HOLMES UNIVERSITY FLORIDA

ACADEMIC CATALOG

2026/27

Edition No. 2

Welcome

The Academic Catalog ("catalog") is intended to serve as a guide for Holmes University Florida (HUF) students. It sets out important information which you need to know as a student before you begin your studies at HUF and throughout your learning journey. In it you will get in-depth information about your program along with guidelines, policies and procedures that are relevant to your progression as a student. Please take some time to read through everything carefully and retain a copy for you to refer to as you move through your studies. The policies, regulations and rules in this Catalog form, along with your Enrollment Agreement, the contract between you as a student and HUF. If you have any questions regarding any of the information included in this catalog, please contact the Program Team. We hope you find your time at HUF to be rewarding and invigorating!

Scope

The Catalog is applicable to all HUF staff and learners, including prospective learners. HUF however, further acknowledges its obligations to other stakeholders such as regulators, industry and the wider community.

Accountability and Responsibility

HUF's Board of Directors have overall responsibility for ensuring that the Catalog is appropriate, understood, properly implemented and continuously reviewed for efficacy and quality enhancement purposes. The Academic Board is responsible for approving amendments to this Catalog.

Changes to the Catalog

The content of this catalog may change as HUF adapts to different ways of working. While it is intended that this catalog be used for policies and guidelines, HUF reserves the right to make such modifications to guidelines and policies as it deems necessary during the course of the program. We will do our utmost to support your transition into the University and hope this catalog plays a role in a successful start to your journey.

Readers should consider the version published on HUF's website as the authoritative source of this document. Where HUF makes amendments to this Catalog and they are approved by the Academic Board, HUF will notify current learners, staff and relevant stakeholders of the changes.

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Replaces Edition	1 – Update to mission, values and vision
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Academic Calendar 2026/7

The academic calendar below represents the upcoming semester cycles.

2026 FALL SEMESTER Session 1: October 19–November 13 2026 Session 2: November 16–December 11 2026 Winter Break: December 12 2026–January 3 2027	
Fall Session 1	
August 10	Enrollment begins for Fall Session 1 and 2 courses
October 16	Last day to add courses without instructor permission
October 19	Courses begin for 4-week session
October 19-23	Period for dropping courses with no reflection on the transcript
October 23	Last day to drop a course Last day to add courses with instructor permission
November 13	End of 4-week session
Fall Session 2	
November 13	Last day to add courses without instructor permission
November 16	Courses begin for 4-week session
November 16-20	Period for dropping courses with no reflection on the transcript
November 20	Last day to drop a course Last day to add courses with instructor permission
November 26	Thanksgiving – University Closed
December 11	End of 4-week session
December 15	Grades due for Fall Semester
December 18	Grades for Fall Semester available to students

2027 SPRING SEMESTER Session 1: January 4–29 2027 Session 2: February 1–26 2027 Session 3: March 1– 26 2027 Session 4: March 29–April 23 2027 Spring Break: April 24-May 2 2027	
Spring Session 1	
November 2 2026	Enrollment begins for Spring Session courses
January 1 2027	Last day to add courses without instructor permission
January 4	Courses begin for 4-week session
January 4-8	Period for dropping courses with no reflection on the transcript
January 8	Last day to drop a course Last day to add courses with instructor permission
January 18	Martin Luther King Day – University Closed
January 29	End of 4-week session
Spring Session 2	
January 29	Last day to add courses without instructor permission
February 1	Courses begin for 4-week session
February 1-5	Period for dropping courses with no reflection on the transcript
February 5	Last day to drop a course Last day to add courses with instructor permission
February 15	Susan B Anthony Day – University Closed
February 26	End of 4-week session
Spring Session 3	
February 26	Last day to add courses without instructor permission
March 1	Courses begin for 4-week session

March 1-5	Period for dropping courses with no reflection on the transcript
March 5	Last day to drop a course Last day to add courses with instructor permission
March 26	End of 4-week session Good Friday – University Closed
Spring Session 4	
March 26	Last day to add courses without instructor permission
March 29	Courses begin for 4-week session
March 29-April 2	Period for dropping courses with no reflection on the transcript
April 2	Last day to drop a course Last day to add courses with instructor permission
April 23	End of 4-week session End of Semester
April 27	Grades due for Spring Semester
April 30	Grades for Spring Semester available to students

2027 SUMMER SEMESTER Session 1: May 3–28 2027 Session 2: May 31– June 25 2027 Session 3: June 28–July 23 2027 Session 4: July 26–August 20 2027	
Summer Session 1	
February 22	Enrollment begins for Summer Session courses
April 30	Last day to add courses without instructor permission
May 3	Courses begin for 4-week session
May 3-7	Period for dropping courses with no reflection on the transcript

May 7	Last day to drop a course Last day to add courses with instructor permission
May 28	End of 4-week session
Summer Session 2	
May 28	Last day to add courses without instructor permission
May 31	Courses begin for 4-week session Memorial Day – University Closed
May 31 – June 4	Period for dropping courses with no reflection on the transcript
June 4	Last day to drop a course Last day to add courses with instructor permission
June 18	Juneteenth Observance – University Closed
June 25	End of 4-week session
Summer Session 3	
June 25	Last day to add courses without instructor permission
June 28	Courses begin for 4-week session
June 28-July 2	Period for dropping courses with no reflection on the transcript
July 2	Last day to drop a course Last day to add courses with instructor permission
July 5	Independence Day Observance – University Closed
July 23	End of 4-week session
Summer Session 4	
July 23	Last day to add courses without instructor permission
July 26	Courses begin for 4-week session
July 26-30	Period for dropping courses with no reflection on the transcript
July 30	Last day to drop a course Last day to add courses with instructor permission

August 20	End of 4-week session End of Semester
August 24	Grades due for Summer Semester
August 27	Grades for Summer Semester available to students

General Information

Purpose

Holmes University Florida (HUF) or Holmes was established by innovative and ambitious leaders who recognized a need for specialized graduate education and professional development courses. They envisioned a solution offering highly relevant, hands-on, current, and outcome-focused learning programs. With this in mind, they founded Holmes, to bridge the gap in the education industry and provide students with the skills they need to excel in their chosen field.

At HUF, we focus on providing education that aligns with the most in-demand sectors and skills, ensuring that our students are well-equipped to seize economic opportunities. We believe that by providing education that prepares students for the future, we are helping to shape a society that is resilient and ready to thrive. Our goal is to empower individuals to reach their full potential and make a positive impact in the world through education.

Introduction to Holmes University Florida and Holmes Education Group

Holmes University Florida (HUF), a registered fictitious name of Holmes University Florida Inc., was established in Florida in July 2025 is an associated company to Holmes Institute Pty Ltd in Australia and is a part of the Holmes Education Group. HUF engaged with the Commission for Independent Education In September 2025 to acquire initial licensure. The programs subject to initial licensure are presented in the table below.

Program	Credential Awarded	Credit Hours
Bachelor of Business Administration – Global Track	BBA	120
Bachelor of Science in Financial Management – Global Track	BS	120
Bachelor of Science in Information Science	BS	120
Bachelor of Science for Neurodiversity and Workforce Readiness	BS	120
Master of Science in Business Administration – Global Track	MS	36
Master of Science in Financial Management – Global Track	MS	36
Master of Science in Information Science – Global Track	MS	36

Master of Science in Cybersecurity – Global Track	MS	36

History

Holmes Education Group (HEG) was founded in Melbourne, Australia in 1963. HEG has had the same corporate directors since 1986. HEG operates primarily in Australia, the UK, Ireland, the USA and Canada, but also maintains permanent staff and offices in over a dozen other counties, including Brazil, China, India, Nigeria, Turkey, Cote d'Ivoire, Nepal, South Korea, the Philippines, and Kenya. Each year HEG welcomes over 15,000 students from around the world to its twenty unique campuses.

HEG has a multifaceted service offering. HEG's largest arm, Holmes Institute ('HI'), was the first privately-owned educational institution in Australia to be granted degree-awarding powers in its own right (2004). The Institute has renewed its registration 3 times since 2004 with no conditions imposed at any stage. It is now registered federally by TEQSA, the national Tertiary Education Quality and Standards Authority.

In 2024, Holmes delivered 25 higher education programs across 4 campuses in Australia – Melbourne, Sydney, Brisbane and Gold Coast, using sophisticated learning management systems and a university-equivalent academic management culture. More than 80% of lecturers are at least masters qualified and over 60% PhD qualified. In 2021 Holmes was the largest provider of MBA education in Australia.

Holmes founded a Cyber Security Research & Innovation Centre (CSRIC) www.csric.holmes.edu.au in 2017 with the aim of fostering research efforts and help mitigate the security and privacy impact of the Internet of Things. The center also contributes to the delivery of the master's in information systems, which allows masters learners to conduct their research assignments with the supervision of research fellows and grants them the opportunity to become research assistants.

CSRIC has collaborated with leading cybersecurity partners including Oceania Cyber Security Centre, University of Melbourne, Monash University and the National Narrowband Network.

Holmes funded and was the academic advisor on the development of a cybersecurity-awareness film with Oceania Cyber Security Centre, University of Melbourne and Deakin University and has patented a lightweight cipher [patent pending: SF Ref: P0024512AU]. Holmes was recently awarded an Australian government grant to develop executive training courses in Cybersecurity.

HEG's breadth and diversity makes it a particularly nimble organization. It is able to adapt quickly to new global trends and areas of growth. In addition to its own offering, HEG has been driving partnerships in global education for decades. In 1993, HEG became the first foreign provider to partner with a Chinese public tertiary institution. Since 1997, HEG has been running uninterrupted Chinese Ministry of Education-approved joint ventures at Qingdao University (since 1997), Zhengzhou Railway Vocational and Technical College (since 2007), and Henan University of Animal Husbandry and Economy (since 2020). In 2019, HEG became a cornerstone investor and significant shareholder in Guangzhou's Huali University Group, Southern China's largest private higher education group with over 40,000 enrolled students.

In 2017 HEG expanded to Canada, where HEG have diploma-awarding powers with the Ontario Ministry of Colleges and Universities and the British Columbia Private Training Institutions Branch. In 2018, HEG entered the UK University Pathways sector. HEG maintained embedded colleges at four universities in the United Kingdom. The number of successful enrollments at these Embedded Colleges is over 2000

students.

In 2022 we commenced operations at Holmes Institute Dublin, after becoming Ireland's newest Higher Education provider awarding a Bachelor of Business degree (specializing in digital business) awarded by Quality and Qualifications Ireland (QQI). In 2025 Holmes Institute Dublin extended its approval to offer Masters programs, and have been approved to offer an MSc in Strategic Information Systems from September 2025.

In 2023 we launched a Masters degree (MSc) in Information Systems in London. Following a review of our future strategy, we have secured a further partner, and will deliver a BSc in International Business Studies, an International Master of Business Administration and an MSc in International Business Management from January 2026. We will shortly register with the Office for Students in the UK, allowing us to recommence teaching activities in the UK in our own right.

As the custodian of its own global brand, HEG uniquely understands the importance of engaging quality student applicants in international markets. For both the courses which it delivers and also for the partners whose programs it promotes, HEG is a world leader in international student recruitment and the provision of educational services.

We are immensely proud of our role in providing access to world-leading education for thousands of first-generation students. International student mobility is an unparalleled driver of social mobility, with first generation students making up a significant majority of our cohorts throughout the world. And while the drivers of student mobility are typically rooted in career considerations, we firmly believe in the personal enrichment value of international student exchanges.

Holmes Education Group is committed to providing the highest quality education that enables and empowers learners to seek self-improvement, irrespective of nationality, gender or belief. Holmes constantly seeks ways to improve including aligning its education programs with the needs of learners and the needs of the workforce. Holmes' quality orientation informs curriculum development and extends to fostering a commitment to embedding international perspectives, advancing knowledge and facilitating life-long learning among Holmes learners and staff. With established governance and quality assurance practices Holmes University Florida maintains high academic and quality standards.

Ownership and Governance

Holmes University Florida (HUF) is part of the Holmes Education Group and is a dual-sector private provider of higher education and vocational training. HUF is a registered Business Trading Name of Holmes University Florida Inc., which is an associated company to Holmes Institute Pty Ltd in Australia and is a part of the Holmes Education Group.

