense of personal power, and acquire the skills to perform effectively in their chosen field. Through a broad range of career-oriented programs, the University encourages intellectual inquiry, breadth of vision and spirit, and active contribution to the community. As scholar-practitioners, the faculty collaborate with students in an environment that values individual and cultural differences while striving to forge bonds of common understanding for an independent world.

As an affiliate of the National University System, John F. Kennedy University is working aggressively to build capacity with system resources, while maintaining independent academic programs and services. Today, the University's three colleges enroll approximately 1,300 students in degree and certificate programs in the fields of leadership, management, psychology, holistic health, and law. Eighty percent of students are enrolled in graduate programs.

Accreditation

John F. Kennedy University is accredited by the WASC Senior College and University Commission (WSCUC). Accreditation entitles the University to participate in federal student financial aid programs. The University is approved for veterans' training.

Students and graduates of the University are accepted by other colleges and universities upon transfer. In addition, many businesses, government agencies, industries, and other employers recognize the value of advanced study at the University and approve reimbursement to their employees for all or a portion of their tuition costs. Interested parties may contact WSCUC at:

The WASC Senior College and University Commission
Accrediting Commission for Colleges and Universities
985 Atlantic Avenue, Suite 100
Alameda, CA 94501
Phone: (510) 748-9001
Fax: (510) 748-9797
e-Mail: wascsr@wascsenior.org
Web: www.wascweb.org

Accreditation & Academic Alignment

- JFK University is regionally accredited by the WASC Senior College and University Commission
● The College of Law is accredited by The Committee of Bar Examiners of the State Bar of California.
● The Doctor of Psychology (PsyD) program is accredited by the American Psychological Association (APA).
● The Bachelor of Arts in Legal Studies and the Paralegal Certificate programs are approved by the American Bar Association.
● John F. Kennedy University is a member of the Servicemembers Opportunity Colleges (SOC).

Meaning of JFK University Degrees

John F. Kennedy University degrees prepare graduates to deliver their acquired skills and knowledge in an applied fashion, informed by multiculturalism, professionalism and service to the community. JFK University accomplishes this result by fostering a learning community of experienced practitioner-faculty and staff who are committed to each student's individual success.

JFK University Institutional Learning Outcomes

The John F. Kennedy University Institutional Learning Outcomes (ILOs) reflect the broader mission and purpose of the institution. It is the overarching set of learning outcomes that all students, regardless of discipline, achieve by graduation. The ILOs represent a profile of our graduates at completion of their degrees and as such, also represent a promise to our students, their families and communities.

Graduates, at a level appropriate to their degree, will be able to:

● Demonstrate intellectual skills and abilities appropriate to a particular field of study.
● Apply specialized knowledge in a particular field of study.
● Apply relevant ethical principles or frameworks to help inform decision making.
● Effectively practice with an awareness of a multicultural and diverse community.
● Demonstrate a commitment to service to the community.

In addition to the above outcomes, all undergraduate graduates will demonstrate Core Competency through the following learning outcomes.

● Communicate critically, analytically, and creatively.
● Use qualitative and quantitative reasoning to support research.

Religious Pluralism

JFK University is not affiliated with any denomination or religion. It is customary for the University to observe major national holidays. Personal observance of other religious and/or spiritual high holidays is respected by the University. Every effort is made to avoid scheduling university activities which conflict with those religious days or events; however, some conflicts may arise. Students need to contact their programs or instructors if they will be absent due to a religious holiday.

Location

JFKu Online, Powered by FlexCourse has Administrative Offices located at 100 Ellinwood Way, Pleasant Hill, CA 94523. Enrollment and Admissions can be reached at (888) 317-4024 or info@online.jfku.edu
Academic Administration & Faculty

National University System Administration

Dr. Michael Cunningham, Chancellor

Dr. David Andrews, President, National University

Dr. Thomas Stewart, Acting President, John F. Kennedy University

Mr. Randy Frisch, President, City University of Seattle

Mr. Jay Goin, President, National Education Partners

Dr. David Harpool, President, Northcentral University

Ms. Michelle Bello, Associate Vice Chancellor Finance

Mr. Christopher Graham, President, Workforce Education Solutions

Dr. Dave C. Lawrence, Vice Chancellor, Finance

Mr. Seth Odell, Vice Chancellor, Marketing

Mr. Scott Page, Senior Vice President, Sanford Education Programs

Mr. Christopher Russo, Senior Vice President, Strategy

Dr. Andrew Shean, Senior Vice President, Chief Academic Officer

John F. Kennedy University Administration

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<td>University of the District of Columbia, BA; Harvard University,</td>
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<tr>
<td></td>
<td>PhD</td>
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<tr>
<td>James R. Mirr, Chief Financial Officer</td>
<td>Purdue University, BS; Management</td>
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<td>Matthew Bruce, Vice President of Technology &amp;</td>
<td>National University, MBA</td>
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<td>Educational Services</td>
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<td>Judy Castro, Associate Vice President of</td>
<td>University of San Francisco, Ed.D.</td>
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<td>Student Experience</td>
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<tr>
<td>Alvin McLean, Dean, College of Psychology</td>
<td>Kansas University, BA, BMed; University of Wisconsin, PhD</td>
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<tr>
<td>Lisa Hutton, Dean, College of Law; Director,</td>
<td>California State University, Chico, BA; John F. Kennedy</td>
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<tr>
<td>Legal Studies Program; Professor</td>
<td>University, JD</td>
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<tr>
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<tr>
<td>David Sadler</td>
<td>Director of Facilities</td>
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<tr>
<td>Diane Cvetic</td>
<td>Registrar, University of California, Berkeley, BA. California State University, East Bay, MS Education</td>
</tr>
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</table>

**JFKu Online Faculty**

Abshier, Rick, Business and Management. Benedictine University, BA; Reform Theological Seminar, MA; Benedictine University, MBA.

Burchett, Jennifer, Business and Management. California State University Dominguez Hills, BS; New Charter University, MBA.

Francis, Peter, Professor, Business and Management. DeVry Institute of Technology, BS; University of Phoenix, MBA; Capella University, PhD.

Harper, Chastity, General Education, Science. North Carolina Central University, BS; North Carolina Central University, MS.

Hughes-Smith, Heather, General Education, Missouri State University, BS; University of Phoenix, MAED/AET

McAuliffe, Martin, Juris Doctor Suffolk Univ. Law School; BA History, Ripon, WI

Miller, Tina, General Education, English. Cleveland State University, BS; National University, MFA.

Monroe, James, Business and Management. University of Indianapolis, BS; Anderson University, MBA.

Soots, Lynn, Psychology. University of Maryland, BA; University of Maryland, Med; Capella University, PhD.

St. John, Jennifer, Associate Professor and FlexCourse Chair, Education. Virginia Tech, BA; Virginia Tech, MA.

Wade, Keith, Business and Management. Oakland University, BA; University of Detroit-Mercy, MBA; Argosy University, DBA.
Office of the Registrar

Changes of Name or Address

Students are responsible for filing a Change of Name/Address/Status Form in the Registrar's Office if name, residence, phone number, gender, or email address has changed since last registration. Name change requests must be accompanied by a copy of one of the following: court order, marriage certificate, dissolution decree, social security card, passport or driver's license.

Transcript Request (Issuance)

John F. Kennedy University transcripts are ordered online via the National Student Clearinghouse at www.getmytranscript.com. The transcript fee is $10 for normal processing and $15 for rush orders, and rush delivery is available for an additional fee.

A transcript is issued only if all financial obligations to the University have been paid in full. Transcripts contain only coursework completed at JFK University. A summary of previous education is entered into the official transcript of record. Unofficial transcripts may be requested by contacting the Registrar’s Office at registration@jfku.edu. Transcripts are never faxed or sent by email.

JFK University is custodian of records for Patten University, American Academy of Family Studies (AAFS) and New College School of Law (NSCL) transcripts. The University does not maintain any other New College academic records.

Office of Student Experience

The Office of Student Experience provides high-quality, support services that allow students to experience and enjoy a positive learning environment. This support involves collaboration between the following groups to help students thrive throughout the pursuit of their degree or certificate program:

- Academic Counseling
- Career Services Center
- Library
- Student Government Association
- Undergraduate Success Center
- Writing Center
- Student Advocacy Services
- Student Code of Conduct

Academic Advising

Academic Advisors assist students in benefiting from services and programs that support their academic success to degree attainment.
Academic Counselors assist students admitted to a degree or certificate program with the following:

- Answering program requirement questions
- Planning student course schedules
- Course registration
- Individual academic advising
- Connecting students with University resources to support academic success
- Answering questions about graduation requirements

**Career Services Center**

**Career Services**

The Career Services Office provides students with the tools to create pathways to career success including: resume review and cover letter assistance, interviewing preparation, and an annual career fair. Career Services helps students define their unique potential for success and foster lifelong professional and career development skills. Students and alumni may schedule a virtual or in-person meeting with the regional career services advisor through the GradLeaders portal.

**GradLeaders**

JFK University recently introduced its Job Portal powered by GradLeaders. This online system is a searchable repository of posted internship, job, and volunteer opportunities, both local and nationwide. Through the centralized portal, students can login to search for positions in their areas of interest based on a profile they create.

For more information, contact career@jfku.edu.

**Library**

The collections of the University's libraries number more than 40,000 volumes, 150,000 e-books, 80 online databases, and 50,000 print and electronic journals. The libraries collect materials in print, audio, video and electronic formats. Media viewing and listening stations are available at each campus. Currently registered students have web access to the JFK University Libraries' e-resources and may use their student ID card to borrow materials at any campus. Interlibrary borrowing and free document delivery services are available. Alumni have borrowing privileges and may access electronic resources only when on site. Members of the public are welcome to access resources on site on a fee basis. Please see the Libraries web site for up-to-date information on services, open hours, circulation policies, etc.

Reference assistance and instruction are available on site or via phone or email. In addition to formal library research course offerings, course-related workshops are provided at the request of faculty. The libraries at JFK University are dedicated to supporting learning, scholarship, professional development and student success. Please visit the library web site at www.library.jfku.edu for further information.

**Student Government Association**

The purpose of the Student Government Association is to enhance the quality of student life for students by making every student's experience at JFK University enriching and positive. The overriding goals of the Student Government are to unite students who are registered at JFK University under one University-wide government, to represent the
interests and concerns of all students to advocate for various student interests, and to support the reputation of the University. Student government members are elected annually and are required to abide by all JFK University policies and procedures. For more information, contact stugov@jfku.edu.

**Undergraduate Success Center**

The Undergraduate Success Center offers dedicated services and resources to support undergraduate Latina/o and underserved student academic success and is funded by a U.S. Department of Education, Title V Hispanic-Serving Institution (HSI) grant. The Center provides students with Spanish and English speaking academic counselors, tutors and mentors, a computer lab, and professional development opportunities. Students can benefit from a Textbook Lending Library as well as a need-based Electronic Lending Library of laptops, tablets and voice recorders. For more information, please contact HSI@jfku.edu or call (925) 969-4741.

The Center offers a wide variety of multicultural and educational activities to enhance awareness of Latino success and contributions built on a foundation of higher education. The Center serves to foster a welcoming environment and create a sense of belonging for the University's students. Current information about Center news and events is available in the online monthly Student Newsletter and on Blackboard.

The Center provides services at the Pleasant Hill and San Jose campuses for students. Available Monday through Friday the Center collaborates with other departments to provide a full suite of services to academically support the University's students. Please email the Center at HSI@jfku.edu or call (925) 969-4741.

**Writing Center**

The Writing Center focuses on important academic skills, including writing, reading strategies, critical thinking, research methods, APA Style, study skills, and time management. The Writing Center can help students at any stage of the writing process: from pre-writing, feedback on the first draft, revision strategies, APA Style, to proofreading tips for the final draft. Appointments are available on-site at the Pleasant Hill Campus and via email, Zoom meeting, or by phone. For additional information, contact writingcenter@jfku.edu.

Online Writing Center: Like the Writing Center, the online instructors are not editors, but teachers, who provide you with the tools to improve your own writing. To learn more or to schedule an appointment, visit the Writing Center here: www.nu.edu/OurProgramsStudentServices/WritingCenter/Online Writing Center.html.

Online Math Center: Individual and group tutoring is available to students in the fields of mathematics, statistics, sciences, engineering and business mathematics. To learn more or to schedule an appointment with a Math tutor visit: www.nu.edu/OurPrograms/StudentServices/mathcenter.html.

**Student Advocacy Services**

Student Advocacy Services support a positive learning environment for all students by offering a process for resolving issues or conflicts. JFK University students can access a variety of advocacy resources throughout their academic careers at the University.

Academic-related issues or concerns should be initially directed to the student's Academic Advisor to advance appropriately. Email AcademicCounselor@jfku.edu.

For questions or concerns regarding the Student Code of Conduct, please contact the AVP of Student Experience at advocate@jfku.edu.
For questions or concerns related to Civil Rights and Title IX, please contact the Title IX coordinator at titleix@jfku.edu

Alumni Association

The alumni association is comprised of all John F. Kennedy University graduates. The association provides a lifelong link between alumni and the University. The association's mission is to have as many alumni as possible serve as volunteers to foster the advancement of the University. The association's work is overseen by a council made up of alumni representing each of the colleges.

Student Photo Identification Cards

Student photo ID cards are issued by the Registrar's Office. The cards serve as student identification for a variety of off and on-campus services, including the library, computer labs, and free bus fare to and from the BART station, and must be updated each year for a student to have library borrowing privileges.

Online students may request a student photo ID card by emailing their photo from their student email address to registration@jfku.edu. The student photo ID card will then be mailed to the student's address on record.

Computer Labs

Computer labs are available on each campus to support the learning, scholarly, and professional pursuits of students and alumni. The Pleasant Hill Computer Lab is supported by the JFK University Information Technology Department. The San Jose Learning Resource Center includes computing resources.

Online Proctored Examinations

JFKu Online powered by FlexCourse uses Examity to proctor final exams. Prior to taking an exam, students will need to create their Examity profile. During this process, a student uploads a government-issued photo ID (such as a passport or driver’s license), answers security questions, and enters their first and last name. This information acts as the signature proctors use during the authentication process. All information is encrypted and stored on servers residing in the United States. JFKu Online and Examity hold strict security standards, and the information is only used during the authentication process.
Admissions Requirements

Transferability of JFK University Courses

Each institution has its own policies for transfer credit and students are advised to contact the receiving institution to determine transferability of JFK University coursework. JFK University courses taken credit/no credit may not be accepted by other institutions.

Admissions

The admissions process examines both the academic and personal qualifications of all applicants. John F. Kennedy University aims to ensure that students accepted into its programs have the ability to benefit from and contribute to the integrated educational experience at the University. Admissions decisions are also based on the congruence of the applicant's educational interests with the philosophy and purpose of the program to which he or she is applying. JFK University values a diverse academic community and is committed by purpose and obligated by law to serve all people on an equal and nondiscriminatory basis. Admissions' decisions are made independent of need for financial aid.

The JFKu Online, Powered by FlexCourse admissions office welcomes applications for:

- An undergraduate student in a program leading to an associate or bachelor's degree;
- A graduate student in a program leading to a master of business administration degree

Failure to follow the required procedures, provide all requested documentation, or declare all prior enrollments in post-secondary institutions may result in a delay in the application process, denial of admission, or dismissal from the University. The University reserves the right to verify the authenticity of any document through contact with the issuing source and/or a request for further documentation.

Application Information

All applications must include additional documentation as may be requested by the admitting program. The applicant is responsible for requesting and submitting all documentation necessary to complete the application process. All documentation submitted in support of an application for admission becomes the property of the University and will not be returned. Photocopies of documents submitted to support an application will not be given to applicants, students, or outside parties. Incomplete applications and files for applicants who were admitted but did not enroll will be destroyed one year after the date of the application.

Individuals wishing to enroll in a degree program must apply and be admitted to JFK University. An application to JFK University includes, but is not limited to, the following:

- A completed application form.
- Undergraduate applicants must submit proof of high-school completion or equivalent. The following are considered acceptable documentation:
  - Official high school transcript
  - Official GED certificate
  - Successful completion of a state-authorized high school equivalency exam
  - An associate’s degree awarded by an institution that is accredited by an agency recognized by the US Department of Education
Completion of at least 60 semester hours that are acceptable for transfer into a JFKU bachelor degree program

- International equivalent

- Students seeking transfer credits should submit all transcripts from previously attended institutions.
- Applicants for the MBA program must submit official transcripts from the bachelor degree-awarding institution(s), and any post-bachelor degree institution including any master's degrees or credits. Undergraduate prerequisites require official transcripts from the originating institution.
- Federal regulations mandate that educational institutions review all prior credit for all active military, former military and eligible dependents. Prior to being certified for benefits by the educational institution, all official transcripts, including military transcripts, must be submitted.
- Written permission from a parent or legal guardian is required for admission of persons under the age of 18.

Transfer Credit Policy for JFKu Online Powered by FlexCourse Students

Undergraduate Applicants

Applicants to associate and bachelor's degree programs must submit official transcripts from all colleges and universities previously attended that require evaluation for transfer credit.

Credit for Military Service School Experience:

Learning acquired in military service schools that offer college-level work as determined and evaluated by the Office of Educational Credit of the American Council on Education (ACE) will be credited toward undergraduate and graduate degrees. The credit recommendations of the Office of Educational Credit and Credentials are contained in “The National Guide to the Evaluation of Educational Experiences in the Armed Services.”

Army, Navy, Coast Guard, Air Force, Marine Corp enlisted ratings, military occupational specialties, and similar military designations, plus courses completed in the Defense Language Institute, which have been evaluated by ACE, are also accepted for credit.

Credit by Examination: JFKu Online powered by FlexCourse

Undergraduate students may apply a maximum of 15 credit hours earned by examination toward their undergraduate degree. JFKu Online participates in several nationally recognized standardized testing programs. Such exams are designed, monitored, scored, averaged, and validated by educational testing agencies and enjoy wide acceptance throughout higher education. JFKu Online accepts the recommendations of the American Council on Education (ACE) for approved agencies offering credit by examination. These include:

- CLEP (College Level Examination Program)
- Excelsior College Exams
Graduate Applicants

A baccalaureate degree in any discipline from an institution accredited by CHEA qualifies a student to enter this program. Students may transfer in a maximum of 3 courses (9 credits). The same course may not be used to fulfill multiple requirements in this degree program.

Students entering the MBA program must demonstrate proficiency in college-level mathematics and microeconomics, either by submitting official transcripts of undergraduate courses in each discipline with a grade of C or better or by submitting CLEP tests in each subject area with a minimum score of 50.

If these prerequisite requirements are incomplete, the student will be assigned the appropriate course(s) automatically, and will be required to successfully complete these courses as a part of their degree map.

The acceptance of transfer credits between institutions is at the discretion of the receiving college or university. An applicant who wishes to receive a transfer and/or equivalent credit evaluation prior to enrollment (including satisfaction of prerequisites) must provide official college transcripts. The transfer credit evaluation serves as a guide for determining the remaining coursework required for the student to complete their desired program of study.

Course content and instructional quality varies across institutions and, because of this, JFKu Online does not consider grade points for work completed at other colleges or universities. Therefore, transfer credit neither raises nor lowers a student's grade point average. Only grades of B or better will be accepted for graduate credit. The maximum transfer credit that may be awarded from all sources towards attainment of a master’s degree is limited to 9 units.

For master’s degrees, credit by examination does not apply. Students who have previously completed coursework in a recognized institution’s graduate program, accredited by an accredited agency recognized by the U.S. Department of Education, may transfer up to 9 credits or 13.5 quarter toward a JFKu Online graduate degree. Credits must reflect a 3.0 GPA (B grade) or better. Program-specific constraints on the type of credit accepted in transfer, as well as exceptions to this credit transfer policy, are noted in the sections on degree requirements.

Prerequisite Courses

Undergraduate students may not take upper-division courses (junior, senior) without either fulfilling lower-division requirements or obtaining permission from the appropriate academic leadership. The lower sequentially numbered courses are in most cases general education and prerequisite to the advanced and concentration courses. Because advanced courses build upon general education coursework, online students are required to take the courses in the sequence outlined in their degree map. A student who seeks to change their degree map must contact a student advisor, who will advise on how to petition for the change as faculty must approve any changes to a student’s degree map. Developmental or remedial coursework does not satisfy graduation requirements.

Concurrent Registration (Transferring Credit from Another Institution)
Students who would like to attend and subsequently transfer credit(s) from another institution while still planning to complete their degree at JFKu Online must seek pre-approval of the desired course(s) through the Registrar’s Office. All courses for which prior approval is obtained are subject to the standards and conditions of the JFKu Online powered by FlexCourse Transfer Credit policy. Students seeking to attend more than one school at a time should contact the financial aid office to ensure the appropriate amount of aid is awarded across the schools they are attending.

**Readmission**

All students seeking to resume attendance at JFK Online are subject to readmission criteria. Students dismissed due to a violation of the Student Code of Conduct, the University’s Academic Integrity policy, or due to any other legal or ethical matters, do not qualify for readmission to JFK Online.