HUF has a governance framework that operates via a committee system. The University's committee system operates via a series of appropriate, well-communicated delegations of authority from the University's Board of Directors to key governance bodies and organizational roles. The governance structure of HUF is as follows:

- A Board of Directors, responsible for the overall strategic and financial direction of the University, consisting of:
    - Global Chief Executive Officer (chair)
    - Global Operations Director

    - Two corporate directors (to be appointed)
- A Senior Management Group, responsible for the day-to-day running of the University, consisting of:
    - Global Chief Executive Officer (Chair)
    - Global Operations Director
    - Global Engagement Director
    - HUF President
    - Campus Director
    - Director of Admissions and Marketing
    - Registrar
- An Academic Board, responsible for the conferral of awards and the academic ethos, policy and procedures of the University, consisting of:
    - CEO, Holmes Institute Australia
    - Global Operations Director
    - HUF President (Chair)
    - Dean, International
    - Dean, Academic
    - External Member with significant academic expertise
    - An enrolled student of the University
- An Exams Board, responsible for confirming grades to students, consisting of:
    - HUF President
    - Program Directors
    - Examiners
    - Registrar (Chair)
- A Program Board for each program, responsible for the maintenance and development of an individual program, consisting of:
    - Program Director (Chair)
    - All Professors, Lecturers and Tutors teaching on the program
    - Registrar
    - An enrolled student from the program

Physical Location

HUF is located at 560 Lincoln Road (suite 400), Miami Beach, 33139.

Our facility includes:

- 5,000+ rentable square foot (RSF)
- 8 classrooms of various sizes to accommodate different teaching formats
- Office spaces for faculty and administrators
- A computer lab equipped with high-speed secure internet
- A student lounge and resource area
- Reception and meeting spaces for student consultations
- Restroom facilities

All of our spaces are fully Americans with Disabilities Act (ADA) compliant and have been equipped with fire safety instruments which include visibly marked exits and fire suppression systems as indicated on the floor plan. Our high-speed secure fiber internet infrastructure supports on-site, online, and hybrid learners enrolled in our program.

Contact Information

HUF is situated in the heart of South Beach Miami, which is very well known by locals for great restaurants, shops and bars. Only steps away from the world-famous Lincoln Road Shopping Mall, a short walk to the beach through the core of Miami Beach's Art Deco district, and only minutes to many of Miami Beach's most famous cultural sights.

Address: 560 Lincoln Road, Miami Beach, FL 33139 (entrance on Pennsylvania Ave.)

Telephone: 1-305-763-8520

Website: www.holmesuniversityflorida.com

Email: HelloHUF@holmeseducation.group

Mission

'Cum Propris Suis Alis Volat' – Fly With Your Own Wings

Holmes University Florida is dedicated to providing a rigorous, student-centered higher education to a diverse community of learners - including international students, career-focused professionals, and neurodiverse individuals who benefit from purposefully designed programs and support. Through applied, career-aligned curricula delivered in partnership with Holmes Education Group's global network, HUF prepares graduates to lead, adapt, and contribute with integrity in a rapidly changing world.

Vision and Values

By 2031, Holmes University Florida will have established itself as a credentialed, SEVP-certified, MSCHE-accredited institution operating from a permanent campus in South Florida's tri-county region —

delivering measurable career outcomes for a diverse student body drawn from both the Holmes Education Group's global network and South Florida's own communities. HUF will be recognized not for its size, but for its intentionality: an institution that built its programs, its campus, and its culture around the students most in need of a well-designed pathway to career readiness and lifelong contribution - including the pioneering BS in Neurodiversity and Workforce Readiness, the first program of its kind in the tri-county region. Guided by HEG's fifty-year legacy and grounded in the academic expectations of MSCHE accreditation, HUF will demonstrate that a new institution can earn both regulatory standing and student trust in one of America's most competitive higher education markets.

The values underpinning the work of Holmes University Florida are explicit in the following key concepts:

EXCELLENCE	We hold ourselves to the highest standards in teaching quality, student services, academic rigor, and institutional governance. Excellence at HUF is not a credential on the wall — it is a daily commitment demonstrated in curriculum design, faculty development, student outcomes, and the integrity of every administrative process.
INTEGRITY	We commit to ethical conduct in every dimension of institutional life: admissions practices that are honest and equitable; marketing that represents HUF accurately; governance that is transparent to students, staff, and regulators; and academic policies that protect the value of every credential HUF confers.
INCLUSION	We embrace the full diversity of our student community — international and domestic, traditional and non-traditional, neurotypical and neurodiverse — and commit to designing programs, environments, and support systems that give every student a genuine pathway to success. Inclusion at HUF is not an accommodation. It is an institutional design principle.
STUDENT SUCCESS	Every institutional decision — program design, faculty hiring, resource allocation, campus development — is evaluated first against the question: does this advance student progression, completion, and career outcomes? Student success is not one of HUF's goals; it is the lens through which all goals are pursued.
GLOBAL CONNECTEDNESS	We draw on Holmes Education Group's worldwide network of campuses, students, agents, and alumni to expand opportunity for HUF's students and enrich the South Florida higher education landscape. Global connectedness means that a student who arrives at HUF's Miami Beach learning site is connected to a community that spans four continents — and that HUF graduates carry that connection into their careers.
INNOVATION	We design programs and deliver instruction in ways that reflect how students actually learn and how employers actually hire. Innovation at HUF means flexible delivery

models, industry-aligned curricula, career-integrated practical training, and the institutional agility to respond to a rapidly changing higher education landscape — without sacrificing academic rigor or regulatory compliance.

State Authorization

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

Accreditation and Memberships

Holmes University Florida is not accredited. HUF anticipates applying to the Middle States Higher Education Commission (MSCHE) as soon as the institution meets candidacy requirements. Holmes University Florida is a member of the Florida Association of Postsecondary Schools and Colleges.

Admission

The admissions policy is based on the principle that admission is focused on the outcome of the program, that is, the achievement of the award by the learner. All applicants who can demonstrate that they have attained a basis for successful participation on a program should be eligible to access that program. We take a holistic approach to our admissions in terms of assessing your motivation for undertaking a program of study, along with your academic and professional achievements.

HUF has stringent procedures in place to assess whether a learner's qualifications, experience and English language proficiency are appropriate to access a Program at HUF. Programs at HUF are taught and assessed in English. If English is not the learner's native language they must also meet the English language requirement below.

Minimum Entry Requirements for Bachelor programs are normally:

- High School Diploma or High School Equivalency Diploma (GED); or
- Satisfactory completion of a level of achievement in Secondary Education in their country-of-origin equivalent in standing to a High School Diploma, including Mathematics and English; or
- Satisfactory completion of an approved Foundation Year/Access Program offered by an accredited institution where attainment is equivalent to at least a High School Diploma

Minimum Entry Requirements for Master programs are normally:

- An undergraduate degree from an accredited institution with a GPA of 3.0 or higher; or
- Satisfactory completion of a level of achievement in University education in their country-of-origin equivalent in standing to a US undergraduate degree

In addition, all applicants must complete the following:

- If English is not the learner's native language they must meet our English Language

requirements, which are either:

  - CEFRL B2+ as evidenced through a recognized English language test such as IELTS, PTE, TOEFL or the Holmes Language Assessment (taken within two years prior to the application for admission); or
  - Successful completion of an interview with a Faculty member to assess levels of English competency

- Submit a fully completed application form
- Submit any required application fees
- Submit any official certificates or transcripts to support their application
- Complete any interview processes required

Please note that GMAT/GRE or other standardized testing is not required for admission but can be submitted in support of an application if available. In exceptional circumstances, Holmes may consider a waiver for the undergraduate degree requirement in consideration of exceptionally significant work experience, though any such offer of admission may be conditional on a candidate undertaking some recommended prior study courses in preparation for masters-level study.

We operate a rolling admission policy. Students may apply to Holmes at any time but are encouraged to apply at least one month prior to the first day of classes of the intended start term.

Financial Aid

Students with financial needs will be able to consult with the Student Services Manager.

Holmes University Florida offers scholarships to incoming students based on specific criteria for selection including academic achievement and financial need. All students are eligible to apply for these scholarships under the same circumstances, and Holmes maintains all records relevant to its selection and awarding process.

Holmes University Florida does not participate in United States Department of Education Title IV financial aid programs.

Technical Requirements

Students enrolled at HUF must have access to a working computer or laptop and have reliable and stable internet access. All working laptops that are less than three years old will be sufficient for the program. Student with working laptops that are more than three years old may be required to contact our IT department for an assessment.

By enrolling in our programs, students are confirming that they have access to the internet, compatible for successful participation. Should students experience individual networking issues that impact program participation, HUF assumes no responsibility to remedy connectivity issues.

Enrollment

Applicants who have accepted an unconditional offer, signed the terms and conditions, and paid their fees in accordance with the relevant fees policy and financial regulations of the Institution are eligible to register as a student and enroll in the program for which they are holding an offer of admission.

- Visa-requiring students must hold a valid student visa on registration and commit to uphold the conditions of that visa while studying at HUF.
- Students who are not 18 years by the time of registration must produce evidence of guardianship to be eligible to register.
- Students may not simultaneously enroll on more than one full-time award at HUF or any other institution.
- The registration process includes enrolling into specific program and courses. Where students have the option to select electives then they must enroll into those electives at registration or re-enrollment. Electives are offered subject to demand.

By registering with HUF you commit to:

- Complying with the rules and regulations of the University
- Attending all classes and fully engaging with the program and assessment
- Working with academic integrity
- Allowing your personal data to be collected for legitimate use in the delivery and assessment of the program and conferring awards

Registration includes a check on the authenticity of academic documents used for admission with the issuing institution. The University reserves the right to withdraw an offer and terminate the registration process if supporting documents are discovered to be fraudulent.

Unregistered persons may not attend class, use HUF facilities, or engage in assessments.

Tuition and Costs

Tuition fees for programs are clearly detailed on your Offer of Admission and in the Enrollment Agreement. Your Offer of Admission and Enrollment Agreement lists, separately, all fees for registration, books, materials, accommodation and other costs. Each student must make payment arrangements prior to starting classes.

For the undergraduate programs, the cost per credit is $350.00 The total cost of the program tuition is $42,000, which incorporates the 40 required courses totaling 120 credits.

For the graduate program, the cost per credit is $500. The total cost of the program tuition, which incorporates the 12 required courses totaling 36 credits, is $18,000

A full breakdown of all compulsory and discretionary fees and costs is below.

Compulsory Costs for All Students

There are several non-discretionary costs you will encounter as part of your studies. These costs are:

Item	Cost

Tuition Fees	Undergraduate tuition: $350/ credit hour Graduate tuition: $500/ credit hour
Registration Fee	$250. $50 non-refundable; $200 refundable, applied as tuition credit or refunded on request
Application Fee	$100
Compulsory Textbooks	Approximately $500 -$1,000 per semester. Reference copies of compulsory textbooks can also be found in our Resource Center.
Laptop Computer	Approximately $1200. You will be sent a specification for recommended laptop purchase in advance of your studies commencing.
Internet Access at Home	Varies by service provider. Internet access (wireless) is free throughout the University campus.

Discretionary Costs for All Students

Item	Cost
Letters/transcripts from the University	No charge for first issue. $100 for printing lost or replacement letters or transcripts.
Assessment Re-sit Fees	$100 per assessment you need to re-sit
Course Retake Fees	The cost of the total number of credits for each course you are required to retake
Late Fee charge for students on Payment Plans	$15.00 per event Payment plans are offered and agreed on an individual basis.
Withdrawal Fee	$100
Re-entry Fee	$150.00
Extra-Curricular Trips	Varies according to activity. Please note that there are no compulsory extra-curricular trips. Costs for participating in extra-curricular activities will be advised to you prior to signing up for the activity.
Library Fines	$175 per non returned item
Bank Charges	$75 or 5% (whichever is greater)

Printing Costs	As advertised to you on noticeboards in the University.
Non-Compulsory Texts	Varies depending on the textbook.

Additional Costs for International Students

Item	Cost
Visa Application	$100-$300 plus $250 Visa Integrity Fee (as of July 2025) Please note this fee is paid directly to the Embassy, not to HUF. We strongly advise you to seek professional advice before applying for a visa. The cost of this advice is paid directly by you to the advisor.
Flight Costs and Transfers	Dependent on location and provider.
Living Expenses	$15,000 - $25,000 per year Cost of Living expenses vary according to your lifestyle, but are generally considered to be a minimum of $15,000 per year for international students. This sum includes rent, food, social activities and travel.

Methods of Payment

Methods of payment are outlined in the Enrollment Agreement and include an option for full payment at the time of signing the Enrollment Agreement and an option for a payment plan. All charges for our programs are reflected in the Enrollment Agreement. There are no carrying charges, interest charges, or service charges connected or charged with any of these programs. Contracts are not sold to a third party at any time.

By signing the Enrollment Agreement, you are personally responsible to us for payment of the tuition fee, irrespective of whether you have taken out a loan or if any third party (such as an employer, relative, or government funding scheme) has agreed to sponsor you or pay your fees on your behalf. You will remain liable to us directly even if that third party fails to pay any fees due to you.

The fees must be paid in US dollars, and specific instructions for making payment will be provided to you in advance of each payment due date. If you fail to pay the fees within one week after the due date for payment, we may formally suspend your studies until the fees are paid. This suspension may include:

- restricting access to and/or participation in any enrolled courses, or restricting progression to the next stage of the program, or
- withholding conferment of your degree, confirmation of an academic award, or issuance of a transcript.

Refund and Termination Policies

Refund Policy

If HUF is unable to commence, continue or complete the delivery of a program, tuition fees will be refunded within 15 business days of HUF confirming its inability to deliver the program.

A student may withdraw voluntarily from the institution and cancel their enrollment. The student's enrollment may be terminated by the institution. Should a student's enrollment be terminated or the student withdraws or cancels for any reason, all refunds will be made according to the refund policy specified below:

- Notice of cancellation or withdrawal must be submitted to the Institution in writing. Cancellations shall be submitted to the Campus administration. The written cancellation notice may be submitted in person, via email, or by certified mail.
- Withdrawing students are required to meet with a campus administrator, complete a Student Withdrawal Form, and complete the designated withdrawal process to ensure a smooth transition out of the Institution.
- Withdrawal or cancellation date: The withdrawal or cancellation date is the date that any of the following occur:
    - The date the student notifies the Institution of the student's withdrawal, or the date of withdrawal, whichever is earlier, or
    - The last date of attendance, or
    - The date when the Institution terminates the students' enrollment.
- Grounds for termination: Students may be terminated prior to completion of their degree program for insufficient academic progress, nonpayment of tuition, fees, or other assessed costs or for failure to comply with the Institution's rules as published in the institutional catalog or student handbook.
- Funds will be returned in accordance with the refund schedule presented below.
- The application fee ($100.00) is not refundable. The registration fee ($250.00) is partially refundable. $200.00 of the registration fee is refundable or may be applied to tuition fees by way of credit. $50 of the registration fee is not refundable. Both the application fee and the registration fee may be waived at the discretion of HUF.
- Refunds will be made within 30 days following determination of termination or receipt of written cancellation notice.
- A full refund of tuition and fees (less provided books and supplies) will be made if the Enrollment Agreement is cancelled within three business days from the student signing the Enrollment Agreement.
- A full refund of tuition will be made (plus the refundable part of the registration fee) if a student drops classes during the advertised add/drop period. The drop period is one calendar week from the course start date, and is advertised in our academic calendar.

- An applicant who enrolls, does not start school, and fails to cancel within (3) business days will receive a refund of tuition and fees, except for the application fee which is nonrefundable.
- There are no refunds for books or learning materials issued to or purchased by the student.

Students who voluntarily withdraw from or who are terminated by the school after starting class are obligated to the school for fees and charges for books and supplies and tuition as specified in this catalog and the school's enrollment agreement. Termination, withdrawal or cancellation of enrollment does not relieve the student from the responsibility of all debts, including tuition, fees, and other authorized charges.

The withdrawal date for refund computation purposes is the date of official withdrawal by the student or the date the institution determines the student has withdrawn.

A discretionary refund may be made in exceptional circumstances, e.g., because of serious evidenced illness or family death or other serious circumstance. All such requests will be considered by the Senior Management Group (SMG). Approval is at the sole discretion of HUF.

Termination by Institution

A student ceases to be a registered student if they complete a program, or are expelled, excluded or withdrawn for one of the following reasons:

- Voluntary withdrawal from the program (Termination by Student – see below)
- Exclusion from the program on academic grounds
- Exclusion from the program for non-compliance with the fees policy
- Exclusion from the program due to persistent non-attendance
- Expulsion from HUF following a recognized disciplinary procedure.

Exclusion on academic grounds is managed under the Assessment regulations and processed through the Examination Boards. For all other withdrawals a Withdrawal Form must be filled out and approved by the University and the Student Management System updated.

By signing the Enrollment Agreement, you agree to comply with the rules and policies and understand that the University shall have the right to terminate this contract and your enrollment at any time for violation of rules and policies as outlined in the Academic Catalog. You also agree and understand that the Institution reserves the right to modify the rules and regulations, and that you will be advised of any and all modifications.

In ordinary circumstances, the contract terminates when a student completes their studies on the program, has paid all tuition fees in full, and has met all applicable obligations of the Enrollment Agreement and Academic Catalog.

However, we may terminate the contract at any time (and thereby terminate your participation in the program) by giving you notice in writing if:

- any invoice for the tuition fees is not paid within fifteen (15) days of a written reminder, issued no less than three months after the due date for payment has passed;
- you commit a serious or repeated breach of your obligations under the Enrollment Agreement

or the Academic Catalog such that we have a legal right to end the contract because of something you have done or not done;

- you make a serious misrepresentation of facts or circumstances to us or withhold important information from us about you or that is relevant to the provision of education by the University to you; or
- you are expelled or excluded from the Institution in accordance with our regulations as outlined in the Academic Catalog.

Once this contract ends, it will not affect any legal rights or obligations that either you or the University has that may already have arisen, for example your obligation to pay any outstanding invoices and fees. After the contract ends, you and we will keep any rights we have under general law.

Termination by Student

You may terminate the program at any time prior to completion by providing us with a cancellation notice in person, by electronic mail, or by certified mail. Any refund due will be made in accordance with the above Refund Policy. Please note that the application fee is non-refundable.

Effect of Termination

Should your enrollment be terminated or cancelled for any reason, we may require that you stop studying on the program immediately and disable your access to our online learning platforms. Depending on the circumstances of termination, you may not be entitled to any academic credit, award, degree or transcript.

Change of Start Date

We offer our programs in good faith, but in the event that enrollment is not sufficient to viably run the program, Holmes reserves the right to move your program to the next available start date. Holmes will endeavor to communicate any such change as early as possible. A full refund is provided in these circumstances, should you not wish to accept a revised start date.

Leave of Absence

An application for a leave of absence (i.e. a temporary suspension of studies) can be made at any stage during the academic year, before the end of the final semester of studies. All applications will need to be supported by strong evidence that the learner cannot continue their studies that semester. The University reserves the right to refuse an application should the supporting evidence not be sufficient. If the application is successful, the learner must arrange for payment of the remainder of their program fees before a successful application is granted. The applicant may return to their studies the following semester.

A leave of absence (LOA) may be granted if a student meets the following requirements: (i) the student has made a written request for a leave of absence, preferably using the University's approved form; (ii) the leave of absence involves no additional charges for the student, (iii) the University has approved the leave of absence request in writing, (iv) the leave of absence is no longer than one quarter and (v) the

student is in good standing with the institution. If a student fails to return from a leave of absence, the student will be dropped from the program 15 calendar days after failing to return to classes. An additional leave of absence may be granted for the following specific reasons: poor health, family crisis, or other extreme circumstances outside the student's control. Requests for additional leave must be submitted in writing within 20 days of the qualifying circumstance and be approved by the Campus Director and the financial office. The student is limited to two leaves of absence during each 12-month period. The total number of days of all leaves of absence cannot exceed 180 days in any 12-month period. An LOA may affect future financial aid eligibility, availability of classes and will extend the student's completion date.

The following specific policies apply to leaves of absence:

1. Students making tuition payments to the University remain under that obligation during the LOA.

Our Liability for Loss or Damage to Your Personal Property or Belongings

Holmes University Florida cannot accept responsibility for any loss or damage to your property or belongings that occurs while you are a student.

Data Protection and Privacy

Your personal data is important to us. The information provided by you in the application form will be processed by HUF for the purposes of completing your application and to provide you with the services that you have ordered.

HUF may share your personal data with our business partners in the US or possibly in other jurisdictions. Holmes Institute and its business partners may also use your personal data, combined with information about you obtained from third-party sources, to inform you about our products and services.

We will only keep your personal data for as long as it is necessary for the purposes for which it has been collected or in accordance with time limits stipulated by law and good market practice, unless further retention is necessary for compliance with a legal obligation or for the establishment, exercise, or defense of legal claims. Of course, you have the right to, at any time, withdraw your consent or object to us using your personal data for marketing purposes by contacting us at the address set out below. If you would like to have a copy of the information HUF holds about you, or a copy of the standard data protection clauses, or would like to rectify or erase personal data, or restrict the processing of personal data, or otherwise object to our processing, or use your right to data portability, please contact the Student Services Manager.

Information about the enrollment and/or financial status of our students may be disclosed to a government authority or student loan provider for the purpose of complying with local laws.

Information will only be provided to a student loan provider if adequate consent from the student is presented by the provider.

FERPA

The Family Educational Rights and Privacy Act ("FERPA") governs the education records of HUF students.

As a HUF student, we will not release any of your personal information, other than to personnel or agents of HUF and strictly for legitimate educational purposes. However, your student directory information may be released without your written consent, including your:

- Name, local and permanent address, and telephone numbers
- Date and place of birth
- Student classification and major and minor fields of study
- Participation in officially recognized activities
- Dates of attendance, degrees and awards received
- Most recent previous educational agency or Institution attended
- Photographic image

Force Majeure (Circumstances beyond our Control)

Provided that the relevant party has acted reasonably and prudently to prevent and/or minimize the effect of program modifications, the Institution will not be liable for any impact that is caused by circumstances beyond that party's reasonable control, including but not limited to acts of God, war, strikes or labor disputes, embargoes, acts of competent government or regulatory authorities, pandemic, quarantine or widespread illness, illness of members of Faculty, actual, suspected or threatened act of terrorism, riot, civil disorder or any other force majeure event.

Where the Institution is affected by a force majeure event, to the extent reasonably practicable in the circumstances, the Institution shall try during the continuance of the event to continue to provide educational services. Where the student is affected by a force majeure event, they shall try during the continuance of the event to continue to access online learning.

Governing Law and Jurisdiction

The contract between the student and the institution is governed by and construed in accordance with the laws of the State of Florida. Venue for any proceeding arising hereunder shall be in the Courts of Miami-Dade County, Florida, or the United States District Court in and for the Southern District of Florida.

If we choose not to enforce any part of this contract, or delay enforcing it, this will not affect our right to enforce the same part later (or on a separate occasion) or the rest of this contract. And, if we cannot enforce any part of this contract, this will not affect our right to enforce the rest of this contract.

Academics

Course Identification and Numbering

HUF does not participate in the State of Florida common course numbering system. Any similarity to Florida common course numbers is inadvertent and shall not imply that the University participates in this system. Courses at the University are identified by a combination of a three-letter prefix and a three-digit numerical code. The prefix identifies the general academic discipline in which the course is offered. The three-digit numerical code indicates the academic level at which the course is offered. Course numbers reflect the level of academic preparation typically required for the course. Course numbering is based on the following general principles: courses 100 – 199 are first year courses; and courses 200 – 299 are second year courses. Courses numbered 300-499 are upper division courses. Courses numbered 500+ are considered graduate level.

Credit Policy

Holmes University Florida operates on a trimester calendar and all academic semester dates are provided in this catalog. Typically, a semester will encompass 16 weeks divided into 2 sessions of 8 weeks. All courses are facilitated within this framework meaning that there are 6 access points during the year to undertake courses as part of your degree program. Each course offered is worth 3 credits and is designed to be taken over 8 weeks. A credit hour is an amount of work that reasonably approximates not less than 50 to 60 minutes of academic instruction and a minimum of 2 hours of out-of-class student work each week for the duration of the term.

Credit Transfer to HUF

Holmes University Florida seeks to uphold a clearly stated transfer-of-credit policy that maintains the integrity of its programs while facilitating efficient mobility of students between institutions in completing their educational programs.