All students seeking to re-enroll at JFK Online must meet the basis for admission criteria at the time of their readmission. This includes voluntary withdrawals in addition to administrative withdrawals, and dismissals for reasons such as (but not limited to) non-attendance, non-payment, or violation of Satisfactory Academic Progress (SAP).

Returning students are subject to the current course catalog at the time of re-entry, including current tuition rates, fees, and program requirements. In addition, students must be in good financial standing with the University at the time of re-enrollment. Any outstanding balance will need to be resolved prior to returning back unless arrangements to resolve the balance have been made and approved.

**Evaluation for Re-Admission**

When a student is re-entering the University, any program(s) the student had started prior to leaving the University will be compared to the program he/she wishes to enter. This evaluation will include (but not limited to)

- Basis for Admissions (BFA) review and eligibility
- Course evaluation and applicability
- Transfer credit evaluation
- Satisfactory Academic Progress (SAP)
- Previous Substantial Program Change Review

Students requesting re-enrollment back into their previous program (and are eligible), will re-enter into the session that was in progress towards successful completion at the time of the withdrawal. If a student has completed their session successfully at the time of withdrawal, they will re-enter into a new session at the time of re-entry. SAP does not reset and all previously taken courses will count for purposes of calculating Course Completion Rate, SAP Maximum Time Frame, and Program GPA.

Students returning back to their program within 180 days will re-enter back into their previous session, if the session the student was in was not successfully completed at the time of withdrawal. Any student’s re-entering beyond 180 days from the time of withdrawal will enter into a new session.

A SAP Appeal will need to be filed and approved for all program extensions needed for readmission to the same program when it has been determined that a student cannot complete his or her program within the allowed attempted credit limits per their individual program requirements and will need more time to complete their degree program.

If it is mathematically impossible for a student to achieve Good Standing for SAP at his or her evaluation point by returning to the same program, readmission may be denied and the student should consider a different program.

Students requesting re-enrollment into a new program (one different from their previous program), will re-enter and start a new session at the time of re-entry and will be charged for the new session’s tuition. In such cases, SAP may reset. Students are only permitted to make a substantial program or degree change once per degree level in their tenure with the University.

No evaluation for re-admission will be required for students returning to JFK Online who:

- Withdrew from JFK Online with 75% or more of the credits completed that were required by their degree program at the time of exit, AND
- Are returning within 180 days of their date of withdrawal
Under these circumstances, students may reapply to resume the same program from which they withdrew, without adjustment being made to the courses required to complete the program. SAP does not reset.

Military students returning to the University from military service-related time away will be reviewed on a case-by-case basis to determine if a comparison is needed. In many cases, these students may re-enter into their previous program version.

**Independent Re-Admission**

A student may re-enter back into their previous program independently if they meet the following criteria below. If any of the criteria listed below are not met, students will be denied access to re-enter independently and must contact our JFK Online Re-Entry Team. Our Re-Entry team can be reached at 1-844-628-1873 or by email at admissions@online.jfku.edu.

Criteria to be met:

- Eligibility to return back to the University is positive
- Is in Good SAP Academic Standing
- Has met Basis for Admissions Requirements
- Does not have a financial balance on their account
- Re-Enrollment is within 90 days from the date of withdrawal
- Student is 75% or more completed with their program

**Denied Admissions**

Departments may deny any applicant whose academic record indicates a lack of adequate preparation for university study or whose academic objectives are not congruent with those of the program to which the applicant applied. The department's decision is final, and appeals of the decision will not be considered. Due to the complexity of the admission and evaluation process, it is not possible to inform unsuccessful applicants of the reasons for the decision of the department.
Tuition & Fees

Tuition & Fees Disclaimer

Tuition is charged as indicated and is subject to change without notice. All tuition charges are charged per session (see the definition of sessions). Tuition is payable by check, MasterCard, Visa, Discover Card or American Express, and is due in full at the time of registration. Checks should be made payable to JFK University. A fee is assessed for checks returned because of insufficient funds (contact the Accounting Office for the current fee).

Tuition is refundable on a percentage basis according to the refund schedule below. Students expecting to drop courses or to seek a refund of tuition or fees should consult with the appropriate offices beforehand.

Program Costs

<table>
<thead>
<tr>
<th>JFKu Online, Powered by FlexCourse Undergraduate and Graduate</th>
</tr>
</thead>
<tbody>
<tr>
<td>48-Week Academic Year</td>
</tr>
<tr>
<td>24-Week Academic Session</td>
</tr>
</tbody>
</table>

JFKu Online, Powered by FlexCourse does not have any additional program fees.
Financial Policies

JFKu Online Powered by FlexCourse Refund Policy

The student has the right to cancel and obtain a refund of charges paid through attendance at the first class session, or the seventh day after enrollment, whichever is later. To cancel or withdraw, the student must submit a withdrawal request from the personal Account and Billing page on the JFKu Online website (online.jfku.edu). The cancellation or withdrawal is effective on the date selected in the withdrawal request once submitted and approved by the Registrar.

Refund Schedule

The enrollment fee is not refundable. If the student cancels an enrollment agreement, withdraws or is administratively withdrawn during a period of attendance, the refund policy for students who have completed 60 percent or less of the period of attendance shall be a pro rata refund. For purposes of determining a refund, a student shall be considered to have withdrawn from an educational program when he or she withdraws or is deemed withdrawn in accordance with the withdrawal policy stated in this institution’s catalog. Students who withdraw or are administratively withdrawn will receive a refund of tuition according to the following table.

<table>
<thead>
<tr>
<th>Week of Withdrawal</th>
<th>Tuition Refund</th>
<th>Week of Withdrawal</th>
<th>Tuition Refund</th>
<th>Week of Withdrawal</th>
<th>Tuition Refund</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week 1</td>
<td>100%</td>
<td>Week 6</td>
<td>75%</td>
<td>Week 11</td>
<td>54%</td>
</tr>
<tr>
<td>Week 2</td>
<td>100%</td>
<td>Week 7</td>
<td>71%</td>
<td>Week 12</td>
<td>50%</td>
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<tr>
<td>Week 3</td>
<td>88%</td>
<td>Week 8</td>
<td>67%</td>
<td>Week 13</td>
<td>46%</td>
</tr>
<tr>
<td>Week 4</td>
<td>83%</td>
<td>Week 9</td>
<td>63%</td>
<td>Week 14</td>
<td>42%</td>
</tr>
<tr>
<td>Week 5</td>
<td>79%</td>
<td>Week 10</td>
<td>58%</td>
<td>Week 15+</td>
<td>0%</td>
</tr>
</tbody>
</table>

Where a student is using a cash payment plan and has pre-paid tuition that results in a credit balance after a tuition refund has been calculated, the institution shall refund any credit balance on the student’s account within 45 days after the date of the student’s completion of, or withdrawal from, the educational program in which the student was enrolled.

Students’ financial accounts must be current. JFKu Online powered by FlexCourse reserves the right to restrict access to students’ coursework if they are enrolled with a past due payment of 30 days or longer. The student account will remain on Restricted Access until payment arrangements have been made. Payment arrangements can either be full payment of all past-due amounts or a mutually agreeable payment plan. The student still owes the full balance of their contract regardless of any alternative payment arrangements that have been made. Students who fail to make full payment of past-due balances or make satisfactory payment arrangements within 14 days may be administratively withdrawn from the University. Students who are withdrawn in this fashion will need to settle their account before re-enrolling.

If difficulties arise, the student is responsible for making the appropriate arrangements with the Billing Department. Students who fail to complete satisfactory arrangements or who default on their financial arrangements are subject to financial probation. Students who have a balance who are not enrolled in a session, will be placed on financial probation, which means they will lose access to coursework, future registrations, graduation clearance, and transcripts. If the past-due balance is cleared within 30 days, a student will be removed from financial probation and may register immediately for a new course or resume a course. Students who have established and made payments toward a payment plan will be allowed to continue online studies. If any of the scheduled payments in the agreed-upon payment
plan are missed or declined, the student will be immediately withdrawn. Under no circumstances will current or former students who have an outstanding balance receive a transcript.
Financial Aid

The Financial Aid Office provides financial assistance in the form of loans, grants, scholarships and work-study. Aid is intended to help students who, because of limited resources, would otherwise be unable to attend college, or who, with the aid, are able to take additional courses and graduate at an earlier date. The philosophy underlying administration of federally funded financial aid places primary responsibility for meeting educational costs on students and their families. As a result, most financial aid is available only to help fill the gap between a student's or family's expected contribution and a student's educational expenses.

Students considering applying for financial aid are urged to contact the Financial Aid Office as eligibility for financial aid programs is very individualized. Detailed information about eligibility, procedures, and the financial aid programs are available at www.jfku.edu, by phone (925) 969-3385 or emailing finaid@jfku.edu. Basic eligibility requirements include half-time enrollment in an eligible program. In addition, no prior student loans may be in default status. Financial aid regulations change frequently. Students should check with the Financial Aid Office for the latest information. Financial aid is available to students who are US citizens, nationals or permanent residents of the U.S. or certain Pacific Islands (Freely Associated States) and any other eligible non-citizens (individuals who can provide documentation from the United States Citizenship and Immigration Services (USCIS) in the Department of Homeland Security (DHS) that they are in the United States for other than a temporary purpose with the intention of becoming a citizen or permanent resident). Students should contact the Financial Aid Office for specific requirements regarding citizenship.

Methods of Payment

Grants and Scholarships

Grants and scholarships are gifts of money that do not have to be repaid. These funds are extremely limited.

Federal Pell Grants

Federal Pell Grants are federally funded entitlements for low-income undergraduates. Grant amounts range from $636 to $6,195 per year and are prorated for less-than-half, half-, three-quarter-, and full-time enrollment. Eligibility is based on financial need.

Federal Supplemental Educational Opportunity Grants (FSEOG)

Federal Supplemental Educational Opportunity Grants are federally funded grants for undergraduates, ranging from $200 to $1,000 per year. Eligibility is based on financial need, Pell eligibility and priority is given to students with extremely limited resources.

Cal Grants A and B
Cal Grants A and B provide scholarship funds to undergraduates to cover tuition, living expenses, and most fees. Cal Grant eligibility is determined by the California Student Aid Commission and is based on grade-point average and student's or parent's financial need. Applications for Cal Grants are due by March 2nd each year.

Federal Work-Study

The Federal Work-Study provides part-time employment (up to 20 hours per week) to undergraduate and graduate degree-seeking students who are enrolled at least half-time (undergraduates 6 units; graduate 4.5 units and law 3 units) and who show financial need. The Financial Aid Office determines FWS eligibility. Contact the Financial Aid Office by emailing finaid@jfk.edu for more information.

JFK University Scholarships

JFK University scholarships are institutionally funded awards for graduate and undergraduate students. Scholarships are designed to reduce students' reliance on loans and enable additional students to attend the University. Eligibility is based on financial need and availability of funding. To apply please see your school specific Dean’s Office for more information.

Loans

Loans are funds that must be repaid with interest. Students should check with www.studentaid.ed.gov for current information on loan limits, interest rates, and repayment options. Direct Stafford Subsidized, Unsubsidized and PLUS student loans are disbursed through the Direct Student Loan Program.

Direct Stafford Loans

Direct Stafford Loans (subsidized and unsubsidized) are long-term, low-interest loans that are available from the U.S. Department of Education. Both undergraduate and graduate students are eligible for Direct Stafford Loans. Lower-division undergraduates can borrow up to $9,500 for the first academic year and $10,500 for the second academic year; and upper-division undergraduates, up to $12,500 per academic year. Graduate students may borrow an unsubsidized loan up to $20,500 per academic year and GradPLUS loans up to the Cost of Attendance.

Direct Subsidized Loan

The Direct Subsidized Loan exists to assist undergraduate students who demonstrate financial need. Interest does not accrue while the student is enrolled at least half-time status (undergraduate = 6 units; graduate = 4.5 units; law = 3 units) in an eligible program. Repayment begins and interest starts to accrue six months after graduation, withdrawal, or cessation of half-time enrollment, and can take up to ten years. There are additional repayment plans which may extend the repayment time. Graduate students are no longer eligible for the Direct Subsidized Loans.

Direct Unsubsidized Loan

The Direct Unsubsidized Loan was created for middle- and higher-income borrowers. With the exception of demonstrating financial need, the Direct Unsubsidized Loan has the same eligibility criteria as the Direct Unsubsidized...
Loan. Family income or poor credit will not affect loan eligibility or disqualify a student from obtaining a Direct Unsubsidized Loan. Unlike Direct Subsidized Loans, interest does begin accruing after the loan is disbursed.

**Direct PLUS Loan**

The Direct Parent PLUS and the Direct Graduate PLUS Loan provide additional federal funding beyond Direct Subsidized and Unsubsidized loans. Deferment options are available while in college, contact your loan servicer(s) regarding more information. The annual award is up to the cost of attendance, as determined by the college, taking into account any and all financial aid. A credit check is required.

The U.S. Department of Education regulations (Code of Federal Regulations §34CFR682.604g) requires all recipients of Direct Student Loans (Subsidized and Unsubsidized) and Direct Plus Loans to attend or complete an entrance interview prior to loan certification and an exit interview prior to graduation or withdrawal from school. The exit interview includes information on the average indebtedness of students, the average anticipated monthly repayments on the loan, and the options available to students for repayment and deferment of payment. Failure to complete an exit interview could result in a hold being placed on the student's diploma and academic transcripts.

**Application Forms and Deadlines**

The Free Application for Federal Student Aid (FAFSA) is used to calculate eligibility for the Federal Pell Grant, Federal Supplemental Educational Opportunity Grant (FSEOG), Federal Work-Study, the JFK University Scholarship, Direct Loans, undergraduate and graduate Direct PLUS loans, and Cal Grants. The Cal Grant application requires a separate GPA verification as well as filing of the FAFSA by March 2 each year. Students should contact the Financial Aid Office with questions regarding any applications for financial aid. Students must apply each academic year to receive financial aid. Any student who knowingly submits incorrect, misleading, or incomplete information in applying for or receiving financial aid will be subject to discontinuation of funds and may be subject to dismissal from the University.

**Return of Title IV Funds**

Return of Title IV Funds is a federally mandated policy that applies only to students who receive federal financial aid and who fully withdraw, drop or are dismissed. Return to Title IV Funds will be used to determine how much aid, if any, must be returned to Title IV programs (Direct Subsidized and Unsubsidized Loans, Direct PLUS Loans (graduate and dependent parents), Pell Grant, and FSEOG.

JFK University must return its share of unearned funds no later than 45 days after it determines that the student withdrew.

After the Return to Title IV Funds policy is applied, all student aid is subject to the JFK University institutional refund policy.
Academic & University Policies

Academic Session

JFKu Online powered by FlexCourse academic sessions begin each Tuesday of every month except during break weeks (see calendar). An academic year consists of a minimum of 48 weeks and 24 credits. The first session (payment period) in an academic year is made up of at least 24 weeks and 12 credits. Session dates are adjusted to match changes in length of students’ courses. Students are registered for four courses at the beginning of the session and are expected to complete them sequentially. To complete the first session, a student must successfully complete at least 12 credits and have participated in at least 24 weeks of instruction. If a student has completed 12 credits in less than 24 weeks of instruction, additional courses will be added to the session. The first session begins at the start of the academic year and the second session begins at the mid-point where the student has completed half of the instructional weeks and half of the credits in the academic year. The second session consists of the remaining weeks and credits needed to meet the 48 week and 24 credit minimum academic year. Students must meet all other academic policies, including attendance every 14 days and Satisfactory Academic Progress (SAP), to remain in good standing.

<table>
<thead>
<tr>
<th>Weeks</th>
<th>24 weeks (4 Successful Courses x 6 weeks each)</th>
<th>24 weeks (4 Successful Courses x 6 weeks each)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Class</td>
<td>Payment Period 1</td>
<td>Payment Period 2</td>
</tr>
<tr>
<td>Grade</td>
<td>1   B</td>
<td>5   A</td>
</tr>
<tr>
<td>Price</td>
<td>2   B</td>
<td>6   B</td>
</tr>
<tr>
<td></td>
<td>3   C</td>
<td>7   B</td>
</tr>
<tr>
<td></td>
<td>4   B</td>
<td>8   C</td>
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</table>

<table>
<thead>
<tr>
<th>Weeks</th>
<th>28 Weeks (4 successful courses)</th>
<th>27 Weeks (4 successful courses)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Class</td>
<td>Payment Period 1</td>
<td>Payment Period 2</td>
</tr>
<tr>
<td>Grade</td>
<td>1   B</td>
<td>5   B</td>
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<td>2   B</td>
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<td>9   C</td>
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<tr>
<td>Price</td>
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</table>

<table>
<thead>
<tr>
<th>Weeks</th>
<th>28 Weeks (5 successful courses)</th>
<th>21 Weeks (3 successful courses)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Class</td>
<td>Payment Period 1</td>
<td>Payment Period 2</td>
</tr>
<tr>
<td>Grade</td>
<td>1   B</td>
<td>5   B</td>
</tr>
<tr>
<td></td>
<td>2   B</td>
<td>6   B</td>
</tr>
<tr>
<td></td>
<td>3   A</td>
<td>7   B</td>
</tr>
<tr>
<td></td>
<td>4   B</td>
<td>8   C</td>
</tr>
<tr>
<td></td>
<td>5   B</td>
<td></td>
</tr>
<tr>
<td>Price</td>
<td>$4,250</td>
<td>$4,250</td>
</tr>
</tbody>
</table>

JFKu Online Powered by FlexCourse Technology Specifications

The University recommends the following technical specification to ensure that students can successfully take proctored examinations and complete online coursework. Students with questions should contact support@online.jfku.edu.

Students will need:
- Desktop or laptop computer that runs at least Windows 7 or Mac OS X, with at least 2GB RAM. (Tablets, such as iPads and Surface, are incompatible with JFKu Online’s FlexCourse learning platform for uploading assignments and completing proctored exams.)
- Webcam (built in or external with a resolution of at least 640 x 480, with 1280 x 720 recommended)
- Computer microphone (many webcams have built-in microphones)
- Computer speakers or headphones
- Productivity software, such as Microsoft Office (e.g., Word, Excel, PowerPoint) or Google Apps
- Google Chrome web browser (most current version) with Adobe Flash Player installed. (Adobe Flash Player is a free download at www.adobe.com.)
- Reliable high-speed internet connection of at least 3 Mbps download and upload speed (test internet speed at www.speedtest.net)

JFKu Online Powered by FlexCourse Attendance Policy

The university’s attendance policy is designed to encourage consistent or weekly academic engagement. All FlexCourses students are expected to engage in one of the following activities at least once every 7-days:

- Completing the initial assessment;
- Submitting a graded assignment for evaluation;
- Completing a pre-final exam;
- Taking a final exam;
- Submitting a final project; and/or
- Reviewing graded feedback from faculty on the initial assessment, unit assignments, pre-final, or final project.
- Taking quizzes
- Participating in an online tutorial or computer-assisted instruction
- Watching videos in the online course room
- Following links to external resources
- Accessing textbooks digitally
- Flash Cards
- Self-assessed exercises

The following will not count as attendance:

- Logging in and not doing academically related activity
- Participation in orientation
- Contacting your academic advisor

Students who fail to engage in coursework after a period of 14 days will be eligible for
dismissal from due to lack of participation.

If a student cannot regularly participate, they should contact their instructor or student advisor regarding their circumstances and discuss options for maintaining satisfactory academic progress.

Institutionally scheduled breaks do not count against active engagement

In addition to the 14-day policy described above, students are expected to complete their courses within 8 weeks of the course start date. At that time the student will be issued a final grade based on the points earned in the course.

**Unit Credit**

JFKu Online powered by FlexCourse credits (semester units).

To receive one (1) semester unit of credit, a student spends approximately 15 hours in class during a session or in course-related activities during an online session. For each hour spent on instructional activities, students can expect to complete 2 hours of additional work related to the course content (e.g., projects, exercises, or other homework). While online students may progress more quickly because of the flexibility of online study, one online credit hour is equivalent to 45 hours of coursework. Units in JFKu Online degree programs are semester units in sessions of transferability to other institutions.

**Faculty Academic Freedom**

**Faculty Rights and Responsibilities Due Process**

Faculty are entitled to the rights of due process. These include the right to be notified in a timely manner of any complaints or grievances against them and the right to respond to those complaints or grievances.

**Academic Freedom**

The right to academic freedom is the right of every faculty member.

Academic freedom is defined as the freedom of thought and expression as it applies to teaching, publication, oral presentation, and extramural activities. It includes the right of faculty members to choose and use materials that they deem appropriate to program or course goals in their classes without interference.