Acceptance of transfer credits from other institutions is wholly at the discretion of Holmes University Florida. It is assessed on a case-by-case basis and requires approval of the faculty lead for the relevant course.

Credit evaluations are required for all transcripts issued by an institution outside of the United States. Transcripts are required to be evaluated through any credential evaluation service that is a member of NACES. Students must pay for credential evaluation services.

Holmes will not accept for transfer:

- Credit for coursework that is remedial
- Credit for experiential learning not associated with a formal training program.
- Credit for coursework in which a student earned a grade below “C”, any grade designation below “P” (Pass), “S” (Satisfactory), or audit grades.
- Credit for coursework which is repeated; only the last course taken is eligible for transfer.
- Challenge course credits from other institutions.

Credit Transfer from HUF to Other Institutions

Students who wish to continue their education at other schools must not assume that the receiving institution will accept credits earned at Holmes University Florida. It is the responsibility of students who plan to transfer to other schools to acquaint themselves with the requirements of the selected school. Institutions of higher learning vary in the nature and number of credits that are acceptable, and it is at the discretion of each institution to accept credits from HUF. Students expecting to transfer credits from HUF to other post-secondary institutions must verify with the intended school the transferability of credits earned at HUF and should do so before enrolling at HUF. Transferability of credits should not be considered automatic.

Residency Requirements

Students enrolled in Baccalaureate degree programs must complete a minimum of 50% of the credit hours of their program at HUF. Students enrolled in Master's Degree programs must complete a minimum of 50% of program credit hours at HUF to obtain a degree.

Transfer Credit Appeal Process

Upon completion of the credit review processes, students will be notified of the decision by the Program Director. A student wishing to challenge course credits deemed ineligible for credit must file a written appeal with the faculty of the course. Within 10 business days of receipt of the appeal, they will notify the student of the results of the review. Any changes will be communicated to the Head of Academic Administration for official processing.

A student dissatisfied with the results of the appeal may submit a written appeal to the President as for a final review. The President provides dated acknowledgement of receipt of the appeal to the student. Within 10 business days of receipt of the appeal, the President will notify the student of the results of the review. Any changes will be communicated to the Registrar for official processing. The decision of the President is final and is not subject to further appeal.

Assessment

At Holmes Institute, the assessment of courses has been carefully designed to ensure that they align with course learning outcomes and will require you to demonstrate your understanding of the topics and your ability to critically articulate and apply them in a practical way.

Each course has been designed to be assessed either through individual or group assignment depending on the pace of study. Assignments will focus on both formative and summative assessment of the understanding of concepts. The following principles inform assessment within programs at HUF:

Learners are responsible for demonstrating their learning achievement

Learners enrolled on a program are given learning and assessment opportunities aligned to the course learning outcomes and ultimately the program Learning Outcomes. It is the responsibility of the learner to submit themselves for those assessment opportunities in the specified timeframe determined by their registration.

HUF takes academic integrity very seriously and expects learners to engage in assessment honestly and

truthfully, shunning plagiarism and other forms of academic dishonesty or impropriety

Assessment is aligned through learning outcomes

These learning outcomes are agreed at validation of a program and are assessed using criterion-referenced assessment of the knowledge, skill and competence expected of a degree of that standard.

Assessment promotes and supports effective learning and teaching

The assessment strategy is intrinsic to the teaching and learning strategy. All assessment is planned and coordinated and it is ensured the learner effort required is distributed and proportional to the credit volume of the course and the associated educational benefit. Assessment is authentic and is designed to ensure timely formative feedback supports learning.

Assessment procedures are credible

HUF assessment policies are fair, consistent and fit-for-purpose. All assessment is undertaken by competent staff without conflict of interest and there are procedures for dealing with appeals. Assessment strategies and learning outcomes are accessible, plainly written and communicated at the start of a program.

Assessment methods are reviewed and renewed

Assessment is periodically reviewed and research in new assessment methods, strategies and tactics is ongoing for continuing quality enhancement.

Learners are well informed about how and why they are assessed

Program Learning Outcomes and graduate attributes are publicly available and communicated to learners and internal examiners regularly. Learner's feedback is critical to the annual Course Evaluation and Review which includes assessment.

Grading

The HUF grading system is based on principles of consistency and transparency. Faculty award grades based upon criteria that are clear and visible in the course syllabus. It is a requirement that to meet minimum performance standards to both pass a course and to remain enrolled in the Program and all students should be aware of the academic regulations and expectations regarding academic standards therein.

HUF uses a letter grade system to facilitate GPA calculation which is important both to remain in good academic standing and for the award of the degree. Grades and grade points represent the final measure of a student's performance in a course. A grade is issued for each course attempted. The following grades are used at Holmes University Florida:

Grades	Percentage Equivalent	Credit Earned	Credit Attempted	Grade Points	GPA Calculation	SAP Calculation
A – Excellent	90.0-100	Y	Y	4	Y	Y
B – Above Average	80.0-89.99	Y	Y	3	Y	Y
C – Average	70-79.99	Y	Y	2	Y	Y

D – Passing	60-69.99	Y	Y	1	Y	Y
F – Failing	Below 60	N	Y	0	Y	Y
I – Incomplete	N/A	N	N	N/A	N	N
P – Passing	60-100	Y	Y	4	Y	Y
S - Satisfactory	60 – 100	N	Y	4	Y	Y
CLEP - 3rd Party Test	N/A	N	N	N/A	N	N
CR – Credit	CR	N	N	N/A	N	N
WP – Withdraw/Pass	N/A	N	Y	N/A	N	N
WF – Withdraw/Fail	N/A	N	Y	0	Y	Y
WNA-Withdraw/nonattendance	N/A	N	N	0	N	N

The University expects students to complete all course requirements established in the syllabus.

A grade of incomplete may be assigned, with the approval of the Campus Director and the instructor, when course work is not completed due to circumstances beyond the student's control. An incomplete grade represents a formal written agreement among the instructor, the Campus Director, and the student for the submission of unfinished coursework under prescribed conditions. Students must initiate their request for an incomplete on or before the final day of classes by contacting the Campus Director. If approved, all necessary individuals sign the Incomplete Agreement Form and the date is set by which time all outstanding coursework must be submitted. The student shall have 14 calendar days into the next scheduled course to complete the course requirements. If course requirements are not met, the Registrar will automatically convert any incomplete grade not removed by the student to a failing grade (F).

A grade of WP is assigned when the student voluntarily withdraws in writing from a course and the instructor determines that the student's work is satisfactory at the time of withdrawal. The WP grade is not included in the calculation of the GPA.

A grade of WF is assigned when the student voluntarily withdraws from a course and the instructor determines that the student's work is unsatisfactory at the time of withdrawal. A WF grade has the same academic effect as an F grade when computing the GPA.

Certain courses are available as Pass/Fail. The P grade is included in the calculation of the GPA.

The S grade is used to denote a passing grade for the University's developmental or other courses that do not yield academic credit.

Credit grades (CR) are used for transferred grades and are omitted from calculation of the GPA.

Third-party test scores (CLEP) are obtained from University-approved third party test agencies and are omitted from the calculation of the GPA.

A WNA grade is used when a student does not attend any class and completes no academic work but fails to withdraw from the class.

Course Grading

Course grades are based on the grading scheme delineated in each course syllabus. In general, class grades are based on completion of certain course components typically including a midterm examination, a final examination, some combination of homework, laboratory activities, skills practice, "pop" quizzes, or class assignments, submission of a written paper, presentation of a verbal report, and course participation. The final course grade is calculated based on a weighted average of these elements. Course participation is graded on the following basis: professional attitude and etiquette; preparation for class activities; voluntary participation in classroom activities; and initiative. Students not attempting all components of a course might not receive a passing grade in the course.

Academic Honors

The Registrar will present students who maintain a grade point average of 3.5 or higher, while carrying 12 or more credits, to the Campus President. The Campus President will post a list of names for public and peer recognition. The top 5% of students are recognized at commencement for their superior academic achievements.

The University grants Latin Honors for graduates that achieve superior academic performance throughout the length of their studies. Graduates that maintain a cumulative grade point average of 3.0 shall graduate cum laude; Graduates that maintain a cumulative grade point average of 3.5 shall graduate magna cum laude; graduates that maintain a cumulative grade point average of 3.75 shall graduate summa cum laude.

Grade Point Average

The Grade Point Average (GPA) is a weighted average of grade points earned. To compute the GPA, each grade is assigned an appropriate number of grade points, and the total number of credits attempted divides the total of all points earned. CR and I grades are not included in the computation.

Course Repetitions

A student may repeat any course in which a grade has been earned, provided he or she pays for the course. Both initial and repeat grades in the course will appear on the transcript, but only the grade from the latest attempt will be used to calculate quality points for the GPA calculations.

Satisfactory Progress

All students must meet minimum standards of academic achievement and course completion while enrolled at Holmes University Florida. The student's progress will be evaluated at certain points to determine satisfactory academic progress**.** The Registrar performs satisfactory progress calculations. Students may be terminated for insufficient progress.

Maximum Time Frame

Students enrolled at Holmes University Florida must complete their studies within certain time limits to be eligible for a diploma or degree. The maximum time frame (MTF) to complete each diploma or

degree program is defined in terms of attempted credit hours. A student may attempt up to 1.5 times the number of credit hours for the program of study. The equation for calculating the MTF is:

MTF = # credit hours in program x 1.5

An authorized leave of absence does not count towards the time limits. If a student is unable to complete the program within the MTF, the individual will not be eligible to receive the original credential, and can only receive a certificate of completion.

Evaluation Points

Each student will be evaluated at certain points in the academic program as follows:

- 25% of Maximum Time Frame;
- 50% of Maximum Time Frame;
- 100% of Maximum Time Frame;
- End of the first academic year[1];
- End of the second academic year; and
- End of each subsequent academic year.

Minimum Academic Achievement

Each student must achieve the following minimum cumulative grade point averages (CGPA) at the evaluation periods specified above in order to remain as a "regular" student:

- 25% of Maximum Time Frame; CGPA = 1.25
- 50% of Maximum Time Frame; CGPA = 1.50
- End (100%) of Maximum Time Frame; CGPA = 2.0
- End of first academic year; CGPA = 1.25
- End of the second academic year; CGPA = 2.0
- End of each subsequent academic year; CGPA = 2.0

A student with a CGPA below 1.25 at the 25% maximum time frame point or at the end of the first academic year will be placed on academic probation. A student with a CGPA below 1.5 at the 50% maximum time frame point is not eligible for probation, and will be dismissed. A student with a CGPA of less than 2.0 at evaluation points at the end of the second or beyond will be dismissed. A student who has been dismissed owing to a failure to maintain minimum academic standards may apply for extended enrollment status as a "non-regular" student. Please see the section on Extended Enrollment.

Failure to maintain a 2.0 grade point average for any term will result in the student being placed on probationary status, unless the student has a cumulative grade point average of at least than 2.0 at the end of the second academic year. Students who fail to maintain a 2.0 CGPA at this evaluation point will

be dismissed.

Successful Course Completion

Each student must meet minimum successful course completion percentages for all courses attempted to remain enrolled as a regular student.

Satisfactory Completion Summary Table			
Evaluation Point	Required Cumulative Grade Point Average	Required Cumulative Successful Completion Percentage	Result if Satisfactory Progress Standard is not met
25% of maximum time frame	1.25	55%	Probation
End of first academic year (or 50% of the standard program length for programs of less than one academic year)	1.25	55%	Probation
50% of maximum time frame	1.5	60%	Dismissal†
End of second academic year or subsequent academic years	2.00	67%	Dismissal†
End (100%) of maximum time frame	2.00	67%	Dismissal
†Student may apply for extended enrollment status. Please see the section on extended enrollment.			

Students must earn at least 55% of the credits attempted at the 25% maximum time frame or the end of the first academic year evaluation points. Students whose successful course completion percentage is less than 55% will be placed on academic probation. Students must earn at least 60% of the attempted credits at the 50% maximum time frame point. A student whose successful course completion percentage is less than 60% at this evaluation point will be dismissed. Students must earn a minimum of 67% of the credits attempted by the end of the second academic year, and at all subsequent evaluation points. A student whose successful course completion percentage is less than 67% at these evaluation points will be dismissed. A student who has been dismissed owing to a failure to maintain minimum academic standards may apply for extended enrollment status. Please see the section on Extended Enrollment.

A summary of the probation and dismissal points, cumulative grade point average, and successful course completion requirements are presented in the table above.

Cumulative Nature of the Calculation of Satisfactory Academic Progress

Satisfactory academic progress is calculated at the evaluation points specified above. The standards of progress are cumulative, and apply to all periods of the student's enrollment, regardless of whether or not the student receives federal financial aid.

Application of Satisfactory Progress to Course Repeats, Withdrawals, and Incomplete Grades.

Course Repeat –Courses that are repeated will be counted in the calculation of the satisfactory progress completion rate and maximum timeframe standards.

Withdrawal ("W") Grades – A withdrawal grade is included in the satisfactory progress calculation for course completion, and counts as a credit attempted but not successfully completed.

Incomplete ("I") Grades – An I grade is a temporary grade, and does not count in the calculation of satisfactory progress standards or grade point average.

Application of Satisfactory Progress to Transfer of Credit

Treatment of Transfer credit – Upon admission, transfer students will be assumed to be maintaining satisfactory academic progress. After admission to the University, courses successfully completed in subsequent terms at another institution that fulfill degree requirements at Holmes University Florida may be used to achieve satisfactory academic progress compliance. Students must provide documentation to the Office of Financial Aid regarding such credit. Credit transferred from other institutions will be used in the calculation of the maximum time frame.

Application of Satisfactory Progress to Additional Programs of Study

Second Program of Study – The University may award financial aid to a student who enrolls in a second program of study. The maximum timeframe will be determined on an individual basis once all applicable credit from the previous program is considered for transfer into the new program.

Application of Satisfactory Progress to Changes in Programs.

Change in Program – Students who are in compliance with the University Satisfactory Academic Progress policy may change their program of study. Once the student is admitted to their new academic program and applicable credit is transferred to their new program, the maximum timeframe allowed will be individually determined. If students change their major, all credits attempted, including those taken towards the prior major will be counted when calculating the cumulative GPA. These credits will also be counted in the satisfactory progress course completion calculations.

Academic Probation

Any student whose GPA falls below 2.0 shall be placed on academic probation for one academic quarter. However, students shall not be subject to further action and will remain eligible for financial aid, unless their academic achievement or credit completion rate falls below the satisfactory progress parameters outlined above. Students will also be placed on academic probation (for one quarter) if their GPA or successful course completion percentages are below minimum standards at the 25% evaluation point. All students seeking re-enrollment as a regular student following a suspension for academic progress will be placed on academic probation for one quarter. Failure to maintain a 2.0 grade point average for any term will result in the student being placed on probationary status for one quarter, unless the student has a cumulative grade point average of at least than 2.0 at the end of the second academic year. Students who fail to maintain a 2.0 CGPA at the end of the second academic year, shall not be eligible for federal financial aid, and will be dismissed, but may continue under the extended enrollment provisions described below.

A student on academic probation will be counseled and given assistance, if needed, to improve his/her GPA. At the end of the probationary period, if the academic record does not comply with the standards of satisfactory academic progress, the student will be suspended for a minimum of one grading period.

Extended Enrollment

If a student fails to meet, the minimum standards (see above) at the 50% maximum time frame point or

at longer evaluation points noted above, the student may no longer continue at the University as a regular student. However, with the permission of the Campus Director, the student may continue as a non-regular student for a period not to exceed one quarter. During this time, the student is expected to improve the deficient areas that led to the dismissal by taking remedial courses, retaking courses they have failed, or practicing previously learned skills in order to re-establish satisfactory academic progress. The student is responsible for all costs incurred while on extended enrollment status; no federal financial aid is available for students on extended enrollment status. Courses taken under the extended enrollment provisions will count towards credits attempted and will affect the MTF calculation. Students are not eligible for federal financial aid programs while on extended enrollment.

Re-instatement as a Regular Student

At the completion of the extended enrollment period, a student must apply in writing to the administration in order to return to regular status. A meeting will be scheduled between the Campus Director and the student applying for re-establishment to determine if the student has the academic ability and desire to successfully complete the program. A student may be re-instated as a regular student if, after re-taking courses, he or she demonstrates to the Campus Director that they are academically ready to continue their education. The re-instatement shall be based upon the student meeting the satisfactory progress parameters that were in effect when the student lost regular status. If re-instated, the student shall be placed on academic probation for a period of one term, and will regain eligibility for federal financial aid.

Mitigating Circumstances

The President or Campus Director may grant or extend a leave of absence, or waive interim satisfactory progress standards for circumstances of poor health, family crisis, or other extreme circumstances outside the student's control. The student must request a waiver of the satisfactory progress standards in writing, and document these circumstances in writing, and demonstrate that they had an adverse impact on the student's performance. A request for a waiver of satisfactory progress or leave of absence standards must be made, in writing, to the office of the President or Campus Director within 20 days of the initiating circumstance. The student will be notified within 10 business days of the request. No waivers will be issued for graduation requirements. If the student's request is approved, the student will be placed on academic probation for one academic quarter, and shall be deemed to be making satisfactory progress during this time period. Student's not meeting satisfactory progress standards at the end of the probationary period, may only continue at the University as a non-regular student under the extended enrollment provisions described above.

Standards of Academic Progress for VA Students

Students receiving VA educational benefits (VA students) must maintain a minimum cumulative grade point average (CGPA) of 2.0 each term. A VA student whose Cumulative GPA fall below 2.0 at the end of any term will be placed on academic probation for a minimum of two (2) consecutive terms of enrollment. If the VA student's CPGA is still below 2.0 at the end of the second consecutive term of probation, the student's VA educational benefits will be terminated. A VA student terminated from VA educational benefits due to unsatisfactory progress may petition the school to be recertified after one term has elapsed and after attaining a CGPA of 2.0.

Student Support

Support at HUF will be provided through several channels:

- Lecturers and Tutors are the primary source of academic assistance to learners. In addition to the standard teaching hours, each academic staff member is required to schedule Office Hours for learner consultation and academic support workshops. These are posted on the appropriate pages in Blackboard. This time is available to learners to come to their lecturer or tutor to seek assistance with any academic issue they may experience. Lecturers and tutors are also required to make themselves reasonable available to leaners by appointment outside of class time and Office Hours.
- Student Support Officers are a resource for learners to coordinate academic support. Learners seeking support, or have been identified, as requiring academic support, will be referred to Student Services who will arrange with academic staff, library staff, peer support personnel or external support providers for the support to be delivered. Student Services will follow up with the learner to ensure that the support is adequate and to determine whether additional support is required.
- Library and Information Literacy Support. A qualified and experienced digital literacy support person will be available to provide support to learners seeking information. An introduction to the library and information resources will be a feature of orientation sessions for all beginning learners.
- Peer Support. The Student Services will organize a comprehensive network of peer support. Initially this will involve senior learners making time available to assist first year learners with academic issues, but the support network will grow as the University grows.
- Academic Workshops. As part of induction and when a need is identified Academic workshops are arranged. These workshops include:

    - Academic skills, such as referencing, assignment writing, etc.
    - Examination preparation.
    - Library skills.
    - Academic Integrity
    - Digital Literacy

Any other topic that may be identified as being needed by HUF learners.

Attendance at academic workshops is usually voluntary but may be a required condition for learners on academic probation.

We aim to provide a supportive teaching and learning environment that is accessible to all students. Disabled students or students experiencing health or wellbeing issues are encouraged to make direct contact with the Program Team to discuss potential support and services relating to accessibility and reasonable adjustments.

If reasonable adjustments are required, the Program Team in partnership with the student will agree a

Summary of Reasonable Adjustments, and, where appropriate, Reasonable Assessment Arrangements (e.g. individual exam adjustments). Further details are provided in the academic regulations.

Student Evaluations & Feedback

At Holmes University Florida, we are committed to a process of continuous improvement to degree programs and to students' learning experience in general. As a result, students will be asked to provide feedback at the end of each course via an online student evaluation form. The form will be issued to students after they have completed a course and submitted all the required assignments, and we recommend this is completed as soon as possible and must be completed before the grades are released. As we consider student feedback as critical to the rigor and quality of the degree, all students must complete this and their grades for the course will be withheld until this is completed.

We will also regularly seek out feedback on the program as a whole so that we may continue to improve on its delivery. We strongly encourage students to complete these when received.

In addition, we also encourage students to meet with a member of the Program Team to provide feedback. This could also be if they wish to raise a matter of concern about any aspect of the program experience. We typically seek to resolve as many issues as possible swiftly and informally. However, we have also developed a policy and procedure for dealing with formal complaints from students, which is outlined in the academic regulations.

Academic Governance

HUF's Academic Board has ultimate responsibility for all academic governance within the University. The Program Board (established for each program taught), which includes members of the Holmes University Florida faculty and staff, is responsible for all for all academic matters relating to the program. This includes but is not limited to:

- Academic Monitoring – reviewing student evaluations and additional stakeholder feedback to ensure that the program is delivering on its stated aims.
- Curriculum Content & Delivery – facilitating a process of continuous improvement for the curriculum to ensure it remains leading edge and approving any changes to content.
- Regulations – enforcing all regulations related to the program.

In addition, an Exam Board that reports to the Academic Board is responsible for the monitoring and approval of course grades to ensure that grading is completed in line with our stated assessment structures and conducted in a fair and equitable manner. The Exam Board – which is comprised of Holmes University Florida faculty members and the President – will also oversee the work of other groups responsible for academic matters, for example student disciplinary cases.

Graduation Requirements/Degree Award

To be awarded a degree from Holmes University Florida, students must satisfactorily complete all program requirements as outlined in the academic catalog in effect at the time of their enrollment, or as otherwise approved by the institution. The requirements for satisfactory completion of a degree program include the following:

1. **Completion of Program Curriculum**
    - Undergraduate Programs (Bachelor's Degrees): Students must complete all courses required in the program of study, earning a minimum of 120 semester credit hours (or the equivalent) unless otherwise specified. A minimum cumulative grade point average (GPA) of 2.0 on a 4.0 scale is required for graduation.
    - Graduate Programs (Master's Degrees): Students must complete all courses required in the program of study, earning a minimum of 36 semester credit hours (or the equivalent) depending on program requirements. A minimum cumulative grade point average (GPA) of 3.0 on a 4.0 scale is required for graduation.
2. **Satisfactory Academic Progress (SAP)**

Students must maintain Satisfactory Academic Progress throughout their enrollment as defined by institutional policy. This includes achieving the required minimum GPA, completing coursework at a satisfactory pace, and finishing all program requirements within the maximum time frame established by the institution.

3. **Residency Requirement**

Students must complete at least **50% of the credit hours** required for their degree program through courses offered by HUF to satisfy institutional residency requirements.

4. **Capstone, Comprehensive, or Culminating Experience (If Applicable)**

Students in programs that require a capstone project, thesis, portfolio, or comprehensive examination must successfully complete these requirements, demonstrating mastery of program-level learning outcomes.

5. **Practicum/Internship/Clinical Experience (If Applicable)**

Programs that require field experience must be completed in full, including all assigned hours and demonstration of satisfactory performance as assessed by faculty and/or site supervisors.

6. **Good Academic and Disciplinary Standing**

Students must be in good academic and disciplinary standing at the time of program completion.

7. **Financial Clearance**

All financial obligations to the institution, including tuition, fees, and any other charges, must be satisfied before the degree is conferred.

Upon meeting all the above requirements, students will be recommended for degree conferral by the faculty and administration. Degrees are conferred by the authority of the Academic Board.

Student Conduct

At HUF, we endeavor to create an inclusive and collaborative learning environment – one in which everyone is treated fairly and equally and which seeks to uphold the highest standards of academic integrity and to foster mutual respect among all members of the community.

To support this, we have developed a Student Charter that is underpinned by a set of policies and procedures that seek to reinforce our commitment to a positive learning experience for everyone. We place a strong emphasis on personal responsibility. Many of our commitments and expectations will be familiar to students and are likely to align with the principles that exist within their professional working environment.

We encourage students familiarize themselves with the information included in the following sections to ensure they are fully aware of the expectations and standards expected. Should students find themselves in breach of any of the policies relating to student conduct, a claim of being unaware of the expectations and policies will not be considered as a suitable defense.

Academic Misconduct

Academic misconduct is considered to be any action or attempted action or activity, either intentional or otherwise, which may result in creating an unfair academic advantage for oneself or disadvantage for another member of the University.