Institutions of higher education exist for the common good. The welfare and strength of John F. Kennedy University and of society at large depend on the uninhibited search for truth and its free expression. Academic freedom is based upon the premise that scholars are entitled to immunity from coercion in matters of thought and expression, and on the belief that the mission of John F. Kennedy University can be performed only in an atmosphere free from administrative or political constraints and tolerant of thought and expression. Academic freedom is fundamental for the protection of the rights of both the faculty in teaching and the student in learning. Academic freedom is also essential to protect the rights of the faculty to freely discuss and debate all ideas, however controversial or unpopular, within John F. Kennedy University or before the broader community. The exercise of academic freedom cannot serve as cause for discipline, dismissal, or non-reappointment. Academic freedom does not include communication or material presented in class that constitutes discrimination, sexual harassment, illegal behavior, or encourages students or others to engage in criminal or unethical behavior.
In the event a faculty member's choice of course materials is challenged, the burden will be on the challenger to establish by material evidence that the challenged material is academically inappropriate for the course. The College Dean will be the academic administrator charged with oversight of this process. The College Dean will request that the Program Chair assess the allegedly inappropriate material and make a determination of the appropriateness of the materials. If the Program Chair's materials are in question, the College Dean will request a faculty member in the discipline to assess the materials and make a determination. Determination as to the appropriateness of the course material in question will be made within 60 calendar days of the date that the College Dean receives written challenge to the academic appropriateness of the material in question.

Notwithstanding the broad right of faculty members to select and use academically appropriate materials for their courses, faculty members should be sensitive to the possibility that some students in a course may find certain materials to be personally offensive. Faculty members can elect to alert students at the beginning of their courses to any potentially controversial course materials. Faculty members may, but are not required to, provide suitable alternative materials for students who find particular course materials to be personally offensive.

A faculty member who alleges a violation of his or her academic freedom should notify in writing his or her representative on the Faculty Senate Executive Board and the President of the Faculty Senate. The President of the Faculty Senate will direct the faculty member's complaint to the appropriate Faculty Senate committee for investigation. The Committee will investigate the charge to determine the merits of the complaint. The Committee will report its findings to the Senate and, if warranted, recommend a remedy. The Faculty Senate will render a finding and recommendation within 60 calendar days of the written notice to the Faculty Senate.

Faculty members who believe that a violation of academic freedom may have resulted in an adverse personnel decision should contact their representative on the Faculty Senate Executive Board and the President of the Faculty Senate in writing. The Senate will investigate this claim and provide its findings to the Provost, with a copy to the faculty member, within 60 calendar days of receiving the faculty member's written notification. The Faculty Senate's findings will be considered in any subsequent personnel or grievance proceedings.
Grades

<table>
<thead>
<tr>
<th>Undergraduate</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grade</td>
</tr>
<tr>
<td>A</td>
</tr>
<tr>
<td>B</td>
</tr>
<tr>
<td>C</td>
</tr>
<tr>
<td>D</td>
</tr>
<tr>
<td>F</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Graduate</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grade</td>
</tr>
<tr>
<td>A</td>
</tr>
<tr>
<td>B</td>
</tr>
<tr>
<td>C</td>
</tr>
<tr>
<td>D</td>
</tr>
<tr>
<td>F</td>
</tr>
</tbody>
</table>

- For undergraduate students in JFKu Online powered by FlexCourse, a final course grade of “Not Passing” is insufficient to earn credit toward a degree. Furthermore, an average GPA of 2.0 is required to maintain Satisfactory Academic Progress standards as well as to graduate from the degree program.
- For graduate students in JFKu Online powered by FlexCourse, a final course grade of “Unsatisfactory” or “Not Passing” is insufficient to earn credit toward a degree. Furthermore, an average GPA of 2.0 is required to maintain Satisfactory Academic Progress standards, a cumulative GPA of 3.0 is necessary to graduate from the degree program.

Administrative Codes

Grade of “W” (Withdrawal)

Dropping a course for any reason after the 14 day add/drop period results in a final grade of W. Undergraduate students may receive no more than six W grades. Graduate students may receive no more than three W grades. Courses dropped in excess of the W limit will instead receive a final grade of WF. Classes in which a summative assessment has been completed (either final project or final exam) are ineligible for a final grade of W. Dropping a class in which a summative assessment has been completed results in a final grade of WF.
Minimum Passing Grade

Undergraduate Students

A minimum grade of D (600/1000 points or 60%) is required for undergraduate students to pass a course and for the course to count toward the degree. The final course grade is determined by a simple average of all points earned from graded work. Online undergraduate students who receive less than 60% in the course may request a second attempt on a summative assessment if time remains in the session and the summative assessment score is less than 60% (264/440 points). Second attempts on the three graded unit assignments are not permitted. The minimum Cumulative GPA (CGPA) required to earn a baccalaureate from JFKu Online is 2.0.

Graduate Students

For graduate students, a minimum grade of C (700/1000 points or 70%) is required to pass a course and for the course to count toward their degree. The final course grade is determined by a simple average of all points earned from graded work. Online graduate students who receive less than 70% in the course may request a second attempt on a summative assessment if time remains in the session and the summative assessment score is less than 70% (308/440). Second attempts on the three graded unit assignments are not permitted. The minimum cumulative GPA (CGPA) required to earn a graduate degree from JFKu Online is 3.0.

Grade-Point Average

The grade-point average (GPA) is determined by dividing the total number of grade points earned by the total number of units completed in letter-graded (quality) courses. See the section on Repeating Courses in the following pages for information about how repeated courses alter the grade-point average calculation. In letter-graded or numerically graded courses, units with grades of W, I, and IP are not computed in the GPA.

In CR/NC-graded courses, the UW is equivalent to NC; it will appear on the transcript, but will not compute in the GPA. In letter-graded courses, the UW is equivalent to an F; it will compute in the GPA as a failed course (0 points).

In numerically graded courses, FW (Failure to Withdraw) has a numerical weight of 50.

Cumulative Grade Point Average (CGPA)

CGPAs are computed by dividing the total number of grade points earned by the total number of units attempted in courses in which grades “A” to “F” are assigned. If the same class has been taken twice, only the highest score is counted toward the CGPA calculation.
Example:

<table>
<thead>
<tr>
<th>Course</th>
<th>Units</th>
<th>Grade Earned</th>
<th>Grade Points Earned</th>
<th>Total Grade Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>English 101A</td>
<td>3</td>
<td>A</td>
<td>4.0</td>
<td>3 x 4.0 = 12.0</td>
</tr>
<tr>
<td>History 110</td>
<td>3</td>
<td>C</td>
<td>2.0</td>
<td>3 x 2.0 = 6.0</td>
</tr>
<tr>
<td>GPA Calculation</td>
<td></td>
<td></td>
<td></td>
<td>12.0 + 6.0 = 18.0</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>18.0 grade points/6 units = 3.0 GPA (B average)</td>
</tr>
</tbody>
</table>

**Satisfactory Academic Progress Standards**

Academic progress is measured by quantitative (rate of progress) and qualitative (cumulative grade point average) standards. To achieve satisfactory academic progress, students must complete 67% (two-thirds) of all credits attempted while also maintaining a cumulative GPA of at least 2.0 (undergraduate) or 3.0 (graduate). Progress is measured at the end of each session. Transfer credit is included in the total credits attempted and completed, but is not included in the cumulative GPA. There are three SAP statuses:

- **Good Standing**: Student meets or exceeds both measures of academic progress each session.
- **Probation**: A first-time deficiency in either measure of progress will result in Probation. Students on Probation may remain enrolled to earn three credits and/or improve their cumulative GPA to the required minimum.
- **Dismissal**: A second consecutive session of deficient academic progress may result in Dismissal. Students who have been dismissed from the University for failure to meet SAP guidelines may appeal to be readmitted to the University. Appeals should have a reasonable explanation for performance to date and compelling evidence that they have the ability to meet SAP in the future. Contact your advisor for more details. Students who earn three consecutive unsuccessful grades will be academically dismissed.

Except for re-enrollment after dismissal, re-admitted students resume enrollment in good standing. Students who re-enroll after being dismissed resume their enrollment on Probation status and must achieve good standing by the end of their Probation session.

**Repeating Courses**

A student may request to repeat a failed course consecutively or return to it after the completion of a subsequent course.

Students may repeat courses when:

- They have received a non-passing grade
- They have received a grade that does not meet the program requirements
- They wish to improve their GPA

Students can only repeat a course one time. When a student repeats a course and receives a higher grade, the higher grade will be used for calculating the GPA, and the lower grade will not be included in the calculation. If the student
performs unsatisfactorily in the repeated course, the highest grade will be used for calculating GPA. Please note that both class attempts and grades will appear on a final transcript.

If a student repeats a course and proceeds to fail the course again, the course cannot be taken again at JFKu Online powered by FlexCourse. Students can only take the same course two times. Any course that has been failed twice may result in the student completing that course or an equivalent course at another institution and the credits will need to be transferred in order to meet the course requirement. Students should discuss options with their academic advisor.

Before enrolling at another university to take the course:

- Pre-approval is required from academic leadership (please consult student advisor for guidance)
- Documents (e.g., accredited university’s name, course description, course number, and current syllabus) need to be sent to the Registrar and the appropriate academic program chair.

The following courses must be taken in the specified order:

- PSS100 Academic Strategies (as it is the first course in AA and BA programs)
- MBA500 MBA Foundations (as it is the first course in the MBA program)
- MTH115 College Algebra (only when it is a prerequisite for the MBA program)
- BUS220 Microeconomics (only when it is a prerequisite for the MBA program)

Students wishing to appeal their final course grade must notify the course instructor within seven days of receiving the course grade to request clarification. If the matter remains unresolved, the student must submit a formal, written appeal to the Dean of Online or designee within 20 days of receipt of the final grade. To submit a grade appeal request, contact your advisor.

### SAP Evaluation Statuses

#### Good Scholastic Standing

Students must maintain a satisfactory minimum cumulative grade point average to be considered in good standing. The minimum for an undergraduate student is 2.0 (C); for a graduate student, 3.0 (B). The minimum cumulative GPA for a law student is 70.0.

Linked students must maintain a minimum 3.0 GPA in graduate courses and a 2.0 in undergraduate courses to be in good standing.

#### Financial Aid Warning

Any student who fails to meet the satisfactory progress standards for either GPA and/or units completed percentage will be notified and placed on a Financial Aid Warning for one term or session. Students are still eligible to receive federal aid while on a Financial Aid Warning.

#### Probation, Dismissal, and Reinstatement

### Academic Probation
A student is automatically placed on academic probation upon failure to achieve and maintain a satisfactory grade-point average. The student will be so notified by the Registrar's Office. Satisfactory grade-point average is defined as a 3.0 (B) average for a graduate student and as a 2.0 (C) average for an undergraduate student. Probationary status is removed when a probationary student achieves a satisfactory cumulative grade-point average.

**Financial Aid Probation**

If the student is not making Satisfactory Academic Progress after the Warning Period, their FA eligibility is terminated. A student may appeal to have their eligibility reinstated. The Director of Financial Aid will review each appeal on a case-by-case basis within 30 days upon receipt of the appeal. If the Director approves the appeal, additional session(s) of probation may be offered. The student will continue to receive Financial Aid during the approved probationary period. Appeals may be accepted or denied at the discretion of the JFK University Financial Aid Office. No federal funds will be released until all final grades for a session in question are posted.

**Extraordinary Circumstances**

Any student who feels that there were extraordinary circumstances that were beyond their control that contributed to their being placed on a Financial Aid Warning may file a written appeal with the Director of Financial Aid requesting a probationary period to continue FA eligibility, along with appropriate documentation of the extraordinary circumstances. Important Notice—The appeal cannot be based upon your need for assistance or your lack of knowledge that your assistance was in jeopardy.

- Extraordinary circumstances may include a student's illness or injury, death in the family, or other serious factors that are outside the student's control.
- In addition to documenting the extraordinary circumstances, the appeal must include what has changed in the student's situation that would allow the student to demonstrate that they are or will be making Satisfactory Academic Progress in the future.

**Academic Plan**

A probationary period may require an approved Financial Aid Academic Plan that will ensure that the student is able to meet the institution's Satisfactory Academic Progress standards by a point in time. The FA Academic Plan can come from and be approved by the Program Chair or Academic Counselor. If the student does not follow the requirements of the FA Academic Plan or fails to meet the Satisfactory Academic Progress standards by the date specified on the Plan, then the student will lose financial aid eligibility and will not be eligible to appeal.

**SAP Appeal Process**

Students appealing for reinstatement to JFKu Online following an academic dismissal are requesting that the University make an exception to its academic progress policy. Before a student writes an appeal letter, they should review the Student Academic Progress policy within this Catalog and meet with their student advisor about their options. If the student and their advisor are unable to resolve the matter, then the student will need to write a formal appeal of the academic dismissal.

Appeals must be submitted within ten days of the date of academic dismissal. If an appeal is not received within the ten-day period, or if the appeal is denied, the student may not re-enroll for a period of up to 16 weeks after the date of dismissal.

Appeal letters should include the following information:
1. Clearly and concisely describe the circumstances or conditions which explain your inability to maintain satisfactory academic progress;

2. Explain your current status, namely what has changed and what steps you will take to achieve and maintain satisfactory academic progress; and

3. Provide any documentation or evidence to support your explanation and request.

Academic dismissal appeal should be submitted to the College Dean.

### College Academic Standards Committees

The dean of each college shall appoint an Academic Standards Committee (ASC) during each academic year. Each committee shall consist of at least three members, at least two of whom are members of the college's faculty. The dean shall not be a member of the committee.

The ASC has responsibility for review and approval of all modifications to the college's curriculum before being forwarded to the University for additional approval and implementation. Additionally, the ASC is the primary faculty body within each college that serves to review and consider academic issues and student academic performance issues (including grade appeals; see Grade Change or Academic Integrity sections). Student conduct is referred directly to the Associate Vice President of Student Experience (see Student Conduct section). Civil rights issues are referred directly to the Chief Financial Officer (see Civil Rights section).

### Academic Standards Committee Review

The case of each student subject to dismissal, as set forth above, shall be reviewed by the ASC of the college in which the student is enrolled. The committee shall schedule a hearing at which the student's dismissal from the University will be considered. It is the responsibility of each student to ensure that the University and the student's college are informed of a current mailing address for receipt of official notices.

### Dismissal Hearing Process

A hearing will be conducted in those instances when the ASC recommends dismissal. This hearing shall be conducted before a body composed of the ASC, all of whom shall have full voting rights. The dean may designate a replacement if a member of the committee has a potential for conflict of interest. The hearing is not a legal forum and representation of parties by legal counsel is not permitted. The parties may, however, be accompanied by another member of the university community, who will act as a personal advisor with whom they may consult. Each student scheduled for a hearing shall have the right to be notified of the hearing, to personally appear before the committee, to make a statement, and to present facts relevant to the determination to be made by the committee. At the conclusion of the hearing or within five days thereafter the committee shall notify the student of its decision which will be determined by majority vote.

With regard to the academic deficiencies set forth above, after the hearing the committee may refer the matter back to the dean, it may recommend placing or continuing the student on probation or leave of absence subject to conditions and for a length of time that it shall specify, or it may recommend the student's dismissal from the University. In reaching this determination, the committee shall consider academic performance, potential for academic success, and the extent to which extenuating circumstances interfered with academic performance.

### Appeal
A decision of the committee may be appealed by filing a written petition with the dean of the college within 10 days after the student is notified of the decision. In the petition, the student should state in full the facts and arguments in favor of the appeal. The dean will issue a written decision in the matter. The standard of review on appeal is whether, based on the facts presented to the committee at the time of the hearing, the decision was reasonable. The student may appeal the decision of the dean by filing a notice with the Provost within 10 days after the student is notified of the dean's decision. The Provost will review the college's academic standards committee's decision, the petition to the dean, and the dean's decision. Great deference will be given to the dean, and the decision will be modified only if it is found to be an abuse of discretion. The decision of the Provost is final.

**Reinstatement**

A student dismissed for reasons set forth above may petition for reinstatement to the same degree program after one year. If dismissed, the student may apply for admission at any time to another degree program. The petition shall state in full the circumstances of the dismissal and the actions taken by the student to correct the condition(s) that led to dismissal from the University.

**Leave of Absence**

Two weeks of vacation is scheduled at the end of each calendar year. Students who require a break other than the scheduled two-week break must reach out to their student advisor to receive authorization for an academic leave. In general, an academic leave may not exceed 30 days from the last date of attendance and must include a written confirmation of intent to return on a specified date. Failure to return on the date committed may result in administrative withdrawal. Students who wish to take more time off must withdraw and re-enroll when they are ready to continue their degree program. Once withdrawn, a student must re-enroll and may be subject to the terms and conditions of the new enrollment agreement, including new tuition rates and applicable fees.

**Honors**

**Recognition of Academic Honors**

**Undergraduate Students**

Students who demonstrate exceptionally high academic scores are eligible for graduation honors. Academic honors are posted to the diploma and final transcript when the student's degree is conferred. Graduation honors are based upon all courses applied toward the bachelor's degree and are determined according to the following:

<table>
<thead>
<tr>
<th>Honor</th>
<th>Minimum GPA</th>
</tr>
</thead>
<tbody>
<tr>
<td>Summa Cum Laude</td>
<td>3.85 +</td>
</tr>
<tr>
<td>Magna Cum Laude</td>
<td>3.75–3.849</td>
</tr>
<tr>
<td>Cum Laude</td>
<td>3.50–3.749</td>
</tr>
</tbody>
</table>

Students who are not eligible for graduation may be eligible for honors in the major instead. Only students whose cumulative GPA is below 3.50 are eligible for honors in the major. To receive honors in major, the student's major GPA, which is computed as the grade-point average of courses in the major program, must be 3.60 or higher.
Graduate Students

Graduate students do not receive honors based on grade-point average; however, each college selects an outstanding student to honor at commencement (see below).

Graduation Requirements

Bachelor’s degrees require the completion of 120 credits. Up to 90 credits (30 courses) can be awarded through a combination of transfer and equivalency credit, and/or credit by examination. The minimum cumulative grade point average (CGPA) to receive a bachelor’s degree is 2.0.

Master’s degrees require completion of 36 credits (12 courses). Up to 9 credits (3 courses) can be awarded through a combination of transfer and equivalency credit. Credit by examination does not apply to graduate programs. Graduate students must earn a C or higher on all required coursework; grades below this must be repeated for credit. The minimum cumulative grade point average (CGPA) to receive the master’s degree is 3.0.

JFKu Online Powered by FlexCourse Graduation Requirements by Program Level

<table>
<thead>
<tr>
<th>AWARD</th>
<th>UNITS</th>
<th>TRANSFER CREDIT</th>
<th>SCHOLARSHIP</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bachelor’s Degree</td>
<td>A minimum of 120 acceptable units must be completed.</td>
<td>At least 30 semester must be completed at JFKu. Units transferred from another institution or earned through CLEP, AP, DSST, or CBA do not fulfill residency requirements.</td>
<td>An overall grade-point average of at least 2.0 must be achieved in all coursework.</td>
</tr>
<tr>
<td>Master’s Degree</td>
<td>A minimum of 36 acceptable units must be completed.</td>
<td>At least 27 units must be completed at JFKu.</td>
<td>An overall grade-point average of at least 3.0 must be achieved in all work for the declared master’s degree.</td>
</tr>
</tbody>
</table>

Diploma Application and Degree Conferral

Graduation and Commencement
A student is graduated on the next available date from when all degree or certificate requirements have been completed. Note the petition itself is one of the graduation requirements. Degrees, certificates and specializations are never backdated. A commencement ceremony is held each June to honor students who have completed degree, certificate, or credential program requirements during the academic year or who will be completing requirements during the summer, or who have six (6) or fewer units to complete.

**Application for Graduation**

Students must file an Application for Graduation form no later than 60 days prior to graduation. A student must be in good financial standing in order to graduate. Degrees are conferred when all degree requirements are met.

**Review of Student Records**

Upon receipt of the application for graduation and following the grading period for the session specified, the Registrar's Office will review the student's records. The student and academic counselor or advisor should plan for any remaining requirements to be completed for the degree or certificate.

**Diplomas or Certificates**

JFKu Online powered by FlexCourse produces diplomas bimonthly. Students must complete all program and administrative requirements to become diploma eligible. Diplomas are issued to students who have satisfied all program requirements and clearances and will not be issued if any requirement or clearance is not met.

Diplomas are issued as an academic custom and are not proof of degree. Degrees are evidenced by an official transcript or attestation from the Office of the Registrar. JFKu Online powered by FlexCourse does not distribute copies of transcripts or evidence of degree(s) achieved at other institutions to third parties.

Only the student's legal name (or common derivation) may appear on the diploma. Professional or preferred titles, prefixes, and/or suffixes may not be included.

JFKu Online powered by FlexCourse diligently and securely packages diplomas for mailing, and bears no responsibility for diplomas that are lost or damaged in transit. If a diploma arrives damaged, however, JFKu Online will issue a replacement, at no cost to the student, upon the university’s receipt of the damaged original. Replacements or copies of diplomas may otherwise be ordered at the student’s cost.

If the student does not provide a separate mailing address for the diploma, it will be mailed to the student’s address of record. It is the student’s responsibility to maintain correct and accurate contact information with the university.

**Commencement Ceremony**

The ceremonial recognition of graduation is a very special occasion at the University. Graduating students and prospective graduates who meet the requirements listed in the policies below are encouraged to participate in this June event. (The College of Law holds a separate commencement ceremony whose eligibility requirements may differ than those stated here; consult the College of Law Catalog for more information.)