There is a range of different types and examples of what constitutes academic misconduct. It is impossible to list them all, but we are including some of the most common below:

- Plagiarism: This is perhaps the most common occurrence of all. Students must respect the intellectual property in the work of others. In instances where the work of others is used or relied upon, it must be properly acknowledged, and authorship correctly attributed in accordance with academic practice. Incidences include:
    - Submitting the work or ideas of someone else as your own, either with or without appropriate referencing.
    - Failure to acknowledge clearly that you have used, referred to, or copied the ideas, words, data or work of another person.
    - Submitting work that has been previously submitted for other academic or non-academic purposes (also known as self-plagiarism).

  All work must be referenced using an appropriate referencing convention. Holmes Institute requires the APA referencing model, which is one of the most common citation styles used. Guidance about referencing conventions is readily available on the learning hub. Students are fully responsible for ensuring they are aware of the requirements for referencing and use the appropriate convention for the course. Holmes Institute uses technology to detect and/or follow up on cases of suspected plagiarism.
- Impersonation: Submitting work prepared by another person or third party as your own; for example purchasing work from an essay mill/bank, commissioning another person to complete the work or having another person sit an exam.

- Collusion: Incidences of collusion include:
    - Unauthorized collaboration, discussion and/or sharing of materials.
    - Helping or receiving help from another student with assessed work.
- Contribution: Incidences of contribution include:
    - Failure to contribute sufficiently to group work.
    - Receiving a mark, credit or other academic acknowledgement for assessed work which has not been contributed to.
- Falsification: Incidences of falsification include:
    - Fabrication or falsification of data, findings, evidence or experimental results.
    - Falsification or invention of references.
- Misrepresentation: Making a false declaration and/or submitting false information to the Institution.
- Any misuse of Artificial Intelligence software not sanctioned by the University

All forms of academic misconduct are considered unacceptable and students may be subject to disciplinary action, which can result in the failure of the course and program. Full details of the policies and processes for dealing with them are contained in the Student Disciplinary Policy included in this catalog.

General Misconduct

General misconduct is considered to be any type of misconduct that is not specifically related to academic and assessed work. It generally relates to a breach of rules or behavior of an improper manner. It may also include behavior which brings the University and its good name into disrepute or could if it were to become public knowledge.

The following are some types and examples of general misconduct. This list is illustrative, not exhaustive.

a) Disruption/ Interference:
    - With the academic, administrative or other activities of the University.
    - With the functions, duties or activities of any student, staff or faculty member of the Institution.

b) Misrepresentation, including but not limited to fraud, deceit, deception or dishonesty in connection with being a student of the University.

c) Behavior:
    - Violent, indecent, disorderly, threatening or offensive behavior or language while

engaged in a University activity.

- Bullying or harassment of any kind of any member of the community.
- Damage to or defacement of University property, or the property of other members of the University.
- Theft or misappropriation of property belonging to the University, or other members of the University.
- Action likely to cause injury or impair safety

d) Conduct:

- Which may constitute a breach of any of the rules and regulations which may be issued by the Institution e.g. student code of conduct, use of learning resources etc.
- Which may constitute a criminal offence.

e) Hazing, which is conduct or initiation into any organization that willfully or recklessly endangers the physical or mental health of any person. **Imposition or use of hazing in any form of initiation or at any time is strictly prohibited.** Violation of this policy will result in disciplinary actions against the violator that will include counseling and possible expulsion from HUF.

Any incidence of general misconduct is considered unacceptable and the policies and procedures for dealing with such incidences are contained in the Student Disciplinary Policy included in this catalog.

Student Charter

The HUF Student Charter lays out what learners can expect and what is expected of them.

HUF is committed to cultivating a community where scholarship and personal development are nurtured, innovation and entrepreneurship encouraged and social conscience developed. HUF will provide opportunities for students from all backgrounds. Students and staff have a collective responsibility to engage with the program, participate in college life and respect the services and facilities provided.

The charter is aligned to the Holmes mission, which is to provide a dynamic, student-centered learning environment that fosters rational thought and is committed to and supportive of free intellectual enquiry in the University's academic endeavors.

Learners can expect **HUF** to:

- Uphold the Holmes values of: Excellence, Innovation, Diversity, Integrity and Collaboration
- Provide a collegiate learning environment in which every student, independent of their age, culture, physical and mental health, or financial circumstances, has the opportunity to engage with all aspects of University life.
- Ensure that learners are represented at all levels of governance and have the opportunity to meaningfully contribute to the enhancement of the University.

- Offer high quality modern and relevant academic programs that prepare learners for life and career.
- Deliver those programs professionally and with integrity to a high standard supporting students in their development as independent learners.
- Provide fair, authentic and challenging assessment and ensure formative feedback is provided on time to support learning.
- Provide learning activities to support analysis, synthesis, reflection and critical appraisal.
- Provide opportunities to develop transversal skills preparing learners for life and work.
- Provide clear and timely information relating to program delivery and assessment.
- Provide access to physical facilities to support learning.
- Provide access to support and advice on health and welfare, student life, accommodation, finance and career planning.
- Provide access to clear, accessible written information on all regulations, supports, timetables, examination arrangements, appeals and complaints procedures, and program information etc.
- Treat all students and staff with respect and courtesy, regardless of gender, marital status, family status, age disability, sexual orientation, race or religion.

HUF expects **learners** to:

- Take responsibility for learning, demonstrate self-motivation and engage fully with the program of study and all learning opportunities.
- Work with academic integrity.
- Attend all scheduled classes and assessment, support sessions and any meetings arranged by the University.
- Ensure sufficient time is allocated to undertake directed learning, prepare for assessment and engage in independent study.
- Complete and submit assessed work by stated deadlines, taking into consideration all formative feedback supplied.
- Engage in the personal and professional development opportunities designed to develop global citizens.
- Notify the college of any issues that might affect attendance or engagement.
- Keep in communication with the college, program director and/or student services and seek advice, if required, on academic, personal and welfare issues
- Interact with staff and colleagues professionally and treat others with respect and courtesy, regardless of gender, marital status, family status, age, disability, sexual orientation, race or religion.
- Take opportunities to participate in college governance and provide feedback on all

aspects of student life to the college.

- Support the college social events, clubs and societies to enhance personal and professional development and the student experience.
- Use the college facilities and resources with respect and consideration for all other users, respecting the physical environment of the University.

Regulations, Policies and Procedures

We have developed our regulations and policies for all members of the HUF community. They not only protect the Institution, but also the individual. We have ensured that should a student be suspected of a breach of the regulations, there is in place a clear process in which they will be investigated and dealt with together with an opportunity for the student to respond and make their case before any conclusions are reached or actions taken. Again, it is important that students familiarize themselves with the process, including the right to appeal which are outlined in the regulations and policy sections of this catalog.

Student Complaints

HUF strives to achieve the highest standards in the provision of services to students but recognizes that complaints may arise nonetheless. We have therefore developed a process to deal with complaints from students. This procedure is intended to enable students to bring matters of concern about Holmes services to its attention and to enable those matters to be investigated and discussed with the aim of reaching a satisfactory resolution, within a reasonable timescale and having due regard to the requirements of natural justice.

We have developed a number of feedback mechanisms for students to raise any concerns with a view to us seeking to respond quickly to resolve most issues. In addition, we would encourage, where possible, to raise issues informally with the Program Team first before the submission of a formal complaint.

Holmes treats all complaints very seriously. Students will not suffer any disadvantage as a result of making a complaint in good faith. However, making a complaint that is frivolous, vexatious or malicious is likely to be a breach of a student's obligations to HUF and may result in disciplinary action being taken against that student under the Student Disciplinary Policy.

Degree Programs Overview

Holmes University Florida offers bachelor's and master's degrees. Candidates for baccalaureate degrees must complete academic distribution requirements by taking a minimum number of credits from each division of the curriculum: natural science and mathematics, social and behavioral sciences and humanities and fine arts, as well as completing the courses specified in their major core and elective classes. Master's degree candidates must complete the required courses outlined for each degree.

All the College's general policies and procedures as identified in the catalog apply to students matriculated in degree programs, with specific reference to admissions policies; attendance policies; conduct and standards of behavior; financial aid; standards of satisfactory progress; grievance resolution; and refund policies. If preparatory classes are required, the total credit hours required for program completion will be increased by those courses.

Course Delivery

Courses at Holmes University Florida are delivered in various formats, either on-campus, online or Hybrid. Courses that are delivered in a hybrid on-line modality are noted in the course breakdowns and the course descriptions with an asterisk symbol (*).

General Education Requirements

HUF believes that students must achieve a certain level of competency in communications, mathematics and natural sciences, social sciences and humanities to complement their technical skills and to achieve workplace success. To this end, the University requires that each bachelor's degree student complete a minimum number of general education and/or liberal arts classes to qualify for graduation. Student must complete minimum credits in each competency area to qualify for graduation. Please see degree program outlines for general education requirements.

General Education and Liberal Arts Courses

Social Sciences		
Course Code	Course Title	Credit Hours
ECO 100	Principles of Economics (*not for business majors*)	3
ECO 221	Microeconomics (*not for business majors*)	3
ECO 300	Economic Geography	3
POL107	International Politics & Current	3

	Affairs	
ECO 330	Comparative Economic Systems	3
HIS 105	Global History and Civilization	3
PSY 107	Introduction to Psychology	3
SOC 111	Introduction to Sociology	3
SOC 318	Organizational Behavior	3
SOC 111	Introduction to Sociology	3
SOC 318	Organizational Behavior	3
Bachelor of Science Degree candidates must select a minimum of two courses from this list.		
Communications		
Couse Code	Course Title	Credit Hours
ENG 101	English Composition and Technical Writing	3
COM 109	Public Speaking & Business Communication	3
ENG 207	English Composition II	3
COC108	Digital Literacy & Information Management	3
COM 310	Technical Communications	3
COC 301	Internet Research and Computing	3
Bachelor of Science Degree candidates must select a minimum of three courses from this list.		
Humanities and Fine Arts		
HUM 106	Critical Thinking and Ethics	3

HUM 110	Ethics and Society in the Digital Age	3
HUM 217	Global Cultures and Creative Expression	3
HUM 301	Design Thinking and the Human Experience	3
Bachelor of Science Degree candidates must select a minimum of two courses from this list.		
Natural Science and Mathematics		
BIO 150	Introduction to Biology (not applicable to health majors)	3
EVR 110	Environmental Science and Sustainability	3
EVR 328	Environmental Issues	3
MAT 105	College Mathematics	3
MAT 203	College Algebra and Mathematical reasoning	3
MAT 205	College Algebra and Discrete Math for Computing	3
MAT 310	Statistics and Probability	3
Bachelor of Science Degree candidates must select a minimum of three courses from this list.		

Course Descriptions – General Education Courses

Social Sciences

ECO 100: Principles of Economics (not for business majors) (3 Credits)

This course provides a broad introduction to the fundamentals of both microeconomics and macroeconomics. It is designed for non-business majors and explores how economic systems function, including topics like supply and demand, inflation, unemployment, and government fiscal policy.

ECO 221: Microeconomics (not for business majors)

This course introduces students to microeconomic concepts such as consumer behavior, firm production, market equilibrium, and resource allocation. It emphasizes decision-making at the individual and firm level in various market structures.

ECO 300: Economic Geography (3 Credits)

Students explore the spatial aspects of economies including location theory, regional development, trade patterns, and global economic systems. The course examines how geography influences economic activity and global distribution of resources.

POL107: International Politics & Current Affairs (3 Credits)

This course examines contemporary global political issues and the structure of international relations. Topics include diplomacy, international organizations, global conflicts, and the impact of current events on international policymaking.

ECO 330: Comparative Economic Systems (3 Credits)

A study of different economic systems including capitalism, socialism, and mixed economies. The course compares how countries organize production, manage resources, and implement economic policies.

HIS 105: Global History and Civilization (3 Credits)

This course explores major events and themes in global history from early civilizations to modern times. Topics include empire-building, revolutions, industrialization, and globalization.

PSY 107: Introduction to Psychology (3 Credits)

An overview of psychological principles including development, learning, memory, personality, and behavior. The course introduces foundational theories and methods used in the field of psychology.

SOC 111: Introduction to Sociology (3 Credits)

Students explore the structure and dynamics of human societies, social institutions, and group behavior. The course introduces sociological theories and methods of analyzing society.