Students who meet the following criteria are eligible to participate in the commencement ceremony:
Prior graduates who did not participate in the previous year’s commencement ceremony;
- Students who are completing all requirements as of the commencement ceremony date; and
- Students who have 9 or fewer semester units to complete.

**Awards at the Commencement Ceremony**

**Outstanding Student Award**

At the request of the President of the University, each college selects a student to honor at commencement who best exemplifies academic excellence, service to their college or the University, and service to the community. Due to the high regard in which they are held, these awards are the only awards presented to students at the commencement ceremony.

**The Founding President Harry L. Morrison Distinguished Teaching Award**

A citation and monetary gift is given to honor the memory of Dr. Morrison, founding president of the University. The award recognizes special dedication, to the University and its students, and is made to the faculty member who best exemplifies excellence in teaching and creativity in the classroom, in program and curriculum development, and in contribution to the enhancement and development of the faculty member's field of study.
Ethical Standards & Practices

Online Student Code of Conduct

Equally valued, with freedom of speech and expression, is the respect given to University computer systems and information technology. To that end, students will adhere to the following online code of conduct:

- Access JFK University courses only for lawful purposes;
- Respect the privacy of other members of the class and other students;
- Respect the integrity of the University's computer systems;
- Respect the diversity of opinions among the instructor and members of the class and respond to them in a courteous manner;
- Maintain an environment free of harassment, stalking, threats, abuse, insults, or humiliation to the instructor and members of the class. This includes, but is not limited to, demeaning written or oral comments of an ethnic, religious, sexist (or sexual orientation), or racist nature; and unwanted sexual advances or intimidation by e-mail, or on discussion boards and other postings in course shells; and
- Abide by all rules and regulations published by the University and agree to be subject to disciplinary actions as described in the General Catalog.

Student Code of Conduct Procedure

John F. Kennedy University dedicates itself to maintaining a supportive and welcoming environment for its students, faculty, and staff. Each college and many individual programs maintain standards and practices for addressing issues related to student conduct and behavior appropriate to the professional field for which the student is preparing. Please refer to the policies and procedures housed in each program or college for clarity on acceptable student conduct and professionalism. When instances are inappropriate for resolution, within the college or are being appealed, the matter will be referred by the dean to the appropriate university office (i.e., Associate Vice President of Student Experience for conduct and academic integrity issues, and the Chief Financial Officer for civil rights issues). The University procedures will be followed:

Article 1: Standards for Student Conduct

Each member of the campus community must choose behaviors that contribute toward a healthy educational environment. Student behavior that is not consistent with the Student Code of Conduct is addressed through an educational process that is designed to promote safety and good citizenship and, when necessary, impose appropriate consequences.

Article II: Student Responsibilities

Students are expected to be good citizens and to engage in responsible behaviors that reflect well upon their University, to be civil to one another and to others in the campus community, and contribute positively to student and University life.

Unacceptable Student Behaviors

The following behavior is subject to disciplinary sanctions:
Dishonesty, including:
- Cheating, plagiarism, or other forms of academic dishonesty that are intended to gain unfair academic advantage;
- Furnishing false information to a University official, faculty member, or campus official;
- Forgery, alteration, or misuse of a University document, key, or identification instrument; and
- Misrepresenting oneself to be an authorized agent of the University or one of its auxiliaries;

Unauthorized entry into, presence in, use of, or misuse of University property;

Willful, material and substantial disruption or obstruction of a University-related activity, or any University activity;

Participating in an activity that substantially and materially disrupts the normal operations of the University, or infringes on the rights of members of the University community;

Willful, material and substantial obstruction of the free flow of pedestrian or other traffic, on or leading to campus property or an off-campus University related activity;

Disorderly, lewd, indecent, or obscene behavior at a University related activity, or directed toward a member of the University community;

Conduct that threatens or endangers the health or safety of any person within or related to the University including physical abuse, threats, intimidation, harassment, or sexual misconduct;

Hazing or conspiracy to haze. Hazing is defined as any method of initiation or pre-initiation into a student organization or student body, whether or not the organization or body is officially recognized by an educational institution, which is likely to cause serious bodily injury to any former, current, or prospective student. In addition, any act likely to cause physical harm, personal degradation, or disgrace resulting in physical or mental harm. Neither the express or implied consent of a victim of hazing, nor the lack of active apathy or acquiescence in the presence of hazing, is a neutral act and is also a violation of this section;

Use, possession, manufacture, or distribution of illegal drugs or drug-related paraphernalia (except as expressly permitted by law and University regulations), or the misuse of legal pharmaceutical drugs, or public intoxication related to illegal drug use while on campus or at a University related activity;

Use, possession, manufacture, or distribution of alcoholic beverages (except as expressly permitted by law and University regulations), or public intoxication while on campus or at a University-related activity;

Theft of property or services from the University community, or misappropriation of University resources;

Unauthorized destruction or damage to University property or other property in the University community;

Possession or misuse of firearms or guns, replicas, ammunition, explosives, fireworks, knives, other weapons, or dangerous chemicals (without the prior authorization of the University president) on campus or at a University-related activity;

Unauthorized recording, dissemination, or publication of academic presentations (including handwritten notes) for a commercial purpose;

Misuse of computer facilities or resources, including:
- Unauthorized entry into a file, for any purpose;
- Unauthorized transfer of a file;
- Use of another's identification or password;
- Use of computing facilities, campus network, or other resources to interfere with the work of another member of the University Community;
- Use of computing facilities and resources to send obscene or intimidating and abusive messages;
- Use of computing facilities and resources to interfere with normal University operations; and Use of computing facilities and resources in violation of copyright laws;

Violation of any published University policy rule, regulation or presidential order;

Failure to comply with directions of, or interference with, any University official or any public safety officer while acting in the performance of his/her duties;

Any act chargeable as a violation of a federal, state, or local law that poses a substantial threat to the safety or well-being of members of the University community, to property within the University community or poses a significant threat of disruption or interference with University operations;

Violation of the Student Conduct Procedures, including:
- Falsification, distortion, or misrepresentation of information related to a student discipline matter;
Disruption or interference with the orderly progress of a student discipline proceeding; 
Initiation of a student discipline proceeding in bad faith; 
Attempting to discourage another from participating in the student discipline matter; 
Attempting to influence the impartiality of any participant in student discipline matter; 
Verbal or physical harassment or intimidation of any participant in a student discipline matter; 
Failure to comply with the sanction(s) imposed under a student discipline proceeding; 
Encouraging, permitting, or assisting another to do any act that could subject him or her to discipline; and 
Any violation of the college specific policies as outlined in the handbook for the college in which the student is enrolled.

Article III: Application of this Code

Sanctions for the conduct listed above can be imposed on applicants, enrolled students, students between academic terms, students on leave, graduates awaiting degrees, and students who withdraw from school while a disciplinary matter is pending. Conduct that threatens the safety or security of the campus community, or substantially disrupts the functions or operation of the University is within the jurisdiction of this Article regardless of whether it occurs on or off campus. Members of the University Community are also responsible for the conduct of their guests and will be held responsible for the behavior of guests if it is in violation of the Student Code of Conduct.

Article IV: Disposition of Fees; Campus Emergency; Interim Suspension

The President of the University may place on probation, suspend, or expel a student for one or more of the above enumerated causes. No fees or tuition paid by or for such students for the session in which he or she is suspended or expelled shall be refunded. If the student is readmitted before the close of the session in which he or she is suspended, no additional tuition or fees shall be required of the student on account of the suspension.

During periods of campus emergency, as determined by the President, the President may place into immediate effect any emergency regulations, procedures, and other measures deemed necessary or appropriate to meet the emergent safeguard of persons and property and maintain educational activities.

The President or designee may immediately impose an interim suspension in all cases in which there is reasonable cause to believe that such an immediate suspension is required in order to protect lives or property and to insure the maintenance of order.

A student placed on interim suspension shall be given prompt notice of charges and the opportunity for a hearing within ten (10) working days of the imposition of interim suspension. During the period of interim suspension, the student shall not, without prior written permission of the President or designated representative, enter any campus of John F. Kennedy University other than to attend the hearing. Violation of any condition of interim suspension shall be grounds for expulsion.

Article V: Sanctions

The following sanctions may be imposed upon any student found to have violated the Student Code:

- **Warning.** A notice in writing that a student has failed to meet some aspect of the University's standards of conduct and behavioral expectations;
- **Probation.** A period of time during which the privilege of continuing in student status is conditional. The conditions may include, but are not limited to, loss of specified privileges which a current student would
otherwise be entitled to and an acknowledgement by the student that any additional violations of the Student Code will result in a more serious sanction;

- **Suspension.** Separation of the student from student status at the University for a definite period of time, after which the student is eligible to return. Conditions for readmission may be specified;
- **Expulsion.** Permanent separation of the student from student status from the University; or
- **Restitution.** Compensation for loss or damage to property leased, owned, or controlled by the University. This may take the form of monetary or material replacement.
- **Multiple Sanctions.** More than one of the sanctions listed above may be imposed for any single violation.
- **Denial of Access.** After a hearing, any suspension or expulsion based on conduct which disrupted the orderly operation of a campus or other facility and which also violates a provision of a California statute may include denial of access to the campus or facility as a condition of such suspension or expulsion for the period of the suspension or in the case of expulsion for a period not to exceed one year. A student who willfully and knowingly enters the campus or facility during the period for which access has been denied is guilty of a misdemeanor pursuant to Penal Code Section 626.2. In the case of a suspension, such entry may be grounds for further disciplinary action;
- **Denial of Admission or Readmission.** Admission or readmission may be qualified or denied to any student found to have violated the Student Code.
- **Record of Discipline.** Probation and suspension shall be made part of the student's academic record during the term of the probation or suspension. Expulsion shall be made part of the student's permanent academic record.

**Article VI: Interim Suspension**

- **Grounds.** The President may immediately impose an interim suspension where there is reasonable cause to believe that it is required to protect personal safety or property and to ensure the maintenance of order.
- **Notification.** A student placed on interim suspension shall be given prompt notice of the charges and the opportunity for a hearing within ten (10) working days of the imposition of the suspension. The hearing shall be held pursuant to the provisions of Article VIII of these procedures.
- **Denial of Presence on Campus.** During the period of the interim suspension, the student shall not, without prior written permission of the President, enter any campus of JFK University or be present at any University sponsored activity.

**Article VII: Conduct by Applicants for Admission**

Admission or readmission may be qualified or denied to any person who, while not enrolled as a student, commits acts which, were he or she enrolled as a student, would be the basis for disciplinary proceedings pursuant to Article V or Article VI of these procedures. Qualified admission or denial of admission in such case shall be determined by a hearing held pursuant to Article VIII of these procedures.

**Article VIII: Proceedings Complaint**

Any member of the University community may file a complaint against any student for misconduct or for otherwise being in violation of the Student Code of Conduct.

- The complaint shall be prepared in writing and directed to the Associate Vice President of Student Experience or designee.
- The written complaint should include the date, approximate time, location, and description of the incident and alleged offense. The name of the victim, offender, and any witnesses may be included.
- Any complaint should be submitted as soon as possible after the event takes place.
A complaint is not necessary for the Associate Vice President of Student Experience to determine that charges should be initiated.

The Associate Vice President of Student Experience shall investigate each complaint filed and determine whether or not a conference or hearing is warranted.

Investigation

The Associate Vice President of Student Experience or designee may review and investigate the complaint to determine if the allegations have factual merit, to identify violations of the Student Code, and to initiate disciplinary proceedings.

- An investigation may entail meeting separately with students or individuals named in the complaint or those who may have knowledge of the facts.
- Generally, the investigation is completed within 14 days from the date the complaint is received.
- On completion of the investigation the Associate Vice President of Student Experience or designee will prepare a written report summarizing the witness statements and the evidence. A copy will be maintained by the Associate Vice President of Student Experience and the Office of Human Resources.

Conference

Except when the student refuses to cooperate, the Associate Vice President of Student Experience shall hold a conference with the student named in the complaint to obtain his or her response to the complaint, to determine whether the complaint has merit, and if they may be disposed of informally by mutual consent of the student charged and the Associate Vice President of Student Experience. The student may have another person present to observe and consult with during the conference but that person may not be an attorney nor serve as legal counsel. In addition to the sanctions listed in Article V, an agreement reached during this conference may include voluntary actions by the student charged including but not limited to work assignments, service to a campus department, obtaining psychological counseling or compensations for loss, damage or injury.

Hearing

All hearings held under these procedures shall be conducted according to the following:

- Hearings shall be closed to all persons other than the Registrar, the student named in the complaint (respondent), the Associate Vice President of Student Experience (if they are not conducting the hearing), a single advisor for the student named, a single advisor for the Associate Vice President of Student Experience, a person designated to record the hearing and those who may have knowledge of the facts.
- The student may be accompanied by one advisor of his or her choice, who may act on his or her behalf. As this is not a legal forum, legal counsel is not permitted. The Registrar may be accompanied by one advisor of his or her choice.
- The campus may be accompanied by one advisor of his or her choice. If the campus has elected to exclude attorneys from this part of the proceedings, the advisor may not be an attorney.
- The campus and the respondent shall have the opportunity of presenting witnesses to the incidents described in the complaint.
- The hearing need not be conducted according to technical rules relating to evidence and witnesses. Any relevant evidence shall be admitted if it is the sort of evidence on which responsible persons are accustomed to rely in the conduct of serious affairs. No evidence other than that received at the hearing shall be considered by the Registrar.
- The Registrar shall make all rulings on matters relating to the conduct of the hearing, including matters regarding admission of evidence. Any evidence deemed relevant by the Registrar shall be admitted.
A tape recording may be kept of the hearing at the request of the Registrar or the respondent. The respondent may, at his or her own expense, request a copy of such recording. No tape recording by the respondent or other persons at the hearing shall be permitted.

The respondent shall not be found responsible for violating the Student Code solely because he or she fails to appear at the hearing. If the respondent does not appear, the hearing shall proceed without him or her and a decision shall be rendered on the information presented.

Arguments by the respondent or his or her advisor concerning the legal (as distinguished from factual) applicability, or legal validity of any provision with which the student is charged, or of these procedures shall not be addressed to the Registrar, but to the President in writing within three (3) working days following the conclusion of the hearing. The President shall seek advice on the matter. Such advice shall be considered by the President before a final decision is rendered.

Where the person testifying is an alleged victim of sexual or physical assault which is the basis for the disciplinary action, that person may be accompanied at the hearing by another person. The other person is not permitted to speak or to participate directly in the hearing. Cross examination of the alleged victim shall be limited to the alleged incident leading to the charge and the events surrounding the charge.

The Registrar is responsible for maintaining order, and may establish such rules as are necessary or appropriate to conducting a fair hearing. The Registrar shall not permit any person to be subjected to abusive treatment. The Registrar may eject or exclude anyone who refuses to be orderly.

Where more than one student is charged with conduct arising out of a single occurrence or out of connected multiple occurrences, if the Associate Vice President of Student Experience and the students named in the complaint consent, a single hearing may be held for all of the students named. Students may request that their case be consolidated with others, or separated from others. The Associate Vice President of Student Experience shall make determinations regarding consolidation. The separation of one or more cases from a group of cases previously set for a consolidated hearing shall not be considered to affect the remaining cases in the group.

At any time during the hearing process, the respondent may elect to waive the hearing and accept a sanction recommended by the Associate Vice President of Student Experience. The waiver and acceptance of the recommended sanction shall be in writing.

Recommendation of the Registrar

After the hearing, the Registrar shall make findings of fact and conclusions about whether the facts demonstrate a violation of the Student Code with which the student is charged. The Registrar's determination shall be made on the basis of whether it is more likely than not that the student charged violated the Student Code.

After having made its determination, the Registrar, shall submit a written report to the Associate Vice President of Student Experience or designee that includes a determination as to whether the respondent is responsible for violating the Student Code and recommended sanctions, if any. The Registrar's report shall be submitted within ten (10) working days of the conclusion of the hearing.

Associate Vice President of Student Experience Action

After reviewing the Registrar's report, the Associate Vice President of Student Experience or designee shall make the final decision regarding disciplinary action. The Provost may impose the sanction recommended, adopt a lesser sanction, refer the matter back to the Registrar for further findings on specified issues or after reviewing the entire record may adopt a more severe sanction. If the Provost decides to adopt a more severe sanction, the Provost shall articulate the reasons for the more severe sanction in his or her decision. The Provost normally shall render a decision within five (5) working days of receipt of the Registrar's report.

The Provost shall cause notification of his or her decision to be delivered to the respondent. The notification shall be delivered in person or sent by certified mail return receipt requested to the respondent. Notices addressed to the student
at the last known address on campus records and deposited in the United States mail, postage prepaid, shall be presumed to have been received by the student. The report of the Registrar shall be made available to the respondent upon request.

Appellate Procedures

Students who believe they have been wrongfully or excessively penalized may appeal the Associate Vice President of Student Experience or designee decision. Such an appeal must be submitted in writing within ten (10) working days of the notification of the action and must be directed to the President. The student must clearly establish sufficient cause for the appeal to be considered. It is the responsibility of the student to submit a clear, coherent, written statement providing the basis for the appeal, including any supporting documentation.

For an appeal to be granted, the student must present:

- A reasonable possibility that the unfavorable decision was clearly wrong, given the Registrar's interpretation of the evidence or the disciplinary action imposed.
- New evidence (although related to the original evidence) that was not available for presentation at the original hearing and which, if true, creates a reasonable probability of a different decision. A satisfactory explanation must be provided for the failure to present such evidence at the hearing.

At the discretion of the President any disciplinary action previously imposed may be suspended pending disposition of the appeal. The President will make his or her decision within fifteen (15) working days and send written notification of the decision to the student. The decision is final.

Academic Integrity

Because academic integrity is a cornerstone of the University's commitment to the principles of free inquiry, students are responsible for learning and upholding professional standards of research, writing, assessment, and ethics in their areas of study. In the academic community the high value placed on truth implies a corresponding intolerance of academic dishonesty. Written or other work which students submit must be the product of their own efforts and must be consistent with appropriate standards of professional ethics.

Academic dishonesty includes cheating, plagiarism, and any attempt to obtain credit for academic work through fraudulent, deceptive, or dishonest means. Below is a list of some forms academic dishonesty may take:

- Using or attempting to use unauthorized materials, information, or study aids in any academic exercise;
- Submitting work previously submitted in another course without the consent of the instructor;
- Sitting for an examination by surrogate or acting as a surrogate;
- Representing the words, ideas, or work of another as one's own in any academic exercise; and
- Conducting any act that defrauds the academic process.

Plagiarism is the presentation of another person's ideas or work as one's own. As such, plagiarism constitutes fraud or theft. Plagiarism or academic dishonesty in any form is a grave offense and will not be tolerated.

If an instructor determines there is sufficient evidence of academic dishonesty on the part of a student, the instructor must report the matter to their program chair and may exercise one or more of the following options:

- Require a timed writing sample to be written on the assigned topic to determine the veracity of the suspicion;
- Require that the work be rewritten;
- Issue a lowered or failing grade for the assignment;
- Issue a lowered or failing grade for the course; and/or
Request formal disciplinary action by the Academic Standards Committee. If a student's assignment or course grade is lowered on the grounds of academic dishonesty, the instructor must inform the student that academic dishonesty figured into the calculation of the grade. The student may exercise his/her right to appeal the grade by requesting a disciplinary hearing, convened by the Academic Standards Committee. The student must submit a written appeal to the Academic Standards Committee within forty-five (45) days of the allegation.

It is the instructor's responsibility to report any reasonable suspicion of academic dishonesty to the Academic Standards Committee, so that such behavior may be monitored and repeat offenders identified. Notification may be made through one's program chair. Upon request for disciplinary action or upon repeated offenses, the Academic Standards Committee will initiate hearing proceedings that may result in disciplinary action such as probation, suspension, or expulsion.

**Computer Use**

**Computing Resource Usage**

This statement of policy governs the use of university computing and network resources. It is not intended as exhaustive, and all existing law, both federal and state, and all relevant university regulations and policies will also apply, including not only those that are specific to computers and networks, but also those that may apply generally to personal conduct. All users of JFK University computing and network services acknowledge by their use of these resources that all university computing and network services are provided, managed, and operated for the benefit of the entire university community, and not of any particular account holder or user. Changes in the operation of university computing resources will be made from time to time, and malfunctions may occur. Users must use appropriate judgment in deciding what information to store in the systems, and should keep separate copies of their own data, against possibility of loss. Ultimately, each user is responsible for the safety and security of his or her own data, programs, and files.

**Misuse**

Misuse of computing, networking, or information resources may result in the loss of computing privileges. Additionally, misuse may be prosecuted under applicable statutes. Users may also be held accountable for their conduct under any applicable university policies and procedures. Complaints alleging misuse of computing resources will be directed to those responsible for taking appropriate disciplinary action as specified under Enforcement. Storage, reproduction, or other use of any material protected by copyright law may lead to severe legal penalties—see the section in this document titled Notice Regarding Copyright.

Other organizations operating computing and network facilities that are reachable via the John F. Kennedy University network may have their own policies governing the use of those resources. When accessing remote resources from the JFK University facilities, users are responsible for learning and obeying both the policies set forth in this document and the policies of the other organization(s).

**Enforcement**

Minor infractions of this policy, when likely accidental in nature, are typically handled internally by the Information Technology Department in an informal manner via e-mail or in-person discussions. Some examples are poorly chosen passwords, overloading the system, and excessive disk space consumption.

More serious violations are handled via formal procedures. Some examples are sharing accounts or passwords, harassment or repeated minor infractions, as described in but not limited to those described in the preceding paragraph,
may result in the temporary or permanent loss or modification of access to the university's computing resources and notification of the student's instructors, department/division chairs, Associate Vice President of Student Experience, or the appropriate manager in the case of a faculty or staff individual.

Particularly grave abuses, such as unauthorized use; attempts to steal passwords or data, or to examine data without authorization; unauthorized use or copying of licensed software; violations of other university policies; or repeated lesser violations as described in the above paragraphs may also result in the temporary or permanent loss of computing access privileges, as well as other disciplinary actions. In such cases, the offender's appropriate instructor(s)/department(s) will be notified of the infractions. If the offender is a student at the university, the case will also be referred to the appropriate vice president for appropriate action.

Any offenses that may be in violation of local, state, or federal law will result in the immediate suspension of all computing privileges, and will be reported to the appropriate university and law enforcement authorities. Additionally, the university's appropriate disciplinary procedures will apply, and the university reserves the right to classify any particular violation's severity, and determine the appropriate administrative response.

**Examples of Misuse**

- Using a computer account, you are not authorized to use, by any means whatsoever. Obtaining a password for another's computer account without the consent of the account owner. If you, as an authorized user, give out your account and password to another individual, you can still be held accountable for any actions that may arise that are associated with your account.
- Knowingly or carelessly performing any act that will interfere with the normal operation of computers, terminals, peripherals or networks, or data or software therein, or impair their security or integrity.
- Attempting to circumvent data protection schemes or uncover security loopholes. This includes creating or running programs that are designed to identify security loopholes or decrypt or access intentionally secure data. This also includes storing programs within an account, or under the ownership of an account, that are designed or associated with security cracking.
- Violating terms of applicable software licensing agreements or copyright laws.
- Using e-mail to harass others.
- Creating mail or other electronic distribution lists larger than 10 addresses that send electronic communications to other accounts without prior permission of the receiving individual, or sending excessive electronic communications to any user without consent.
- Moving large files across networks during peak usage periods or prime hours such that it degrades resource performance. Prime hours will be considered to be Monday through Friday from 10 a.m. to 6 p.m.
- Storing large files on the systems that could compromise system integrity or interfere with other users’ access to storage resources. The Information Technology Department staff may remove or compress any files that in their judgment are consuming excessive amounts of disk or other storage space, with or without prior notification.
- Masking the identity of an account or machine. This includes, but is not limited to, sending mail anonymously.
- Using university computing resources for any activity that is for profit, or that is commercial in nature, i.e., paid for by non-university funds. Commercial activities include, but are not limited to, consulting, typing services, developing software for sale, and advertising.
- Posting on electronic bulletin boards or other generally accessible locations materials that violate existing laws or the university codes of conduct.
- Posting on Internet services, or in any non-private location, information that may be slanderous or defamatory in nature.
- Displaying sexually explicit, graphically disturbing, or sexually harassing images or text in a public computer facility or other non-private location that can potentially be in view of other individuals, or transmitting such material to another without their advance consent.
• Attempting to monitor or tamper with another user's electronic communications, or reading, copying, changing, or deleting another user's files or software without the explicit agreement of the owner. Accounts and files owned by individual users are to be considered private property, whether or not they are accessible to other users. Activities will not be considered misuse when authorized in writing by appropriate university officials for security or performance testing.

**Copyright**

Under the provisions of Title 17, United States Code, as well as under the provisions of domestic and international law, the reproduction of various copyrighted materials, both certain computer programs and other software, and also various other materials, including text and images, is forbidden under certain circumstances. Copyrighted material may not be reproduced or transmitted in any form or by any means, including storage in any information storage and retrieval system, unless permission of the copyright owner has been obtained, or the reproduction falls within the "fair use" or library reproduction rights provisions of the copyright law. Violation of copyright law can lead to penalties that include fines and imprisonment.

The University does not authorize or condone the use of University facilities that violates copyright law, and each user will be held personally liable for any reproduction, storage, or dissemination of any material in violation of copyright law.

**Avoiding Plagiarism**

Students must give credit for any information that is not either the result of original research or common knowledge. For example, it would be necessary to give credit to an author who provided an argument about the strategic importance of the Emancipation Proclamation in the American Civil War. Conversely, major historical facts, such as the dates of the American Civil War, are considered common knowledge and do not require that credit be given to a particular author.

If a student borrows ideas or information from another author, he/ she must acknowledge the author in the body of the text and on the reference page. If a student borrows the words of another author, he/ she must be careful to use the author's exact words, enclose them in quotation marks, and cite the source in the body of the text and also on the reference page. If students are unsure whether or not they should cite, they are encouraged to cite. They are also encouraged to ask their instructors for guidance on this issue. Students might also consult writing handbooks and/or refer to their programs or college for specific citation style within that discipline.

**Policy on Exception to University Policy**

This policy creates a baseline by which all students, faculty and staff have the reasonable expectation of equitable treatment in the review and decision-making process for exceptions to John F. Kennedy University policies. This policy provides a process by which an exception to University policy is considered for circumstances that can arise, and which a University policy cannot anticipate. Submission and consideration of an exception request does not imply or guarantee granting of that exception. Ignorance of University policy and procedures does not constitute valid criteria for granting an exception to University policy.

An exception to a University policy may be requested using as a basis one of the following reasons/criteria:

- Illness of self or family members;
- Death in the family;
● Military service;
● Job-related issues (e.g., re-location, required to work); and
● An error created by the University or its representative.

All exception requests must be accompanied by an Exception to University Policy form, available from the Registrar's Office. Students must provide documentation of illness, death, military service, or job-relation changes, or documentation of an error or errors made by the University person or persons acting in his/her/ their official capacity. Requests are ordinarily initiated and signed by the student requesting the exception. All exceptions must be reviewed by the Program Chair and Dean of the College, with a recommendation to approve or not approve. In some cases, exceptions may be initiated by the University on behalf of a student in those extraordinary circumstances in which a student is not able to initiate the process, or to otherwise correct an injustice.

The Office of the Registrar investigates all exception requests which are then forwarded to the Provost and Registrar for review and decision. Once the decision has been made, the Office of the Registrar notifies the student and all impacted parties regarding the outcome. Questions regarding this policy may be directed to the Registrar.

Americans with Disabilities Act (ADA)

Office of Accessibility Services

The Office of Accessibility Services for students (OAS) supports students with disabilities through equal access, empowerment, advocacy, resources, collaboration, and outreach. In addition to providing services and accommodations that allow students with disabilities to fully participate in all of the programs offered on campus as mandated by state and federal laws, OAS works closely with faculty and staff to provide disability representation, information, and awareness throughout the University community.

Students with disabilities who may require accommodations or auxiliary aids should contact OAS to schedule an intake appointment. All accommodations, services, and use of auxiliary aids are determined on an individual basis and must be supported by sufficient documentation. Some examples of accommodations include note-taking assistance, testing accommodations (e.g., extended time, reduced distraction environment), assistive technology such as voice-recognition software, accessible media (e.g., books on tape or electronic text). OAS students are eligible for priority registration.

Please reference the Academic Calendar for relevant dates. For more information, contact access@jfku.edu.

Non-discrimination Policy

JFK University is committed to maintaining a working and learning environment in which students, faculty and staff can develop intellectually, professionally, personally, and socially. Such an atmosphere must be free of intimidation, fear, coercion, and reprisal. The University prohibits discrimination or harassment on the basis of race, color, height, weight, national origin, ancestry, citizenship, religion, age, marital status, pregnancy/childbirth, gender identity, sexual orientation, veteran status, disability or any other basis protected by state or federal laws, for any program or activity offered under its control. It is a University policy that all persons should enjoy freedom from unlawful discrimination of any kind, or retaliation for reporting a complaint, including retaliation by third parties.

This policy applies to prohibit unlawful discrimination or harassment between members of the University community, including between students and other students, between students and faculty, and between students and employees or third parties, if the University has notice regarding or control over the third party. Individuals who engage in prohibited conduct will be subject to disciplinary action. When an allegation of a class-based discrimination or harassment or related retaliation is brought to an appropriate administrator's attention, and through the University process, the University determines that a violation has occurred, serious sanctions will be used to reasonably ensure that such
actions are not repeated. The University will take steps to prevent recurrence of harassment and correct its discriminatory effects on the Complainant and others, if appropriate.

**Applicable Laws**

The University complies with Title IX of the Education Amendments of 1972, Titles VI and VII of the Civil Rights Act of 1964, the Violence Against Women Reauthorization Act (VAWA), and regulations for any other applicable federal or state law.

Sexual harassment, sexual violence and other gender-based or sex-based harassment occurring in the college setting invokes a federal law called Title IX of the Higher Education Amendments of 1972, which prohibits discrimination of the basis of sex in education programs or activities, which triggers certain responsibilities on the part of the school. The Violence Against Women Reauthorization Act (VAWA) of 1994 was created to end domestic violence, dating violence, sexual assault, and stalking against women and to provide services for victims of violence.

**Sexual Harassment/Sexual Misconduct Policy**

The University maintains a strict policy that prohibits sexual harassment, which includes harassment based on gender, sexual orientation, pregnancy, childbirth, or related medical condition. Sex-based or gender-based discrimination include acts of sexual violence, sexual harassment, non-consensual sexual contact, domestic violence, dating violence, stalking, gender-based bullying or hazing, and discrimination based on gender identity or failure to conform to stereotypical notions of masculinity or femininity. Sexual harassment is unwelcome, sexual, sex-based and/or gender-based, verbal, written, online and/or physical conduct. This policy applies regardless of the gender or sexual orientation of the complainant or the alleged harasser.

A hostile environment is created when sexual harassment is severe, or persistent or pervasive, and objectively offensive, such that it unreasonably interferes with, denies or limits someone's ability to participate in or benefit from the University's educational programs. When sexual harassment occurs with unwelcome sexual advances, requests for sexual favors, and other verbal or physical conduct of a sexual nature by a person having power or authority over another this constitutes Quid Pro Quo sexual harassment. Submission to such sexual conduct is made either explicitly or implicitly as a term or condition of rating or evaluating an individual's educational development or performance.

**Responsibilities Under Title IX**

The University provides mandatory training for those implementing the grievance procedures (Title IX Coordinator(s), investigators, adjudicators), to include training on the handling of complaints of sexual harassment, the University's Title IX Policy and Grievance Procedures, and applicable confidentiality requirements. The University's designated Title IX and Deputy Title IX Coordinators oversee the University's compliance with Title IX, including coordinating the investigation and response to sex-based or gender-based discrimination or harassment complaints, responding to inquiries concerning Title IX, tracking incidents and trends involving sexual misconduct, publicizing the University's policies and providing training on preventing sex discrimination, sexual harassment, and sexual violence.

The University will endeavor to maintain confidentiality to the extent permitted by law. Where the Complainant's desire to maintain anonymity constrains the University from attempts at establishing facts and eliminating the potential discrimination, the University will attempt to find the right balance between the Complainant's desire for privacy and confidentiality and its responsibility to provide an environment free of discrimination.

The University has a duty to investigate even if the student declines to file a complaint or demand action. The University may require complete disclosure of all relevant facts in cases of egregious discrimination.
Reporting Procedures for Civil Rights and Title IX Violations

The University encourages prompt reporting of complaints so that a rapid response can be made and appropriate action can be taken. Note that reporting a complaint need not be limited to someone who was the target of the discrimination or harassment. As necessary, the University may initiate a complaint, serve as Complainant, and initiate University proceedings without a formal complaint by the alleged victim.

You may wish to report to the University to access support or file a complaint against a University student, faculty, staff member, or third party who engaged in the unwelcome behavior. Please be aware that in most cases, any University employee who receives a complaint of this nature must report all pertinent information to a designated school officer charged with responding.

Any student who feels that they have been subjected to discrimination by a student or by the University through any of its employees, contractors, entities, policies, procedures, or programs may file a complaint to the Title IX and/or Deputy Title IX Coordinator. This includes inquiries or complaints concerning the application of Title IX. The University encourages submission of complaints in written form. Complaints should clearly describe the incident, incorporate supporting documentation, and describe the desired remedy. Reports of discrimination, harassment and/or retaliation may be made using any one of the following options:

- Report directly to the Title IX and/or Deputy Coordinator's office
- Call or email the complaint to titleIX@jfku.edu

Title IX Coordinator
Susan Sermeno
John F. Kennedy University
100 Ellinwood Way, Room S-201
Pleasant Hill, CA 94523-4817
Phone: (925) 969-3339
Email: titleIX@jfku.edu

Office for Civil Rights Reporting. The accuser has the right to file a complaint with the Office for Civil Rights of the U.S. Department of Education (OCR). An accuser is not required to use the school's grievance process before filing such a complaint.

Office for Civil Rights
400 Maryland Avenue SW
Washington, DC 20202-100
Customer Service Hotline: (800) 421-3481
TDD#: (877) 521-2172
Email: OCR@ed.gov
Website: www.ed.gov/ocr
The University will complete its investigation and make findings on a complaint filed at the University, even if a complaint has also been filed with the Office for Civil Rights.

**Conduct that is Criminal in Nature**

The University has authority to address these complaints in a non-criminal context. The University process is completely separate from the police and courts.

For any incident that potentially involves criminal activity, a Complainant may wish to report directly to law enforcement in addition to, or instead of, reporting to the University. In addition, in some cases there may be time-sensitive considerations for reporting to law enforcement, such as the option to have medical or other evidence collected and preserved. University personnel can assist a Complainant in making a report to law enforcement. A Complainant may pursue both the University process and the criminal process simultaneously. In addition, state law may require a University official to report certain crimes to law enforcement if the police have not already been notified.

**Procedures for Civil Rights and Title IX Complaints**

Students who believe that they have been subjected to unlawful discrimination or harassment, sexual harassment, including sexual assault, and sexual violence, carried out by employees, faculty, students and/or third parties, may use the following informal and formal procedures to resolve their complaint. Under the Civil Rights and Title IX grievance procedures students may, at any time, elect to stop these procedures.

Upon receiving a report or complaint, the University's Title IX and/or Deputy Title IX Coordinator will review the complaint and conduct an immediate inquiry to determine whether there is reasonable cause to believe that there was a violation of the policy prohibiting class-based discrimination or harassment, i.e. a reasonable person would determine that further inquiry is warranted. Conflicts of interest (real or perceived) by those handling the Title IX grievance procedure is prohibited. Either party may raise bias or conflict of interest regarding the Title IX Coordinator(s) or others handling the Title IX Grievance Procedures. Reports of bias or conflict of interest committed by the Title IX Coordinator(s) should be reported to the University President or Provost.

**Office of the President**

John F. Kennedy University

100 Ellinwood Way

Pleasant Hill, CA 94523-4817

Phone: (925) 969-3302

**Initial Inquiry**

If the initial inquiry indicates there is not reasonable cause to believe that there was a violation of the policy, the designated officer will close the case. In some cases, the University may attempt to resolve the complaint through mediation or intervention with the parties, although these methods will not be utilized in cases of sexual violence.
If the initial inquiry indicates that there is reasonable cause to believe that the policy may have been violated, the designated officer will begin the formal grievance procedure described below. If there is reasonable cause to believe a violation occurred and mediation is not used, the University will initiate a thorough, equitable, impartial and prompt investigation designed to provide a reliable determination about whether or not a violation has occurred.

Investigation

An investigation will be conducted by individuals who have received specialized training in conducting civil rights-based investigations. In general, the investigation may include interviews with the parties, interviews with relevant witnesses, the identification, solicitation and review of any information relevant to the investigation including educational or personnel records and available police reports, and consultation with expert witnesses as the investigator deems necessary. An investigative record keeping file will be maintained for the purpose of adequate documentation of the proceedings.

Location of Incident. All complaints will be reviewed regardless of where the conduct occurred, including conduct occurring online or through technological means, to determine whether the conduct occurred in the context of an educational program or had continuing effects on campus or in an off-campus educational program or activity.

Timeliness

The University encourages prompt reporting of complaints so that a rapid response can be made and appropriate action can be taken. There is no time limit on filing a complaint as long as the accused individual remains subject to the University's jurisdiction although a significant delay in reporting may negatively affect the ability of the investigator to gather information about what occurred.

Time Frame for Resolution

The University will resolve complaints in a prompt manner, and will make best efforts to resolve complaints within 60 calendar days, with additional time for any appeals. A concurrent criminal investigation by police may impact this time frame. All parties will be provided with periodic updates as to the status of the case as the parties' desire and as is reasonable. Notification will be provided to parties when additional time will be necessary, as well as the process for extending deadlines.

Interim Steps During the Resolution

The Title IX and/or Deputy Title IX Coordinator will take interim steps to protect a Complainant while the case is pending. Depending on the case, the Complainant's wishes and what is reasonably available, these steps may include changes to academic and working situations over which the University has control, directing the Respondent to not have contact with a Complainant, excluding a Respondent from parts of campus, or providing a Complainant with an escort on campus, counseling: health, and mental health services, and sources of advocacy and support. Any adjustments will be designed to minimize the burden on the Complainant's educational program. The designated officer may modify work or academic arrangements during an investigation as it deems necessary, in order to protect the safety or welfare of a member of the campus community or to allow the Complainant to continue to receive the benefits of education. These steps will be taken promptly and at no cost to the Complainant, and the University will continue to take these steps if a sexual violation is found to have occurred.

The Title IX and/or Deputy Title IX Coordinator will discuss retaliation with the parties. Parties who believe they have been retaliated against due to participation in a grievance proceeding should notify the Title IX and/or Deputy Title IX Coordinator as soon as possible.
The Title IX and/or Deputy Title IX Coordinator may place a Respondent on an interim suspension pending the resolution of the case where there is a substantial concern for the health, safety, or welfare of any person, and will notify the respondent by email if this occurs. An interim suspension means that the student cannot attend class and must remain off of University property until the grievance procedure is completed. Should a Respondent need to be on campus during this period, they must submit a request to the Title IX and/or Deputy Title IX Coordinator in writing 24 hours in advance, including the reason for needing to be on campus and the specific date, time frame and location requested. The Title IX and/or Deputy Title IX Coordinator will review the request and respond as to whether or not the request has been approved. Until the student receives written approval granting their request, their presence on campus will be considered trespass and law enforcement will be contacted.

Procedures for Complaints Involving a University Student as Respondent

Designated and reasonably prompt timeframes for the major stages of the complaint process will be established (including notification to the parties when additional time will be necessary), as well as the process for extending deadlines. The University will inform the parties at regular intervals of the status of its investigation. The procedure will include a provision for weighing requests by complainants not to proceed with a formal resolution, including criteria for when to proceed with a full investigation and when to limit the investigation (including, for the latter, specifications of steps that can be taken while honoring the request). The parties have the right to end the Informal process and begin the formal process at any time.

Confidential Reporting

The availability of confidential reporting and the identity of the employee responsible for evaluating requests for confidentiality and the range of appropriate factors that will be considered in weighing confidentiality requests will be provided. The University will take steps to investigate and respond to complaints consistent with a complainant's request for confidentiality, but that its ability to respond may be limited in the event of such a request (including pursuing discipline against the accused) and/or that it may have to override a request to meet its obligations in limited instances.

The Respondent

The University will contact the Respondent by email to notify them of the investigation, describe the alleged misconduct and the policies it may violate, and offer the Respondent the opportunity to meet with the investigator in person or by phone to respond to the allegations within the timeframe described in the email. Notice to the Respondent is considered received on the date the email is sent. If the Respondent fails to attend a meeting by the specified date, or if the Respondent schedules but does not attend or attends but does not participate, the investigator may complete the investigation, issue findings, and, as appropriate, issue sanctions without the Respondent's participation. The University encourages Respondents to participate in the grievance process.

When a John F. Kennedy University Student is identified as the Respondent, The Title IX and/or Deputy Title IX Coordinator will review the complaint and determine the most appropriate method for responding. Options may include voluntary informal mechanisms like mediation and/or a formal investigation as described.

Rights to the Parties

The University will use best efforts to provide equitable rights to the parties throughout the resolution process:
The parties are afforded similar and timely access to any documents and information used at a hearing, including the University's Title IX investigation report.

The parties are afforded an equal right to have an advisor/representative of their choice at the hearing, including whether an attorney may serve in this role.

Parties are equally permitted expert testimony, and equal cross examination of witnesses.

Parties are not restricted from discussing and sharing information relating to their complaint with others that may support them or assist them in presenting their case.

Parties may not personally question or cross-examine each other during a hearing.

Parties are afforded fair and equitable appeal/review rights of the initial investigation/determination regarding the complaint, the hearing outcome, and/or the sanctions/remedies.

Parties are afforded equal opportunities to participate in any further process.