SOC 318: Organizational Behavior (3 Credits)

This course examines the behavior of individuals and groups within organizational settings. Topics include leadership, motivation, team dynamics, communication, and organizational culture.

Communications

ENG 101: English Composition and Technical Writing (3 Credits)

This course focuses on improving written communication and academic writing. Students learn to compose essays, reports, and technical documents with clarity, coherence, and grammatical accuracy.

COM 109: Public Speaking & Business Communication (3 Credits)

An introduction to effective oral communication in professional and academic settings. Students develop public speaking, interpersonal communication, and business presentation skills.

ENG 207: English Composition II (3 Credits)

A continuation of English Composition I with emphasis on research writing, argumentation, and critical analysis. Students practice developing well-supported essays and research projects.

COC108: Digital Literacy & Information Management (3 Credits)

This course introduces students to digital tools and information systems essential for academic and workplace success. Topics include email, spreadsheets, cloud storage, digital safety, and information retrieval.

COM 310: Technical Communications (3 Credits)

A professional writing course that emphasizes the creation of workplace documents such as proposals, manuals, memos, and technical instructions using clear and concise language.

COC 301: Internet Research and Computing (3 Credits)

Students learn to conduct effective research using online databases and digital tools. The course covers web evaluation, academic integrity, and introductory computing skills.

Humanities and Fine Arts

HUM 106: Critical Thinking and Ethics (3 Credits)

This course develops logical reasoning and ethical decision-making skills. Students analyze real-world scenarios and explore moral philosophies and ethical frameworks.

HUM 110: Ethics and Society in the Digital Age (3 Credits)

A study of contemporary ethical issues arising from digital technologies, including privacy, surveillance, AI, and digital identity. Students evaluate the societal impacts of innovation.

HUM 217: Global Cultures and Creative Expression (3 Credits)

Students explore artistic, literary, and cultural traditions from around the world. The course fosters appreciation for cultural diversity and the role of creative expression in society.

HUM 301: Design Thinking and the Human Experience

This course introduces students to design thinking as a method for innovation, creativity, and problem-solving. It explores user-centered design and the intersection of design, art, and society.

Natural Science and Mathematics

BIO 150: Introduction to Biology (not applicable to health majors) (3 Credits)

A non-majors survey course covering fundamental biological concepts such as cell structure, genetics, evolution, and ecosystems. Designed for students not pursuing health-related fields.

EVR 110: Environmental Science and Sustainability (3 Credits)

Students examine environmental challenges such as climate change, resource depletion, and pollution. Emphasis is placed on sustainability practices and environmental stewardship.

EVR 328: Environmental Issues (3 Credits)

An advanced look at global and local environmental issues, including biodiversity loss, environmental

justice, and ecological restoration. Students explore solutions and policy responses.

MAT 105: College Mathematics (3 Credits)

This foundational course covers mathematical concepts including algebra, geometry, statistics, and number theory, with applications to real-life problem solving.

MAT 203: College Algebra and Mathematical Reasoning (3 Credits)

Students study algebraic expressions, equations, functions, and graphing techniques. Emphasis is placed on logic, quantitative reasoning, and mathematical applications.

MAT 205: College Algebra and Discrete Math for Computing (3 Credits)

This course integrates algebraic principles with discrete math topics such as logic, set theory, matrices, and algorithms relevant to computing and data science.

MAT 310: Statistics and Probability (3 Credits)

An introduction to descriptive and inferential statistics, including probability distributions, hypothesis testing, correlation, and regression. Students apply concepts to data analysis.

Bachelor of Business Administration – Global Track

Program Objective

Graduates of this program will be able to:

- Demonstrate proficiency in core business disciplines, including management, marketing, finance, and accounting.
- Analyze and apply international business strategies in global markets.
- Communicate effectively across cultures and languages in professional business settings.
- Interpret and apply economic and financial data in strategic decision-making.
- Utilize ethical reasoning and legal understanding in business practices.
- Lead diverse teams and projects with an understanding of global business dynamics.

Program Description

The Bachelor of Business Administration (BBA) with a Global Track is designed to prepare students to lead and manage in an increasingly interconnected world. The program emphasizes foundational business disciplines while embedding a strong international perspective. Graduates will be equipped to operate effectively in global markets and multicultural environments

Program Breakdown by Course

Course Code	Course Title	Credit Hours

General Education (30 credits)		30
Core Business (63 Credits)		
ACC201	Introduction to Financial Accounting	3
ECO221	Micro Economics	3
ECO227	Macro Economics	3
ACC202	Managerial Accounting	3
MGT101	Introduction to Management	3
MKT104	Introduction to Marketing	3
BUS107	Business Law and Ethics	3
BUS208	Organizational Behavior	3
BUS109	Financial Management	3
BUS110	Business statistics	3
BUS112	Operations and supply chain management	3
BUS221	Digital Business & E-commerce	3
BUS311	Introduction to Artificial Intelligence in Business	3
FIN316	Entrepreneurial Finance	3
FIN311	Financial Statement Analysis	3
MIS301	Management Information Systems	3
HRM301	Human Resource Management	3
PRJ301	Project Management	3
MKT429	AI Applications in Marketing and Consumer	3
BUS419	Business Analytics and Data Driven Decision Making	3
FIN413	Corporate Governance & Compliance	3
Global Specialization (24 Credits)		
GLB302	International Business Strategy	3
GBS317	Cross-Cultural Management	3
GBS323	Global Marketing Strategies	3
GBS334	International Trade & Finance	3
GLB405	Emerging Markets & Global Trade	3
GBS416	Sustainable Business Practices	3
GBS427	Geopolitics & Global Risk	3
GLB301	Global Economics	3
Capstone (3 credits)		
MGT441	Strategic Management and AI Innovation Capstone	3

	TOTAL:	**120**

Course descriptions - Bachelor of Business Administration – Global Track

ACC201 – Introduction to Financial Accounting (3 Credits)

This foundational course introduces students to the principles and practices of financial accounting. Students explore the accounting cycle from transaction analysis to preparation of financial statements. Topics include revenue recognition, asset valuation, adjusting and closing entries, and accounting ethics. The course emphasizes GAAP compliance and provides hands-on experience with accounting software to develop technical skills in recording and reporting financial data.

ACC202 – Managerial Accounting (3 Credits)

Teaches the use of accounting data for internal decision-making. Topics include cost-volume-profit analysis, relevant cost decision-making, flexible budgeting, standard costing, and performance evaluation. Students learn to support strategic business initiatives with data-driven recommendations, and complete financial simulations using spreadsheet models.

BUS107 – Business Law and Ethics (3 Credits)

This course examines the legal and ethical environment in which businesses operate. Topics include contracts, torts, agency, employment law, intellectual property, and corporate social responsibility. Students will analyze real-world legal cases and ethical dilemmas to develop critical thinking and decision-making skills.

BUS109 – Financial Management (3 Credits)

Introduces key financial principles including budgeting, financial forecasting, time value of money, capital markets, and risk management. Students learn to interpret financial ratios and make informed decisions about funding strategies and cost control.

BUS110 – Business Statistics (3 Credits)

This course introduces students to statistical methods used in business decision-making. Topics include descriptive statistics, probability distributions, hypothesis testing, regression analysis, and data visualization. Students will apply statistical tools to analyze business problems using spreadsheet software.

BUS112 – Operations and Supply Chain Management (3 Credits)

Students will examine the production and delivery of goods and services, focusing on process analysis, inventory control, logistics, and supply chain integration. Case studies illustrate how organizations use operations management to gain competitive advantage in a global market.

BUS208 – Organizational Behavior (3 Credits)

Students explore the psychological and sociological foundations of behavior within organizations. Topics include motivation, communication, leadership, group dynamics, organizational culture, and change management. The course emphasizes applied strategies for enhancing employee engagement and productivity.

BUS221 – Digital Business & E-commerce (3 Credits)

This course explores digital business models, online customer experience, and the technologies behind e-commerce platforms. Topics include online payments, digital marketing, cybersecurity, and the regulatory landscape of digital commerce. Students will evaluate case studies and develop an e-business strategy.

BUS311 – Introduction to Artificial Intelligence in Business (3 Credits)

Students will gain foundational knowledge of AI technologies and their business applications. Topics include machine learning, natural language processing, automation, and data-driven decision making. Real-world examples demonstrate how AI is transforming marketing, HR, operations, and strategic planning.

BUS419 – Business Analytics and Data Driven Decision Making with AI (3 Credits)

This course covers business analytics concepts and tools, focusing on using AI to support decision-making. Topics include data visualization, forecasting, and strategic analysis. Students will use analytics platforms and dashboards to solve real-world business problems.

COM 140 – Communication and Conflict Resolution (3 Credits)

Students will build interpersonal communication skills through role-play, discussion, and reflective practice. Emphasis is placed on active listening, nonverbal cues, respectful disagreement, and resolving misunderstandings in academic and professional environments.

ECO221 – Microeconomics (3 Credits)

Focuses on individual and firm decision-making processes in various market settings. Topics include marginal analysis, consumer choice theory, production costs, perfect competition, monopoly, and game theory. Emphasis is placed on the use of graphical and algebraic models to explain economic behavior and on current issues in policy applications such as minimum wage, price controls, and market failure.

ECO227 – Macroeconomics (3 Credits)

Explores national-level economic issues including inflation, unemployment, GDP, fiscal and monetary policy, and economic growth. Students examine the role of central banks, global trade policies, and financial crises. Emphasis is placed on real-world economic challenges such as recessions and currency valuation, with an analytical approach to solving macroeconomic problems.

FIN311 – Financial Statement Analysis (3 Credits)

Students learn how to interpret and analyze financial statements to evaluate organizational performance and inform investment decisions. Topics include ratio analysis, trend analysis, and benchmarking. Case studies develop skills in assessing liquidity, profitability, and solvency.

FIN316 – Entrepreneurial Finance (3 Credits)

Addresses financial challenges faced by startups and small businesses. Topics include new venture valuation, funding cycles, venture capital contracts, term sheet negotiations, and exit strategies. Students analyze case studies and develop funding proposals.

FIN413 – Corporate Governance & Compliance (3 Credits)

Students explore principles of corporate governance, risk management, and regulatory compliance. Topics include board structure, internal controls, ethics programs, and governance frameworks. Emphasis is placed on transparency, accountability, and the role of governance in sustainable growth.

GBS317 – Cross-Cultural Management (3 Credits)

Students will examine cultural dimensions that influence management practices and interpersonal dynamics in international organizations. Topics include cultural intelligence, leadership across cultures, communication styles, and conflict resolution. Interactive exercises and real-world scenarios help students develop skills to manage and lead diverse global teams.

GBS323 – Global Marketing Strategies (3 Credits)

This course focuses on adapting marketing strategies for international markets. Students study global branding, product localization, pricing in foreign currencies, and international promotional campaigns. Emphasis is placed on consumer behavior in different regions, regulatory environments, and logistics in global product distribution.

GBS334 – International Trade & Finance (3 Credits)

Students examine the economic and financial principles governing international trade. Topics include trade theory, tariffs, exchange rates, foreign investment, and the role of institutions such as the WTO and IMF. The course highlights how global finance impacts business strategy, competitiveness, and economic development.

GBS416 – Sustainable Business Practices (3 Credits)

This course examines how organizations integrate sustainability into global business strategy. Topics include environmental stewardship, ESG reporting, circular economy models, and stakeholder engagement. Students assess real-world corporate sustainability programs and develop recommendations for ethical, planet-conscious business operations.

GBS427 – Geopolitics & Global Risk (3 Credits)

Students will analyze how geopolitical factors such as war, trade conflicts, diplomacy, and sanctions influence international business. Topics include political risk assessment, crisis management, and supply chain vulnerability. Students develop risk mitigation strategies for multinational operations.

GLB301 – Global Economics (3 Credits)

This course covers macroeconomic and microeconomic forces that shape global markets. Students study economic indicators, monetary systems, global inequality, and economic development. Special attention is given to international economic institutions and their impact on policy-making and trade.

GLB302 – International Business Strategy (3 Credits)

This course explores the strategic challenges and opportunities of conducting business in a global environment. Students analyze market entry strategies, multinational operations, and cross-border collaboration. Emphasis is placed on global competitiveness, cultural adaptation, and strategic alliances. Case studies highlight how companies navigate globalization, political risk, and ethical considerations.