Both parties have the right to identify witnesses and provide other information relevant to the investigation. Evidence of the Complainant's past relationships with anyone other than the accused is inadmissible. The Complainant and Respondent will not be permitted to directly question each other and are not required to be present together at any point in the grievance process. The Complainant is not required to be present at the hearing as a prerequisite to proceed.

Advisor

The parties are afforded an equal opportunity to have an advisor or representative of their choice at any meeting or hearing, equally present for the entirety of a hearing. An advisor may be a friend, mentor, family member, attorney, or any other supporter a party chooses. Witnesses may not serve as advisors. Equal restrictions apply to the ability of advisors/representatives to speak or otherwise participate during a hearing. Any attorney acting as an advisor may not formally represent a party in University Administrative proceedings. The investigator may exclude any advisor who disrupts a meeting.

Finding

The investigation will result in a finding as to whether or not the policy has been violated. The finding will be based on a preponderance of the evidence standard of proof utilized in both the investigating and adjudicating of Title IX complaints, i.e., whether it is more likely than not that the conduct occurred. A written notice to the parties of the outcome of the complaint, included whether sex discrimination was found will be provided.

Sanctions and Remedies

When the accused is found not responsible for the alleged violation, the investigation will be closed and the Complainant and Respondent notified. When the accused is found responsible for the violation, the University will take action to end the discrimination or harassment, prevent its recurrence, and remedy its effects on the victim and the University community. The Title IX and/or Deputy Title IX Coordinator will determine the consequences or sanctions for the Respondent and remedies for the Complainant, and as appropriate, the University community.

Any student found responsible for a violation may receive sanctions ranging from probation to expulsion along with any other sanctions, depending on the severity of the incident and taking into account factors such as any previous incidents. The Title IX and/or Deputy Title IX Coordinator reserves the right to broaden or lessen this range of sanctions in the event of mitigating factors or egregiously offensive behavior. Sanctions imposed are implemented immediately unless the President delays their implementation in extraordinary circumstances pending the outcome of an appeal as described below.

Long Term Remedies/Actions
The University will determine which remedies may be offered to a Complainant depending on the nature of the case, including changes to academic or work obligations under the school's control. Possible remedies may include providing an escort to ensure that the Complainant can move safely between classes; ensuring the Complainant and Respondent do not share classes or extracurricular activities; providing victim services such as counseling and academic support services; or arranging for a Complainant to retake a class, have extra time to complete a class, or withdraw from a class without an academic or financial penalty.

**Decision**

The Complainant and Respondent will be informed of the finding, the rationale for the finding and any relevant sanctions to the extent permissible by law simultaneously and via email, usually within one week of the decision.

If the decision finds that the Complainant falsely accused another of discrimination or harassment knowingly or in a malicious manner, the Complainant will be subject to appropriate sanctions.

**Retaliation**

Retaliatory action of any kind by any member of the University community against anyone seeking redress under these procedures, cooperating in the investigation, or other participation in these procedures is prohibited and will be regarded as the basis for disciplinary action.

**Appellate Procedures for Civil Rights Issues**

A party may file a written appeal within ten (10) days of receipt of the findings from the Title IX Coordinator. Any party may appeal, but appeals are limited to the following grounds:

1. To consider new evidence unavailable during the original investigation, that could substantially impact the original finding or sanction. A summary of the new evidence and its potential impact must be included in the request for appeal; or
2. The sanctions imposed are substantially disproportionate in the severity of the violation; or
3. The grievance procedure was not followed which significantly impacted the outcome.

Upon receipt of the Appeal, the Title IX Coordinator will forward a copy to the other party(ies), who may file a response within fourteen (14) days and/or bring their own appeal on separate grounds. If new grounds are raised, the original appealing party will be permitted to submit a written response to these new grounds within ten (10) days. These response or appeal requests will be shared with each party.

The Title IX Coordinator will render a written decision on the appeal within ten (10) days of the resolution of the appeal or remand. Once an appeal is decided, the outcome is final; further appeals are not permitted, even if a decision or sanction is changed on remand. All parties will be informed in writing within three (3) days of the outcome of the Appeals Panel, without significant delay between notifications, and in accordance with the standards for notice of outcome as defined above.

**Disciplinary Appeals**

Appeals regarding disciplinary actions and other University decisions must be made in writing to the academic dean. The student must provide evidence and/or a compelling explanation for why the disciplinary action should not be implemented. Students must submit their appeal within seven days of the notification of the disciplinary action. During these seven days, no action will be taken to dismiss the student or suspend the student from access to courses or services, unless the Administration determines that allowing the student to remain engaged with the University
students, staff or faculty would be harmful. Upon submission, the academic dean has 14 days to respond. The decision of the academic dean will be final.

**Student Educational Records**

Transcripts and other documents received by the University for the purpose of admission or recording supplemental work become the property of the University and will not be released to or copied for students. California regulatory agencies require that student records be kept for only five (5) years. JFK University regularly destroys records after five (5) years of inactivity.

**FERPA Rights**

The Family Educational Rights and Privacy Act of 1974 (FERPA) affords students certain rights with respect to their educational records. These rights include:

- The right to inspect and review the student's education records within 45 days of the day the University receives a request for access. (A list of the records that may not be reviewed by a student is available in the JFK University Policy and the Family Educational Rights and Privacy Act of 1974, expanded version, a copy of which may be obtained in the Registrar's Office, Pleasant Hill; the College of Law, Pleasant Hill; and at the student services office, San Jose.)

**Procedure to Inspect and Retrieve Educational Records**

- Students shall submit to the Registrar, dean, head of the academic department, or other appropriate official, a written request that identifies the record(s) they wish to inspect.
- If the records are not maintained by the University official to whom the request is made, that official shall advise the student of the correct official to whom the request should be addressed.
- The University official responsible for the records will make arrangements for access and notify the student of the time and place where the records may be inspected.
- The right to request the amendment of the student's education records that the student believes are inaccurate.

**Request to Correct Educational Records**

Students may ask the University to amend a record that they believe is inaccurate.

- They should write the University official responsible for the record, clearly identify the part of the record they want changed, and specify why it is inaccurate.
- If the University decides not to amend the record, the University will notify the student of the decision in writing and advise the student of his or her right to a hearing.
- After the hearing, if the University still decides not to amend the record, the student has the right to place a statement with the records setting forth his or her view about the contested information.

The student has the right to file a complaint with the U.S. Department of Education concerning alleged failures by JFK University to comply with the requirements of FERPA. The name and address of the office that administers FERPA are:
Disclosure of Educational Records

The University must have written permission from the student in order to release any information, other than directory information, from a student's education record. However, FERPA allows colleges to disclose student records without consent to the following parties or under the following conditions:

- To personnel within the University who maintain educational records and those with a legitimate educational interest including faculty or staff who deal with the student and carry out education duties and employees designated by them to assist in these tasks. JFK University defines "legitimate educational interest" as "needs the record(s) to carry out employment responsibilities." Therefore, any University employee (or person acting on behalf of the university) may have access to student records without the student's written consent if that person needs the access to carry out his or her employment responsibilities.
- Other colleges to which a student is transferring;
- Specified University officials or contracted agents for audit or evaluation purposes;
- Appropriate parties in connection with financial aid to a student;
- Organizations conducting certain studies for or on behalf of the University;
- Accrediting organizations;
- Appropriate parties in compliance with a judicial order or lawfully issued subpoena; and
- Appropriate officials in cases of a health and safety emergency.

Directory Information

The University may disclose, without consent, directory information. At JFK University, directory information includes the following:

- Name;
- Email address;
- Major field of study;
- Period of enrollment;
- Awards and degrees received from JFK University; and
- Current enrollment status—full-time/half-time, inactive.

It is JFK University's policy to release official transcripts only upon the written and signed consent of the student and upon payment of the fee for each. To protect each student, a record is kept for one year of transcripts issued and of any persons or institutions (other than JFK University officials) which have, upon student consent, been granted access to the student's records.

Solomon Amendment (1996)

In 1996, Congress enacted the Solomon Amendment (10 U.S.C. 983) which requires educational institutions to provide directory-type information on students at least 17 years of age upon request of representatives of the Department of Defense for military recruitment purposes. JFK University routinely receives and complies with such requests. JFK University is obligated under law to provide the following directory information: name, address, phone number, email, date of birth and educational level (undergraduate/graduate) and major. We do not provide information of students who have requested non-disclosure of directory information (FERPA "No").
Federal and State Data Collection and Use

As of January 3, 2012, the U.S. Department of Education's FERPA regulations expand the circumstances under which students' education records and personally identifiable information (PII) contained in such records—including student Social Security Number, grades, or other private information—may be accessed without the student's consent.

First, the U.S. Comptroller General, the U.S. Attorney General, the U.S. Secretary of Education, or state and local education authorities ("Federal and State Authorities") may allow access to records and PII without a student's consent to any third party designated by a Federal or State Authority to evaluate a federal or state-supported education program. The evaluation may relate to any program that is "principally engaged in the provision of education," such as early childhood education and job training, as well as any program that is administered by an education agency or institution.

Second, Federal and State Authorities may allow access to education records and PII without the student's consent to researchers performing certain type of studies, in certain cases even when we object to or do not request such research. Federal and State Authorities must obtain certain use-restriction and data security promises from the entities that they authorize to receive students' PII, but the Authorities need not maintain direct control over such entities. In addition, in connection with Statewide Longitudinal Data Systems, State Authorities may collect, compile, permanently retain, and share without student consent PII from education records, and they may track a student's participation in education and other programs by linking such PII to other personal information about the student that they obtain from other Federal or State data sources, including workforce development, unemployment insurance, child welfare, juvenile justice, military service, and migrant student records systems.
The Associate of Arts Degree

The A.A. degree program is recommended for students who plan to further their education in a vocational field, seek entry-level employment, or pursue a four-year degree program. Degree-seeking students progress through the 60 semester unit curriculum by completing 45 semester units of General Education and 15 units in a concentration.

Learning Outcomes for the AA Degree

The A.A. degree is intended to meet the personal and academic goals of students while also preparing them for entry-level and generalist positions that require them to:

- Incorporate new information and perspectives into their world view
- Apply basic critical thinking skills to reach ethical, creative and analytically sound decisions in work, life, and academia
- Demonstrate fundamental proficiency in multiple modes of communication

Summary of Associate of Arts Degree Requirements

<table>
<thead>
<tr>
<th>General Education Requirements</th>
<th>45</th>
</tr>
</thead>
<tbody>
<tr>
<td>Concentration Courses</td>
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<td>Total Semester Units</td>
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General Education Requirements

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<tr>
<th>Course #</th>
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<tbody>
<tr>
<td>GEN101</td>
<td>Foundations for Success</td>
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<td>ENG101</td>
<td>Introduction to Reading and Writing</td>
<td>3</td>
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<td>COM147</td>
<td>Workplace Communication</td>
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<tr>
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<td>Essential Math</td>
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<tr>
<td>INF100</td>
<td>Information Literacy</td>
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<tr>
<td>CIS102</td>
<td>Computational Thinking</td>
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<tr>
<td>ENG102</td>
<td>Research and Writing</td>
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<tr>
<td>HUM200</td>
<td>Human Diversity Through Art</td>
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<td>PSY211</td>
<td>Psychology</td>
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<td>BIO152</td>
<td>Life Science</td>
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<td>SOC220</td>
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<td>MTH136</td>
<td>Data in Context</td>
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<td>ENV200</td>
<td>Exploring Sustainability</td>
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<td>POL242</td>
<td>Global Civics</td>
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<td>PHL264</td>
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**Business Concentration Requirements**

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<td>BUS101</td>
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<td>BUS 209</td>
<td>Financial Accounting</td>
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<td>BUS 220</td>
<td>Microeconomics</td>
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<td>BUS 225</td>
<td>Interdependent Economics</td>
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<td>MGT 301</td>
<td>Leadership in Organizations and Business Management</td>
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**Criminal Justice Concentration Requirements**

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<tr>
<td>CRJ 101</td>
<td>Introduction to Criminal Justice</td>
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<tr>
<td>CRJ 150</td>
<td>Corrections</td>
<td>3</td>
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<tr>
<td>CRJ 260</td>
<td>Criminology</td>
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<td>CRJ 265</td>
<td>Juveniles in the Justice System</td>
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<tr>
<td>CRJ 350</td>
<td>Ethical Behavior in the Criminal Justice System</td>
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**Liberal Arts Concentration Requirements**

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<tr>
<td>HHE230</td>
<td>Health and Well-Being</td>
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<td>BUS225</td>
<td>Interdependent Economics</td>
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<td>ENG 348</td>
<td>Modern American Literature</td>
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<tr>
<td>GEN299</td>
<td>General Education Capstone</td>
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</table>
Bachelor of Arts in Management

The Bachelor of Arts in Management degree requires a minimum of 120 semester units of study. Students in this program must complete 54 units of core General Education courses, 42 units within their chosen major, and 24 units of courses from an academic concentration. Transfer students must complete a minimum of 30 units of study at John F. Kennedy University.

The Bachelor of Arts in Management major is a traditional business degree program designed for individuals desiring to gain the knowledge, skills and perspectives that will enable them to become effective managers in an organization or business.

Learning Outcomes for the BA in Management

With the successful completion of this program, students will be able to:

· Apply managerial principles and practices to conduct successful business plans and operations

· Employ leadership strategies and practical managerial skills through written and oral communication across a variety of organizational and business situations

· Analyze quantitative data, assess personal strengths, and measure organizational needs, and determine action and outcomes necessary for success in a competitive environment

· Demonstrate balanced reasoning and business acumen

· Develop an ethical framework and professional philosophy committed to clear communication, effective decision-making, healthy interpersonal relationships, and a strong climate of mutual respect.

General Education Requirements

<table>
<thead>
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<tr>
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<tr>
<td>ENG102</td>
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<td>HUM200</td>
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<td>Data in Context</td>
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<td>HHE230</td>
<td>Health and Well-Being</td>
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<td>POL242</td>
<td>Global Civics</td>
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<tr>
<td>PHL264</td>
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<tr>
<td>GEN299</td>
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**Total Units** 54

**Management Major Core Requirements**

<table>
<thead>
<tr>
<th>Course #</th>
<th>Course Title</th>
<th>Semester units</th>
</tr>
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<tbody>
<tr>
<td>BUS 101</td>
<td>Introduction to Business</td>
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<tr>
<td>BUS209</td>
<td>Financial Accounting</td>
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</tr>
<tr>
<td>Course #</td>
<td>Course Title</td>
<td>Semester units</td>
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<tr>
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<tr>
<td>BUS220</td>
<td>Microeconomics</td>
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</tr>
<tr>
<td>MGT 301</td>
<td>Leadership in Organizations and Business Management</td>
<td>3</td>
</tr>
<tr>
<td>MGT 303</td>
<td>Management Theories and Practices</td>
<td>3</td>
</tr>
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<td>MGT 304</td>
<td>Organizational and Business Communication</td>
<td>3</td>
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<td>MGT 313</td>
<td>Business Law and Ethics</td>
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<td>MGT 358</td>
<td>Production and Operations Management</td>
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<td>MGT 401</td>
<td>Information Systems for Business Process &amp; Mgmt.</td>
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<td>MGT 407</td>
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<td>MGT 408</td>
<td>Marketing Management</td>
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<td>MGT 409</td>
<td>Managerial Finance</td>
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<td>MGT 410</td>
<td>Human Resource Management</td>
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<tr>
<td>MGT 499</td>
<td>Capstone Integrated Management Project</td>
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</table>

**Total Units for Management Major Core** 42

**Entrepreneurship Concentration Requirements**

<table>
<thead>
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<th>Course Title</th>
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<tr>
<td>LDR 301</td>
<td>Social Entrepreneurship</td>
<td>3</td>
</tr>
<tr>
<td>LDR 302</td>
<td>New Venture Creation</td>
<td>3</td>
</tr>
<tr>
<td>Course #</td>
<td>Course Title</td>
<td>Semester units</td>
</tr>
<tr>
<td>----------</td>
<td>------------------------------</td>
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</tr>
<tr>
<td>LDR 303</td>
<td>Founder’s Dilemma</td>
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<tr>
<td>LDR 360</td>
<td>International Business</td>
<td>3</td>
</tr>
<tr>
<td>LDR 401</td>
<td>Family and Small Business</td>
<td>3</td>
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<tr>
<td>LDR 402</td>
<td>New Product Development</td>
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<tr>
<td>LDR 403</td>
<td>New Venture Financing</td>
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<tr>
<td>MGT 411</td>
<td>Strategic Planning</td>
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**Leadership Concentration Requirements**

<table>
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<tr>
<td>LDR 360</td>
<td>International Business</td>
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<td>LDR 364</td>
<td>Organizational Behavior</td>
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<td>LDR 472</td>
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<td>Principles and Practice of Leadership</td>
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<td>PSY 389</td>
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<td>PSY 421</td>
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**Summary of Management Major**
<table>
<thead>
<tr>
<th>Requirement</th>
<th>Units</th>
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<tr>
<td>General Education Requirements</td>
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<td>Major Requirement</td>
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<td>Concentration</td>
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<tr>
<td><strong>Total Units for BA in Leadership</strong></td>
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</table>
Bachelor of Arts in Psychology

The Psychology major explores multiple perspectives of human action and behavior. Students learn to conduct research and to evaluate other’s research with the goal of increasing our understanding of human nature. The psychology major is designed to prepare the student for the next step after undergraduate studies, whether it is immediate employment or graduate school. The degree includes a choice of concentrations in Criminal Justice, Early Childhood Education, or Industrial-Organizational Psychology.

Learning Outcomes for the BA in Psychology

With the successful completion of this program, students will be able to:

· Demonstrate knowledge of major psychological theories, concepts, testing and assessment strategies, research methodologies and therapeutic techniques

· Create well-crafted oral and written research presentations using computer-based technology

· Apply basic research methods in psychology, including research design, data analysis, and interpretation of findings, and report those results in conformance with APA format

· Demonstrate familiarity with standards and ethics of professional practice including professional responsibility, record keeping, confidentiality, duty to warn, and sensitivity for gender, ethnicity, culture, disability, and national origin

· Analyze and critique their own personal and professional strengths and growth areas

The Bachelor of Arts degree in psychology requires a minimum of 120 semester units of study. Students in this program must complete 54 units of core General Education courses, 42 units within the major, and 24 units of courses from an academic concentration. Transfer students must complete a minimum of 30 units of study at John F. Kennedy University.

<table>
<thead>
<tr>
<th>General Education</th>
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<tbody>
<tr>
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General Education Requirements

<table>
<thead>
<tr>
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<table>
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<td>COM147</td>
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<td>PHL264</td>
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<td>GEN299</td>
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<td>Course #</td>
<td>Course Title</td>
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<tr>
<td>PSY 301</td>
<td>Psychological Testing and Assessment</td>
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<td>PSY 302</td>
<td>Learning Theory</td>
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<td>PSY 311</td>
<td>Experimental Psychology</td>
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<tr>
<td>PSY 312</td>
<td>Lifespan Development</td>
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<td>PSY 321</td>
<td>Statistics for the Behavioral Sciences</td>
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<td>PSY 322</td>
<td>Personality Theories</td>
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<td>PSY 355</td>
<td>Child Growth and Development</td>
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<td>PSY 375</td>
<td>Biological Basis of Behavior</td>
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<td>PSY 389</td>
<td>Cross-Cultural Psychology</td>
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</tr>
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<td>PSY 403</td>
<td>Human Sexuality</td>
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<tr>
<td>PSY 411</td>
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<td>Social Psychology</td>
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<td>PSY 422</td>
<td>Psychology of the Family</td>
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<td>PSY 476</td>
<td>Counseling</td>
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</table>

Total Units: 54
Total Units for Psychology Major Core | 42

**Criminal Justice Concentration**

The Criminal Justice Concentration in Psychology is concerned with the study of human behavior within the criminal justice system. It is designed to prepare students for careers in criminal justice administration, juvenile justice programs, and public welfare agencies.

<table>
<thead>
<tr>
<th>Course #</th>
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<tbody>
<tr>
<td>CRJ 101</td>
<td>Introduction to Criminal Justice</td>
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<td>CRJ 150</td>
<td>Corrections</td>
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<td>CRJ 260</td>
<td>Criminology</td>
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<tr>
<td>CRJ 265</td>
<td>Juveniles in the Justice System</td>
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<td>CRJ 350</td>
<td>Ethical Behavior in the Criminal Justice System</td>
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<td>CRJ 360</td>
<td>Criminal Law and Practice</td>
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<tr>
<td>CRJ 370</td>
<td>Criminal Investigation</td>
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<tr>
<td>CRJ 450</td>
<td>Drugs – Use and Abuse</td>
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**Early Childhood Education Concentration**

The Early Childhood Education Concentration in Psychology is concerned with the study of human development as it relates to the support and education of children between the ages of 2 and 7.

<table>
<thead>
<tr>
<th>Course #</th>
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<th>Semester units</th>
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<tr>
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<tr>
<td>Course #</td>
<td>Course Title</td>
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<tr>
<td>EDU 335</td>
<td>Introduction to Children with Special Needs</td>
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<td>EDU 345</td>
<td>Observation and Assessment</td>
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<tr>
<td>EDU 355</td>
<td>Curriculum &amp; Intervention Strategies for Young Children</td>
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<tr>
<td>EDU 365</td>
<td>Teaching Children in a Diverse Society</td>
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<tr>
<td>EDU 425</td>
<td>Administration I: Program Management</td>
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<tr>
<td>EDU 435</td>
<td>Administration II: Leadership and Supervision</td>
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<tr>
<td>EDU 445</td>
<td>Advancing the Profession</td>
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</table>

**Industrial-Organizational Psychology Concentration**

The Industrial-Organizational Psychology concentration is concerned with the study of workplace behavior and involves the application of psychological principles to workplace issues including selecting employees, developing and training employees, and improving worker productivity.

<table>
<thead>
<tr>
<th>Course #</th>
<th>Course Title</th>
<th>Semester units</th>
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</thead>
<tbody>
<tr>
<td>LDR 364</td>
<td>Organizational Behavior</td>
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<td>LDR 471</td>
<td>Conflict Management</td>
<td>3</td>
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<tr>
<td>LDR 481</td>
<td>Principles and Practices of Leadership</td>
<td>3</td>
</tr>
<tr>
<td>LDR 499</td>
<td>Capstone Experience</td>
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<tr>
<td>MGT 303</td>
<td>Management Theories and Practices</td>
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<td>Organizational and Business Communication</td>
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<tr>
<td>MGT 410</td>
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**Summary of the Psychology Major**

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<tr>
<th>Requirement</th>
<th>Units</th>
</tr>
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<tbody>
<tr>
<td>General Education Requirements</td>
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</tr>
<tr>
<td>Major Requirement</td>
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</tr>
<tr>
<td>Academic Minor</td>
<td>24</td>
</tr>
<tr>
<td><strong>Total Units for BA in Psychology</strong></td>
<td><strong>120</strong></td>
</tr>
</tbody>
</table>
Master of Business Administration (Graduate Program)

The Master of Business Administration is a professional degree program recognized across industries. An integrated curricular framework allows students to examine core functional areas of business, deepen management knowledge and skills in select concentrations, and assess learning through practical and challenging applications.

Program Learning Outcomes for the MBA

The Master of Business Administration graduate degree program prepares individuals to:

- Identify the key features of each business function
- Evaluate how changes to an organization's knowledge systems can improve performance
- Lead others in order to meet organizational goals
- Apply accounting methods to assess the financial health of an organization
- Create marketing strategies to meet customer needs
- Enable an organization to maximize financial performance by providing relevant information
- Evaluate business situations from legal, ethical, and regulatory perspectives
- Predict how changes in the international economic environment will affect an organization
- Propose strategies to improve an organization's competitive position

Prerequisites for the MBA

A baccalaureate degree in any discipline qualifies a student to enter this program. As part of the admission process, applicants must demonstrate proficiency in college-level mathematics and microeconomics, either by submitting official transcripts of undergraduate courses in each discipline with a grade of C or better or by submitting CLEP tests in each subject area with a minimum score of 50. Students may transfer in a maximum of 2 courses (6 credits). The same course may not be used to fulfill multiple requirements in this degree program.

MBA Core Requirements

<table>
<thead>
<tr>
<th>Course #</th>
<th>Course Title</th>
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<tbody>
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<td>MBA 500</td>
<td>MBA Foundations</td>
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<td>MBA 600</td>
<td>Decision Analysis</td>
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<td>MBA 605</td>
<td>Leadership and Organizational Behavior</td>
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</tr>
<tr>
<td>MBA 610</td>
<td>Managerial Accounting</td>
<td>3</td>
</tr>
</tbody>
</table>
Concentration in Finance

The Master of Business Administration’s concentration in Finance provides up-to-date knowledge of financial theory, analytical techniques, institutional practices, and practical applications and allows students to become effective decision makers regarding fiscal policy and strategy. This degree prepares students for work as financial analysts, financial managers, and comptrollers.

Finance Concentration Requirements

<table>
<thead>
<tr>
<th>Course #</th>
<th>Course Title</th>
<th>Semester units</th>
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<tr>
<td>FIN 605</td>
<td>Financial Institutions and Markets</td>
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<tr>
<td>FIN 610</td>
<td>Risk Analysis and Insurance</td>
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<tr>
<td>FIN 615</td>
<td>Investment Analysis and Portfolio Management</td>
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</tbody>
</table>

Concentration in Health Care

The Masters of Business Administration concentration in Health Care explores techniques related to managing health care organizations, maintaining and predicting financial strength, and understanding ethical challenges and legal constraints in this setting. This degree prepares students for positions like hospital administrator, pharmaceutical project manager, or physician relations coordinator.

Health Care Concentration Requirements
Course # | Course Title | Semester units
--- | --- | ---
MBA 655 | Health Care Management | 3
MBA 670 | Health Care Finance | 3
MBA 675 | Legal and Ethical Issues in Health Care | 3

**Concentration in Human Resources**

The Masters of Business Administration concentration in Human Resources examines global talent management, organizational development, and strategic human resource management, and it prepares students for careers in those areas.

**Human Resources Concentration Requirements**

<table>
<thead>
<tr>
<th>Course #</th>
<th>Course Title</th>
<th>Semester units</th>
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<tbody>
<tr>
<td>MBA 611</td>
<td>Organizational Dev. &amp; Transformational Leadership</td>
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<td>MBA 612</td>
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<tr>
<td>MBA 645</td>
<td>Managing the Global Workforce</td>
<td>3</td>
</tr>
</tbody>
</table>

**Concentration in Information Technology**

The Masters in Business Administration concentration in Information Technology weighs the impact of information technology on how the world does business. It examines logical design, documentation, storage, management and security of information. This degree concentration prepares students for careers such as technology manager and business systems analyst.

**Information Technology Concentration Requirements**

<table>
<thead>
<tr>
<th>Course #</th>
<th>Course Title</th>
<th>Semester units</th>
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<tbody>
<tr>
<td>MBA 680</td>
<td>Systems Analysis and Design</td>
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</table>
Concentration in Management

The Masters of Business Administration concentration in Management focuses on leadership and management skills and prepares students for positions of increasing managerial responsibility, such as general manager, operations manager, or sales director.

Management Concentration Requirements

<table>
<thead>
<tr>
<th>Course #</th>
<th>Course Title</th>
<th>Semester units</th>
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<tr>
<td>MBA 640</td>
<td>Operations Management</td>
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<tr>
<td>MBA 645</td>
<td>Managing the Global Workforce</td>
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</tr>
<tr>
<td>MBA 643</td>
<td>Sales Management</td>
<td>3</td>
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</tbody>
</table>

Concentration in Sales Management

The Masters of Business Administration’s sales management concentration focuses on core competencies in selling, entrepreneurship and sales management as well as how to deliver a company’s products and services and reinforce its value proposition. This degree program prepares students for positions in direct sales, operations management, and strategic account management.

Sales Management Concentration Requirements

<table>
<thead>
<tr>
<th>Course #</th>
<th>Course Title</th>
<th>Semester units</th>
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<tbody>
<tr>
<td>MBA 641</td>
<td>Intermediate Selling</td>
<td>3</td>
</tr>
<tr>
<td>MBA 642</td>
<td>Entrepreneurial Strategy</td>
<td>3</td>
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<tr>
<td>MBA 643</td>
<td>Sales Management</td>
<td>3</td>
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Concentration in Strategic Management

The Masters of Business Administration’s strategic management concentration focuses on strategic action as the force behind a mission statement, and it requires an understanding of the competitive environment from the perspective of senior leaders who are responsible for identifying new sustainable business opportunities. This degree program prepares students to lead strategic planning teams, conduct strategic competitive analysis, and write strategic plans.

Strategic Management Concentration Requirements

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<tr>
<th>Course #</th>
<th>Course Title</th>
<th>Semester units</th>
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<tbody>
<tr>
<td>MBA 601</td>
<td>Managerial Economics</td>
<td>3</td>
</tr>
<tr>
<td>MBA 602</td>
<td>Executive Leadership</td>
<td>3</td>
</tr>
<tr>
<td>MBA 603</td>
<td>New Venture Creation</td>
<td>3</td>
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Summary of the MBA Degree

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<tbody>
<tr>
<td>Core Requirements</td>
<td>27</td>
</tr>
<tr>
<td>Concentration</td>
<td>9</td>
</tr>
<tr>
<td><strong>Total Units for MBA</strong></td>
<td><strong>36</strong></td>
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</tbody>
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Course Descriptions

Undergraduate General Education Courses

ART220 - Introduction to Film
This course introduces students to the fundamental analysis of film in America including building an appreciation for the role of film as a communication tool for political and social commentary. Students will gain a basic understanding of films and the different genres of film.

BIO151 - Introduction to Biology
This course introduces the basic principles of biology and demonstrates how relevant science is to everyday life. General biology focuses on the theoretical foundations that form our understanding of the living world. Upon completion, students will possess a broad, conceptual understanding of living organisms from the building blocks of cells to ecosystems.

BIO152 - Life Science
This course explores the nature of living things: their organization, function, and how they relate to the greater environment. The great scientific discoveries throughout the centuries have illuminated the basics of life, how living organisms are put together, and our place in the environment. In this course, students learn about the dynamic building blocks of the wonderful diversity of life on Earth.

CIS101 - Computer Literacy
This course covers software design, practical implications of computer technology, and the legal ethical issues and practices pertaining to computer use from the internet on authoring and identity.

CIS102 - Computational Thinking
This course introduces the foundations of computational thinking through problem solving, scalability measures, algorithmic processes, and programming.

COM146 - Communication
This course will introduce students to the fundamentals of public speaking. These basics include every step of the process, from researching to outlining to delivering a speech. Learning experiences will also focus on the relationship between speaking and listening, dealing with nervousness, gauging an audience, and using visual aids as support. Students will be asked to give an array of speeches that will enhance their appreciation of and comfort with the art of speaking.

COM147 - Workplace Communication
This course is designed to give students an overall view of business communication and workplace professionalism. It includes topics such as the communication process, information evaluation, professional development, and networking. The various types of business communication mediums including written, face-to-face, and electronic are covered. This course exposes students to topics like cross-cultural communication, nonverbal behaviors, teamwork, and conflict resolution, which are essential in today’s business environment.

ENG101 - Introduction to Reading and Writing
This course combines learning activities in reading and writing to assist students in building functional reading and writing skills for college and professional purposes. Students read a variety of source-based essays, study grammatical and stylistic elements, practice basic APA usage, and compose a final research paper. Instruction focuses on writing as a process, thesis formation, paragraph and essay development, and source usage.

ENG101A - Reading and Composition
Reading and interpreting a variety of narrative and expository texts including essays, fiction, and one longer, significant text. Students compose a sequence of expository essays and a research paper. Instruction emphasizes reading and writing as discourse with a focus on thesis formation, sentence and paragraph structure and essay development. (Acceptable placement score or passing grade on developmental work required.)
ENG101B - Critical Thinking, Reading and Writing
Reading to analyze, evaluate and form rational arguments through inquiry and research. Develops skills of reasoning, argumentation, drawing conclusions from evidence, and inductive and deductive thinking. Work is contextualized in the critical analysis of current issues that affect daily life.

ENG102 - Research and Writing
In this course, students will explore how to create, defend, analyze, and respond to arguments. Additionally, students will focus on incorporating quality research within their academic writing, utilizing APA standards to properly and ethically document the sources. At the end of the course, students will choose a topic they wish to explore further and write a well-researched paper that contributes to the larger conversation surrounding that topic.

ENG204 - Interdisciplinary Reading, Writing and Research
This gateway course is designed to refine skills in reading, writing, and critical thinking, and to apply these skills in a multifaceted approach to research in specific disciplines.

ENV200 - Exploring Sustainability
In this course, students will work to determine global, historic, and contemporary dimensions that define and impact environmental sustainability challenges and opportunities in personal, professional, and organizational domains. Students will learn about the big environmental picture and then apply that knowledge to innovative solutions.

GEN101 - Foundations for Success
This course introduces students to the culture of academia while preparing them for success in the college classroom and in their greater academic and professional pursuits. Students will examine their learning preferences, establish learning goals, and hone time management, organizational, and study skills. Career readiness and financial health round out the course topics. Finally, students will create a personalized learning plan to support their success in future courses.

GEN299 - General Education Capstone
This course caps the General Education sequence by tying together the varied but relevant general education program learning competencies into one cohesive curriculum. Students will revisit each competency by focusing on communication, quantitative reasoning, information literacy, critical thinking, and digital fluency all within a diverse and global perspective. Throughout this course, students will have the opportunity to demonstrate mastery in each of these six competencies by developing a presentation related to a problem that is personally relevant. Finally, students will reflect on their general education journey considering the ways that each of the general education program competencies has impacted their work, life, and degree attainment.

HHE230 - Health and Well Being
This course examines current knowledge about health and wellness, positive health habits, health issues, and self-advocacy. This course introduces practical, preventative measures to developing better personal health and well-being.

HIS101 - American History I
This course examines the political, economic, social, cultural, and diplomatic phases of American life from the discovery of America until 1877.

HIS103 - American History II
This course is a survey of United States history from 1861 to date, with particular attention to the themes of politics, economics, geography, race, gender and culture. Students are introduced to the discipline of history and to the skill of reading and interpreting primary sources from a variety of text forms.

HUM200 - Human Diversity through Art
This course is an introduction to understanding the fundamentals of diversity through the exploration of art and art movements across cultures, time periods and demographics. This course will help students to develop multicultural competence (i.e., knowledge, awareness, and skills) in order to prepare them to live and work in a pluralistic society.
with individuals from diverse socio-cultural backgrounds. Topics covered include: ability, ethnicity, gender, race, socioeconomic status, privilege and oppression and other components of diversity in society.

**HIS227 - Ancient World History**
This course provides an introduction to the peoples of the ancient world. Students investigate various aspects of ancient world cultures, including geography, politics, history, art, literature, and religion. Students begin to think historically about their world in terms of patterns of human experience and assess the similarities between conditions prevailing in ancient times and those in the current era.

**INF101 - Information Literacy**
In this course, students will become critical consumers of information. More specifically, they will understand how to understand, evaluate, and analyze information from a wide scope of sources for both academic research and everyday information consumption.

**MTH100 - Intermediate Algebra**
This course includes the study of systems of linear equations, inequalities and problem-solving; functions and their graphs; and exponents and factoring polynomials.

**MTH110 - Essential Math**
In this course, students will develop a foundational understanding of applied mathematics and quantitative reasoning in professional or real-world situations. Specific course elements include basics of finance, quantitative reasoning through data analysis, pattern recognition, calculating statistical inference, and leveraging technology to complete mathematical operations.

**MTH115 - College Algebra**
Topics discussed include functions and graphs; rational functions; exponential and logarithmic functions; systems of equations.

**MTH135 - Statistics**
An introduction to descriptive and inferential statistical concepts and methods, Topics include grouping of data, measures of central tendency and dispersion, probability concepts, sampling, statistical estimation, and statistical hypothesis testing.

**MTH136 - Data in Context**
This course examines research studies across multiple disciplines in order to assess the validity of data, how to read visualizations, and turn findings into evidence based decision making. Contexts will include health-care, business, psychology disciplines and studies associated with each discipline.

**MTH220 - Pre-Calculus**
Preparation for calculus or other courses requiring depth in algebraic background; includes inequalities, theory of equations, sequences and series, matrices, functions and relations, logarithmic and exponential functions.

**PHL263 - Social Ethics**
This course surveys the ethical writings and thoughts of philosophers including Plato, John Stuart Mills, Friedrich Nietzsche, Garrett Hardin, and Peter Singer. Students study the fundamental ethical questions of the self, and justice to ethical business practices and environmental responsibility in both historical and contemporary contexts.

**PHL264 - Applied Ethics**
In this course, students will think critically about ethical issues in various contexts, including decision making. Students will apply ethical reasoning and analysis to their preferred area of study or work.

**PHL271 - Introduction to Philosophy**
Philosophy is foundational to most disciplines in that it addresses questions about the way the world is or should be, about what is right or wrong, and about what is or can be known. In this course, students consider perspectives of great
thinkers, including voices from non-Western perspectives. From these ideas, students will begin to develop their own questions about the foundational issues of what we think, do, and know, and how these impact how we live and believe.

**POL241 - American Government**
A study of the principles and problems of American government, including the U.S. Constitution and the concept of Federalism, and the organization and functions of federal, state, and local governments.

**POL242 - Global Civics**
In this course, students will be presented with the emerging development of global civics, an archetype of citizen responsibility that transcends physical borders and considers the growing interdependence of social, economic, and political implications involving the worldwide public good. This course will provide students with a foundational knowledge of key global issues through historical perspectives, social science theories, and present-day facts. Students will also gain insight into the global institutions that navigate these complex issues with foresight towards the future.

**PSC152 - Physical Science**
Introduction to the physical sciences, including selected topics from astronomy, chemistry, geology, meteorology, oceanography, and physics.

**PSS100 - Academic Strategies**
In this course students develop skills and plans that will help them succeed throughout their academic programs. This includes how to set and reach goals, manage physical health and stress, build and maintain strong support systems, stay organized, practice effective reading and writing strategies, and prepare for exams.

**PSY211 - Introduction to Psychology**
This course introduces the principal areas, problems, and concepts of psychology, including perception, thinking, motivation, personality, and social behavior. Students will then apply concepts to personal, social, and organizational issues.

**PSY221 - Psychology**
This course introduces the principal areas, problems, and concepts of psychology, including perception, thinking, motivation, personality, and social behavior.

**SOC220 - Introduction to Sociology**
This course provides an introduction to society and the interaction of culture and personality, socialization, social change, prejudice, and large group behavior.

**SOC230 - Sociology**
This course provides an introduction to society, culture, and personality. Major problem areas examined are the interaction of culture and personality, socialization, social change, prejudice, and large group behavior.

**SSC304 - World Religions**
This course is a study of traditional religions, including Judaism, Christianity, Hinduism, Buddhism, and Islam. Special attention is focused upon the worldview inherent in the religions and the social and cultural impact of these views.

**Undergraduate Business Courses**

**BUS 101 - Introduction to Business**
This course is an introduction to the concepts and practice of business at all levels. Students will approach numerous topics while exploring the fundamentals of business including entrepreneurship, marketing, human resources and trends. Case studies, group activities and presentations will emphasize those topics discussed in class to help the student acquire the necessary skills to succeed in building a knowledge base for a career in business.

**BUS 209 - Financial Accounting**
Introduction to bookkeeping procedures: emphasis on the development of skills for both cash and accrual methods of
recording, including adjusting and closing entries, cash controls and bank reconciliation, coverage of accounting systems, internal control procedures and procedures for completion of an accounting cycle.

**BUS220 - Microeconomics**
This is a general introduction to microeconomic systems. An examination of general microeconomics theory with an emphasis on supply and demand, opportunity cost, consumer choice, the firm, the market structure (s) and regulation, allocation of resources, capital, interest, profit, labor unions, income analysis, energy, national resource economics, and public policy.

**BUS225 - Interdependent Economies**
This course exposes students to the economics of global cities and urban problems. In this course, students will explore the causes and consequences of urban problems such as congestion, pollution, and crime. Students will then evaluate alternative policy responses to these problems and explore the efficiency and distributional effects of the policies of local governments.

**Undergraduate Criminal Justice Courses**

**CRJ101 - Introduction to Criminal Justice**
This course provides students with an introduction to the criminal justice system in the United States. Emphasis is placed on crime and justice; law and the criminal justice system; police and law enforcement operations; juvenile justice; and contemporary issues in policing, courts, corrections, incarceration, and reentry. Students will develop an understanding that criminal justice is a complex social system and is a larger part of the broader social, political, and economic systems of the country.

**CRJ150 - Corrections**
This course examines the context, trends, practices, and special interests of corrections. Emphasis is placed on the history and current trends of the practice, jails, the prison experience, institutional management, educational/treatment programs, prisoners’ rights, women in prison, and race/ethnicity challenges.

**CRJ260 - Criminology**
The course is a theoretical study of crime, its causes, and crime prevention and control. The student will examine the field of criminology and develop an understanding for how research models are used to better understand and explain criminal behavior and society’s response.

**CRJ265 - Juveniles in the Justice System**
This course will bring the student with an interest in public safety and criminal justice into the American juvenile justice system. The student will learn about the laws and procedures that govern the way juveniles are handled by the police and the court, the reasons for them, and how to apply them in the everyday discharge of the law enforcement officer’s duty. This course covers the basics of juvenile justice, from entry into the system by way of law enforcement to prosecution, rehabilitation, and corrections.

**CRJ350 - Ethical Behavior in the Criminal Justice System**
This course covers the basics of public administration and the ethical issues of public service, including law enforcement, sentencing, corrections criminal justice research, and crime control.

**CRJ360 - Criminal Law and Procedure**
This course covers the key components of criminal law and its enforcement. While the primary focus is substantive criminal law including its statutory codification, other topics include an overview of the criminal law process, defenses, and jurisdiction of the courts. The course will examine crimes against persons, property, and peace and order in detail and analyze the essential elements and burdens of proof required for a conviction.

**CRJ 370 - Criminal Investigation**
This course is an introduction to criminal investigation and investigative process, policies, and procedures. Current issues in criminal investigations will be studied along with true case studies and applicable US Constitutional law.
CRJ450 - Drug Use and Abuse
This course serves as an overview of the chemicals that are commonly being abused in our current society. It will address the classes of drug and the effect of each class of drug. It will discuss the common methods of administration, the speed of transmission to the brain, and the neurological impact on the brain. There will also be a brief look at the treatment continuum of care.

Undergraduate Early Childhood Education Courses

EDU325 - Infant and Toddler Growth and Development
This course will examine prenatal, infant, and toddler development and the influence of physical development, including the early development of the human organism, brain development, physiological and social influences, emotional regulation, and attachment.

EDU335 - Introduction to Children with Special Needs
This course will examine the developing child with special needs and the influence of family, community, laws that support the continued development of a child.

EDU345 - Observation and Assessment
In this course, students will evaluate the appropriate use of assessment through objective and subjective observation to document development and make learning visible for families and professionals.

EDU355 - Curriculum and Intervention Strategies for Young Children (3)
This course will evaluate the use of observation and assessment in creating inclusive learning environments. This will include curriculum, and intervention strategies for working with all young children, including those with special needs, and working in partnership with families and other support systems.

EDU365 - Teaching Young Children in a Diverse Society
This course will examine the development of social identities in diverse societies and discuss the role of inclusive practices in creating a dynamic classroom environment that is developmentally appropriate.

EDU425 - Administration I: Program Management
This course provides an introduction and framework for early childhood education program management to include regulatory and policy issues, budget and financing, project management, and assessment skills.

EDU435 - Administration II: Leadership and Supervision
This course emphasizes the practical application of leadership principles and supervision techniques and the role these play in the development of an effective supervisor.

EDU445 - Advancing the Profession
This course provides an application of strategic management practices and key leadership skills needed to advance the education profession. Emphasis is also placed on developing and mentoring staff, fostering leadership, and modeling reflective practices.

Undergraduate Finance Courses

FIN605 - Financial Institutions and Markets
This course examines the role that financial institutions and markets play in the dominant economies of the world. Financial institutions will be explored, with emphasis on the types of institutions and how each type of institution participates in financial intermediation. The roles and interactions of financial markets, governments, businesses, and consumers will be examined with a focus on regulation, market structure, interest rates, and the function of central banks and the Federal Reserve.

FIN 610 - Risk Analysis and Insurance
This course focuses on analyzing and solving risk management problems in business organizations based upon the assumption that risk can be managed if risks are identified prior to a loss and that insurance is an important tool for that
purpose. Utilizing managerial, consumer, and societal perspectives, topics include methodology for risk analysis, insurance principles and practices, and techniques for risk and loss control.

**FIN615 - Investment Analysis and Portfolio Management**
This course focuses on the analysis of investment options including stocks, bonds, mutual funds, stock options, and derivatives. Capital market theory and market efficiency are examined from a financial management perspective. Students learn to evaluate investments in an international market by incorporating economic conditions, ratios, and market information. Emphasis is placed on portfolio management and diversification.

**Undergraduate Leadership Courses**

**LDR301 - Social Entrepreneurship**
Social entrepreneurs face a unique set of challenges, particularly when it comes to establishing a viable business model and securing funding. This course provides an introduction to the world of social entrepreneurship and an exploration of how individuals throughout the world are assessing problems in their communities, finding solutions, and entering the marketplace.

**LDR302 - New Venture Creation**
This course is an introduction to new venture creation. Students will be provided with a hands-on experience in the preparation of a professional business plan for a new venture. Emphasis will be placed on strategic and tactical objectives, as well as strategic variables critical to achieving success in a new venture.

**LDR303 - Founder’s Dilemma**
New ventures face a host of challenges that must be met head on by the founder. This course examines the process for establishing a venture and the unique decisions the founder or CEO must make as the enterprise progresses from an idea to an established corporate presence. Students will study various benchmarks, trends, and influences that must be known to ensure for a successful enterprise.

**LDR360 - International Business**
This course covers the concepts of international organizational structures and management processes including the cultural, political, economic and legal environments of global marketing, world market patterns, and international trade theory.

**LDR364 - Organizational Dynamics**
Workplaces vary substantially, not only in their products and services, but also in organizational behavior. This course addresses the sources of difference, such as communication, decision-making, culture, structure, and focuses on ways managers can influence individual and group behavior to create effective organizations.

**LDR401 - Family and Small Business**
In this course students will apply business knowledge basics to the specific study of small and family business ventures. Students will analyze the various structures family and small businesses take, assess management and marketing strategies, and consider ethical business operation and succession planning.

**LDR402 - New Product Development**
Bringing something new to market successfully involves much more than simply coming up with a brilliant new idea. To be sustainable, the product or service must be tested and refined, and its target market thoroughly defined and researched. Success also hinges on accurate sales projections, top management buy-in, ample funding, and an effective marketing plan and product launch. Students will explore this complex process and expand their understanding of marketing, market research and targeting, financial projections, and financing within the context of bringing something new to market.

**LDR403 - New Venture Financing**
Even the greatest ideas need funding to get off the ground. In this course, students will study the funding of startups and new ventures from the perspectives of both the entrepreneur and the financier. By examining how investors view and analyze potential investment opportunities and how entrepreneurs structure their firms, products, services, and
secure funding, students will develop a broad understanding of the financial decisions and strategies, on both sides, that must occur for a new venture to shift from idea to reality.

**LDR471 - Conflict Management**
This course will focus on techniques and skills to manage conflict using appropriate strategies, tactics, and goal setting. Emphasis is placed on building long-term positive relationships in professional settings, theoretical and practical aspects of authority, face-saving, conflict assessment, communication, and problem solving.

**LDR472 - Mentoring and Team Leadership**
This course will give students insight into the management and motivation of employees. Areas covered in this course include selecting the right people for the job, delegating effectively, accountability, coping with challenging people, and building effective teams.

**LDR481 - Principles and Practice of Leadership**
This course explores the history, meaning, theory and styles of leadership. From dyadic, group, and organizational perspectives, students examine the type of leadership required to create and maintain high levels of performance in organizations. Students learn how leaders evolve and also discover their own philosophy of leadership and how to apply it effectively.

**LDR499 - Capstone**
The capstone project provides a culminating experience for students to identify and study a current managerial problem or issue applicable to an organizational or business setting. Students design, research, and present their project in a manner that demonstrates mastery and integration of the knowledge and skills expected of an organizational leader, manager, or professional.

**Undergraduate Management Courses**

**MGT301 - Leadership in Organizational and Business Management**
This course provides opportunities for personal assessment, setting of goals and priorities, and planning for professional development necessary for functioning effectively as a leader or manager in an organizational or business setting. The emphasis for this course is placed upon exploring and identifying suitable leadership and management styles; and strategies useful in problem solving, decision-making, and conflict resolution by individuals, groups and organizations.

**MGT303 - Management Theories and Practices**
This course examines management principles and practices that apply to informal and formal organizations. Systems models and emerging management paradigms are emphasized for use in identifying, analyzing and resolving problems in organizations. Methods of style, planning, and motivation are studied to prepare the student for use in organizational settings. Managing a multicultural organization, changing environments, and the international market place are also explored.

**MGT304 - Organizational and Business Communication**
This course is an exploration of the critical role of communication in creating and maintaining a productive organization. Students develop formal written and oral communication skills and by learning about effective interpersonal and group communication in business.

**MGT305 - Business Research Methods**
This course covers the use of business research methods for analyzing business problems. It provides students with an understanding of quantitative and qualitative research, and of how to write research questions and hypotheses, collect and analyze data, and prepare and present a research report. An emphasis is placed on conducting practical business research in order to help managers make informed and data-driven decisions.

**MGT313 - Business Law and Ethics**
This course provides an overview of the legal terminology, sources, and principles that apply to resolving typical
business problems. The course provides students with an understanding of legal topics, such as organizational structures, contracts and other legal documents, property, tort law and liability, civil rights, and criminal law. The interrelationships between legal and ethical responsibilities are stressed. Special emphasis is placed on preventative law and alternate methods of dispute resolution available to individuals and businesses.

**MGT358 - Production and Operations Management**
This course examines the concepts, processes, and methods of managing and controlling operations in manufacturing or service settings. Current issues such as globalization, supply chain strategy, E-business, and enterprise resource planning are analyzed.

**MGT401: Information Systems for Business and Management**
This course will explore how information systems may be used, developed, and managed to support both the tactical and strategic decision-making activities as well as operations of organizations.

**MGT407 - Managerial Economics**
This is a survey of the basic concepts and principles of economics that managers and decision makers need to understand and apply in business. Topics, trends and approaches in both microeconomics and macroeconomics are addressed. The internationalization of our economy and its impact are stressed.

**MGT408 - Marketing Management**
This is an introduction to the role and impact of marketing in achieving the mission and goals of an organization. Basic marketing concepts and strategies, useful to improving the image, sales, and profitability of businesses, are emphasized. Domestic and international marketing opportunities, entrepreneurship, and other topics related to business development are also explored.

**MGT409 - Managerial Finance**
This course addresses basic financial principles, procedures, and tools necessary for leading or operating any business. Focus is placed upon understanding accounting terminology and utilizing accounting documents to the extent that they facilitate the manager’s tasks of planning, budgeting and decision making for the organization in an efficient and cost-effective manner.

**MGT410 - Human Resource Management**
This course surveys principles and practices of human resource management. It provides an opportunity to review and assess an organization’s personnel structure, policies and procedures. Special attention is given to the legal, ethical, and practical implications of planning, recruitment, selection and hiring; training and development; performance evaluation; discipline and termination; compensation and benefits; safety and health protection; employer-employee relations; and diversity and equal employment opportunity.

**MGT411 - Strategic Planning**
Recognizing the elements and approaches for developing and implementing a strategic plan are necessary for successful execution of a mission and long-term objectives of any organization. Special emphasis is placed on an integrated planning process that incorporates strategic analysis and other action steps necessary for creating and documenting a strategic plan, which will drive the accomplishment of operational plans.

**MGT499 - Capstone Integrated Management Project**
The Capstone Project for the Management is a culminating experience that integrates business and management principles to create a comprehensive business plan for a new product or service for either an existing business or an entrepreneurial venture. Students design, research, and present their final project in a manner that demonstrates their mastery of the knowledge and skills expected of a manager.

**Undergraduate Psychology Courses**

**PSY301 - Psychological Testing and Assessment**
Theory and principles of assessment and testing, including the construction, reliability, validity and application of assessment methods and devices in various professional settings, are explored.
PSY302 - Learning Theory
This course explores empirical findings and theoretical development in the area of learning and their applications to human behavior.

PSY311 - Experimental Psychology
This course covers philosophy, methodology and analysis of the experimental method. It includes discussions of problems in conducting and evaluating psychological research.

PSY312 - Lifespan Development
This course is a study of the spiritual, cognitive, psychological, social, and physical as related to human growth and development from birth through adulthood.

PSY322 - Personality Theories
An overview of personality theories includes the major schools: analytic or dynamic, humanistic, existential and behavioral. An integrative model will also be presented.

PSY355 - Child Growth and Development
This is an in-depth study of theory and research concerning the childhood period from conception through pre-adolescence. Genetic maturational factors along with their interaction with experiential factors will be examined as to their effect upon behavior. Both pathogenic and adaptive patterns will be addressed with a view to facilitating optimal development and socialization of children.

PSY375 - Biological Basis of Behavior
This course is an exploration of the anatomical and physiological systems that influence human behavior. Topics include the acquisition and processing of sensory information, the neural control of movement, and the biological basis of complex behaviors (e.g., sleep, learning, memory, sex, language, and addiction). The basic functioning of the nervous system is also considered.

PSY389 - Cross-Cultural Psychology
This course provides an opportunity to explore how culture affects various mental and emotional states, including problem solving and parenting as well as child development. Students will gain an understanding of interconnectedness, difference, and diversity in a global society.

PSY403 - Human Sexuality
This provides an examination of human sexual functioning, behavior, relationships, and feelings. Issues of sexuality are discussed within spiritual, psychological, cultural, and medical-related perspectives.

PSY405 - Social Intelligence
This overview of social intelligence research examines the neuropsychological connection to human relations and its application to interpersonal interactions and to clinical professional practice.

PSY411 - Abnormal Psychology
This course is an overview of the major theories, concepts, issues, data and research methodologies of abnormal psychology. Assessment, treatment, and prevention are emphasized.

PSY421 - Social Psychology
The analysis of social behavior includes social cognition, attitude formation and change, conformity, prejudice, and group processes. Both theory and research findings will be examined.

PSY422 - Psychology of Family
An overview of developmental and systematic theories of family functioning, with an emphasis on the impact of family on individual development, is examined. PSY 476: Counseling (3) The course provides critical guidance and help in comprehending the overall nature of professional counseling. Resources explore the “how” and “why” of professional counseling in its various definitions and emphases.
PSY476 - Counseling
The course provides critical guidance and help in comprehending the overall nature of professional counseling. Resources explore the “how” and “why” of professional counseling in its various definitions and emphases.

Master of Business Administration (MBA) Courses

MBA500 - MBA Foundations
This course provides an overview of fundamental management concepts across a broad spectrum of subject areas as a foundation for later specialized study. Students will learn how to think in strategic terms, how to communicate as a manager, and how to conduct effective research at the master’s level. Topics covered include the critical business functions of accounting, economics, marketing, finance, and strategy, providing students with cross-functional knowledge to inform decision-making.

MBA600 - Decision Analysis
Managers typically need to be able to make decisions based on incomplete information. This course focuses on the application of a wide variety of quantitative methods to aid in decision-making, including populations and samples, probabilities, expected values, decision tree analysis, resource allocation, and correlations. Each method is applied in real-world management situations, preparing students for critical decision-making in the workplace.

MBA601 - Managerial Economics
This course examines interactions that take place within organizations, among companies, and between firms and consumers from an economic perspective. Students will learn why firms behave the way they do, and they will be introduced to tools and frameworks that will help them make better decisions in their professional and personal lives. The course also provides a good foundation for understanding matters such as how companies set prices and why they advertise.

MBA602 - Executive Leadership
A leader is a person who is able to cast a vision in a way that others want to follow and accomplish that vision. This course is designed to help students improve their leadership skills in order to function effectively in the global economy. Topics include critical issues in executive leadership and foundational concepts on motivation and negotiation skills.

MBA603 - New Venture Creation
This course prepares students to spearhead new initiatives, paying special attention to the process and activities required before a startup can open for business. Entrepreneurship, in this context, is viewed as long-term value creation. Accordingly, using real-world case studies, this course focuses on critical issues in the development of a new venture: market and competitive conditions, testing critical assumptions upon which the new business concept rests, adequate planning, proper assessment of skills and resources required to create a strong competitive position, and creation of a formal business plan.

MBA605 - Leadership and Organizational Behavior
Dynamic environments need leaders who challenge themselves and others to discover and test new ways to be effective. This course examines a variety of methods to manage and lead people in complex organizations and design workplaces that elicit high performance from individuals, teams, and organizations.

MBA610 - Managerial Accounting
Managers need basic knowledge of accounting principles and practices. In this course, an emphasis is placed on managerial uses of accounting data including what kind of information is needed, where data can be obtained, and how these figures can be used as managers perform their planning, controlling, and decision-making responsibilities.

MBA611 - Organizational Development and Transformational Leadership
This course investigates organizational development and change practices used to enhance organizational effectiveness, improve quality of work life, increase productivity, and facilitate the organization’s capacity to assess and solve its own problems. In an examination of the role of transformational leader, students will develop skills in organizational
diagnosis, survey development, change management, team building, systems redesign, problem identification, and problem solving.

**MBA612 - Cross-Cultural Management**
The hyper-competitive global arena of the twenty-first century means that managers develop skills necessary to design and implement global strategies, to conduct effective cross-national interactions, and to manage daily operations in foreign subsidiaries. Through case study, students learn how culture interacts with other national and international factors to affect managerial processes and behaviors. Cross-cultural management and competitive strategy is evaluated in the context of global changes.

**MBA615 - Marketing**
This course includes marketing management essentials such as the establishment of marketing goals that align with internal resources and marketing opportunities, planning and execution of appropriate activities to meet the goals, and measurement of progress. Innovation in the marketplace, including new products, technologies, and services, are considered as well as the strategies for achieving marketing objectives.

**MBA620 - Managerial Finance**
This course introduces the basic principles of managerial finance and demonstrates how businesses manage their funds to accomplish organizational objectives. Emphasis is placed on financial environment, financial statements, cash flow and financial planning, time value of money, risk and return, interest rates and bond valuation, stock valuation, and capital budgeting cash flows. Upon completion, students will possess a broad, conceptual understanding of how to use these financial techniques to analyze a company’s finances.

**MBA625 - Business Law and Ethics**
This course involves the study of legal principles and concepts of business law, focusing on U.S. corporate law. Topics of relevance include the following core legal concepts: government regulation, consumer protection, business formation, contracts, crimes and torts, employment, and employment relationships. The application of these legal concepts to practical business issues will be emphasized, demonstrating the relevance of business law to a variety of business situations.

**MBA630 - The Global Economy**
In a study of the financial operations of multinational corporations and financial institutions, students will focus on macroeconomic variables, models of policy effects over time, geo-political changes, foreign exchange markets and trade balances. Topics include Gross Domestic Product, foreign exchange risk, rates of return analysis, Purchasing Power Parity, interest rate determination, and policies affecting fixed and floating exchange rates in the unique context of multinational finance.

**MBA635 - Strategic Management**
This course introduces students to the strategic management process. Through analysis and real-life problem solving, students integrate management, finance, accounting, marketing, economics, production, and decision-making concepts in order to understand an organization’s many moving parts. Students will gain insight into the daunting task of managing an organization and its complex components.

**MBA640: Operations Management**
This course presents techniques and methods for managing operations in services and manufacturing. Current topics such as supply chain management, the balanced scorecard, and yield management are examined using a real-world perspective and a contemporary approach. This course stresses teamwork, quality, and customer service.

**MBA641 - Intermediate Selling**
This course is designed to give graduate students the concepts and skills necessary to successfully sell to decision makers in a corporation. The topics covered include responding to requests for proposals, making formal presentations, selling to top-level executives, and fundamental sales strategies.

**MBA642 - Entrepreneurial Strategy**
This course focuses on the creation of strategic growth as a catalyst for a small company’s transition to being a key
competitor in an industry segment. Students explore the strategic management process as it relates to building the entrepreneurial firm. This is the capstone course for the entrepreneurship concentration.

**MBA643 - Sales Management**
This course is designed to teach students a series of key concepts, methods, techniques, and skills that, when used by the sales manager, can produce highly effective and successful sales. These tactics are applicable to a wide variety of management and sales management roles.

**MBA645 - Managing the Global Workforce**
Global leaders must be able to effectively acquire, develop, compensate, and motivate employees in order to maximize organizational effectiveness. Students will learn about how human resource management contributes to business success by strategically managing an organization’s human capital.

**MBA655 - Health Care Management**
This course addresses the management of organizations that deliver health care services, such as hospitals, nursing homes, multi-specialty clinics, and home health care agencies. Students will examine principles of effective management, including organizational design, motivation, leadership, conflict management, teamwork, and strategic alliances. Management issues that distinguish health services organizations from other types of organizations will be identified and strategies for dealing with these issues will be evaluated.

**MBA 670 - Health Care Finance**
This course addresses systems and uses of accounting and financial planning in health care organizations, including planning and control. Students will examine the analysis of financial statements, reporting, ratios, and budgeting for health care organizations to make sound decisions. This course provides a conceptual and practical knowledge of health care finance including sources of funding, revenue and cost determinants, third-party payers, managed-care contracts, and valuations.

**MBA675 - Legal and Ethical Issues in Healthcare**
Managers in medical offices, hospitals, clinics, or skilled nursing facilities have a professional stake in understanding the multiple legal and ethical issues that they will encounter as part of their day-to-day responsibilities. This course examines the legal aspects of health services management including consumer protection, the patient/physician relationship, principles that govern patient information, professional licensure and liability, medical malpractice, and public duties of a health care professional.

**MBA680 - Systems Analysis**
This course provides an introduction to the field of systems analysis and design with the objective of using the appropriate logical processes to develop information systems. Specific topics include determining business requirements, documenting organizational processes, analyzing information flows, and re-engineering information.

**MBA685 - Database Management**
This course examines database management methods and specially designed software applications used in a variety of information system environments. Topics include storing, cataloging, modifying, querying, and extracting data in relational database management systems. Examples of database management systems to be discussed include SQL Server, Oracle, SAP, and Microsoft Access.

**MBA690 - Computer and Network Security**
This course provides an introduction to the field of computer security principles and network security. Specific topics to be examined include computer security threats and attacks, vulnerabilities in the password authentication system, file system, virtual memory system, threats and vulnerabilities to network architectures and protocols, Botnets, E-mail security, IP security, Web security, and network security management techniques such as Firewalls and IDS.