GLB405 – Emerging Markets & Global Trade (3 Credits)

Investigates business and investment opportunities in emerging economies. Students study economic development indicators, demographic trends, trade agreements, and infrastructure projects. Topics include geopolitical risk, institutional quality, and regulatory environments. Case studies feature key regions such as Latin America, Africa, and Southeast Asia.

HRM301 – Human Resource Management (3 Credits)

This course introduces HR practices including recruitment, training, performance management, compensation, and labor relations. Students explore legal and ethical issues in HR and how to align HR strategy with business objectives. Focus is placed on inclusive and equitable workplace practices.

MGT101 – Introduction to Management (3 Credits)

An overview of management principles including planning, organizing, leading, and controlling in contemporary business environments. Students will examine the roles of managers, organizational structure, leadership styles, and team dynamics while applying management theories to case studies.

MGT441 – Strategic Management and AI Innovation Capstone (3 Credits)

In this final capstone course, students integrate knowledge from all areas of the BBA program to develop a strategic business plan or research project. Emphasis is placed on innovation, competitive analysis, AI integration, and global strategy. Students will collaborate in teams or individually to identify a real-world problem or opportunity, propose solutions, and present findings in a professional format to faculty or industry partners.

MIS301 – Management Information Systems (3 Credits)

An overview of information systems and their strategic role in organizations. Students examine how systems support decision-making, operations, and competitive advantage. Topics include system design, data management, cybersecurity, and emerging technologies such as AI and blockchain.

MKT104 – Introduction to Marketing (3 Credits)

Students will explore the fundamentals of marketing, including market research, segmentation, product development, pricing strategies, and promotional techniques. The course emphasizes customer behavior and marketing's role in delivering value and competitive advantage.

MKT429 – AI Applications in Marketing and Consumer Analytics (3 Credits)

This course explores how artificial intelligence and machine learning tools are used in marketing to analyze consumer behavior, personalize campaigns, and optimize customer engagement. Students will work with real-world datasets and develop marketing insights through predictive analytics.

PRJ301 – Project Management (3 Credits)

Students learn project planning, execution, monitoring, and closure using industry-standard tools and methodologies such as Agile and PMI frameworks. Topics include risk management, budgeting, resource allocation, and stakeholder communication. Students will complete a project plan using Gantt charts and performance metrics

Bachelor of Science in Financial Management (Global Track)

Program Objective

To equip students with foundational and advanced knowledge in financial management, accounting, global markets, corporate finance, and emerging financial technologies. Graduates will be prepared for careers in financial analysis, investment management, banking, corporate finance, and international business.

Program Description

The Bachelor of Science in Financial Management (BSFM) – Global Track is a 120-credit program designed to develop well-rounded, globally competent financial professionals. The program integrates core business foundations, advanced financial theory, quantitative methods, international finance, risk management, and financial technologies. It includes hands-on projects, case studies, a strategic capstone, and an optional global finance internship. The program is delivered online, hybrid, or on campus.

Program Breakdown by Course

Course Code	Course Title	Credit Hours
General Education (30 credits)		30
Core Business (66 Credits)		
ACC201	Introduction to Financial Accounting	3
ECO221	Micro Economics	3
ECO227	Macro Economics	3
ACC202	Managerial Accounting	3
FIN203	Corporate Finance	3
FIN204	Financial Markets & Institutions	3
FIN305	International Finance	3
FIN306	Investment Analysis & Portfolio Management	3
FIN307	Financial Risk Management	3
FIN308	Banking & Credit Systems	3
FIN415	Financial Modeling with Excel & Python	3
FIN410	Quantitative Methods for Finance	3
FIN311	Financial Statement Analysis	3
FIN412	Derivatives & Alternative Investments	3
FIN413	Corporate Governance & Compliance	3
BUS109	Financial Management	3
FIN409	Blockchain & Fintech Innovations	3
FIN316	Entrepreneurial Finance	3
FIN317	Machine Learning Applications in Finance	3
FIN418	Taxation for Financial Professionals	3
BUS419	Business Analytics and Data Driven Decision Making	3

FIN420	Financial Technology Regulation	3
Global Specialization (21 Credits)		
GLB301	Global Economics	3
GLB302	International Business Strategy	3
GBS317	Cross-Cultural Management	3
GBS416	Sustainable Business Practices	3
GLB405	Emerging Markets & Global Trade	3
ELE403	Big Data for Financial Decision-Making	3
ELE404	Entrepreneurial Finance & Venture Capital	3
Capstone (3 credits; select one from this list)		
CAP420 INT402	Financial Strategy Capstone Project OR Internship in Global Finance	3
	TOTAL:	**120**

Course Descriptions - Bachelor of Science in Financial Management

Core Financial Management Courses (66 Credits)

ACC201 – Introduction to Financial Accounting (3 Credits)

This foundational course introduces students to the principles and practices of financial accounting. Students explore the accounting cycle from transaction analysis to preparation of financial statements. Topics include revenue recognition, asset valuation, adjusting and closing entries, and accounting ethics. The course emphasizes GAAP compliance and provides hands-on experience with accounting software to develop technical skills in recording and reporting financial data.

ECO221 – Microeconomics (3 Credits)

Focuses on individual and firm decision-making processes in various market settings. Topics include marginal analysis, consumer choice theory, production costs, perfect competition, monopoly, and game theory. Emphasis is placed on the use of graphical and algebraic models to explain economic behavior and on current issues in policy applications such as minimum wage, price controls, and market failure.

ECO227 – Macroeconomics (3 Credits)

Explores national-level economic issues including inflation, unemployment, GDP, fiscal and monetary policy, and economic growth. Students examine the role of central banks, global trade policies, and financial crises. Emphasis is placed on real-world economic challenges such as recessions and currency valuation, with an analytical approach to solving macroeconomic problems.

ACC202 – Managerial Accounting (3 Credits)

Teaches the use of accounting data for internal decision-making. Topics include cost-volume-profit

analysis, relevant cost decision-making, flexible budgeting, standard costing, and performance evaluation. Students learn to support strategic business initiatives with data-driven recommendations, and complete financial simulations using spreadsheet models.

FIN203 – Corporate Finance (3 Credits)

Covers foundational concepts in corporate financial management including capital budgeting, financial forecasting, working capital management, and capital structure. Students learn how to evaluate investment opportunities using NPV, IRR, and payback period analyses. Emphasis is placed on shareholder value maximization, risk-return trade-offs, and financial policy decisions in global firms.

FIN204 – Financial Markets & Institutions (3 Credits)

Introduces the structure and function of financial markets and institutions. Topics include interest rate determination, monetary policy transmission, and financial regulation. Students study the roles of commercial banks, investment banks, credit unions, insurance companies, and central banks in the financial system.

FIN305 – International Finance (3 Credits)

Examines financial decision-making in multinational corporations. Topics include foreign exchange markets, currency risk management, international capital budgeting, and balance of payments analysis. Students explore exchange rate forecasting, cross-border financing, and hedging strategies using currency derivatives.

FIN306 – Investment Analysis & Portfolio Management (3 Credits)

Provides tools for analyzing securities and managing portfolios. Topics include fundamental and technical analysis, asset allocation, risk-adjusted performance metrics, and efficient market hypothesis. Students create mock portfolios using stocks, bonds, and ETFs, and track performance against benchmarks.

FIN307 – Financial Risk Management (3 Credits)

Focuses on managing risk exposure in financial institutions and corporations. Topics include Value-at-Risk (VaR), stress testing, hedging with derivatives, and risk-based capital requirements. Students examine Basel III regulatory frameworks and develop models to assess market and credit risks.

FIN308 – Banking & Credit Systems (3 Credits)

Analyzes the operations and regulation of banking institutions and credit systems. Topics include loan origination, credit analysis, liquidity management, interest rate risk, and banking supervision. Students explore the changing landscape of digital banking and its impact on traditional credit systems.

FIN415 – Financial Modeling with Excel & Python (3 Credits)

Teaches students how to construct and analyze dynamic financial models using Excel and Python. Topics include revenue forecasting, scenario analysis, Monte Carlo simulations, and valuation models. Students integrate data from financial statements to automate and visualize model outputs.

FIN410 – Quantitative Methods for Finance (3 Credits)

Applies statistical and mathematical techniques in financial modeling. Topics include linear regression, time-series forecasting, probability distributions, and simulation methods. Students work with real financial data sets to apply quantitative methods in valuation and risk analysis.

FIN311 – Financial Statement Analysis (3 Credits)

Equips students to evaluate a firm's financial health using horizontal, vertical, and ratio analysis. Topics include liquidity, solvency, profitability, and market value indicators. The course focuses on detecting financial misstatements and understanding footnote disclosures.

FIN412 – Derivatives & Alternative Investments (3 Credits)

Explores financial instruments such as forwards, futures, options, and swaps, as well as hedge funds, private equity, real estate, and commodities. Students learn derivative pricing, arbitrage strategies, and portfolio diversification benefits of alternative assets.

FIN413 – Corporate Governance & Compliance (3 Credits)

Studies the frameworks that guide corporate conduct and accountability. Topics include board roles, executive compensation, internal control systems, regulatory compliance, and ethical financial reporting. Students explore case studies on corporate scandals and regulatory reforms.

BUS109 – Financial Management (3 Credits)

Introduces key financial principles including budgeting, financial forecasting, time value of money, capital markets, and risk management. Students learn to interpret financial ratios and make informed decisions about funding strategies and cost control.

FIN409 – Blockchain & Fintech Innovations (3 Credits)

Covers the technological and strategic innovations transforming the financial services industry. Topics include blockchain technology, cryptocurrency markets, decentralized finance (DeFi), robo-advisors, and AI in banking. Students assess the risks and benefits of adopting emerging fintech tools.

FIN316 – Entrepreneurial Finance (3 Credits)

Addresses financial challenges faced by startups and small businesses. Topics include new venture valuation, funding cycles, venture capital contracts, term sheet negotiations, and exit strategies. Students analyze case studies and develop funding proposals.

FIN317 – Machine Learning Applications in Finance (3 Credits)

Introduces supervised and unsupervised learning techniques for financial data. Topics include decision trees, support vector machines, clustering, and neural networks. Students build predictive models for credit scoring, fraud detection, and asset price forecasting.

FIN418 – Taxation for Financial Professionals (3 Credits)

Explores individual and corporate taxation strategies and their impact on financial decisions. Topics include tax planning, deferred tax assets/liabilities, international tax issues, and tax-efficient investing. Students evaluate tax implications of mergers, acquisitions, and estate planning.

BUS419 – Business Analytics and Data Driven Decision Making with AI (3 Credits)

Focuses on data acquisition, processing, and decision modeling. Students learn to use AI tools like decision trees, regression models, and neural networks to enhance financial decision-making. Real-world data is used to generate dashboards and predictive analytics.

FIN420 – Financial Technology Regulation (3 Credits)

Covers regulatory challenges posed by fintech innovation, including consumer protection, anti-money laundering (AML), data privacy, and international regulatory harmonization. Students analyze global regulatory approaches to cryptocurrencies, digital banking, and payment systems.

Global & Strategic Focus (21 Credits)

GLB301 – Global Economics (3 Credits)

Analyzes macroeconomic principles in an international context. Topics include trade balances, inflation targeting, global economic policy coordination, and economic integration. Students examine the implications of monetary and fiscal policies across countries, and evaluate issues such as global debt crises and inequality in global wealth distribution.

GLB302 – International Business Strategy (3 Credits)

Focuses on how firms develop and implement strategies for international expansion. Topics include strategic alliances, global supply chain management, multinational organizational structures, and competitive advantage in cross-border markets. Students use real-world case studies to assess strategy formulation and execution in diverse regulatory environments.

GBS317 – Cross-Cultural Management (3 Credits)

Examines how cultural norms and values influence management practices. Students explore cultural dimensions frameworks (e.g., Hofstede, Trompenaars), communication styles, conflict resolution, and leadership approaches across cultures. The course prepares students for effective collaboration in multinational teams and culturally diverse environments.

GBS416 – Sustainable Business Practices (3 Credits)

Covers ESG (Environmental, Social, Governance) integration into business models and investment decisions. Students learn sustainability reporting standards (e.g., GRI, SASB), green bonds, and social entrepreneurship. Topics include triple bottom line thinking, sustainable innovation, and stakeholder engagement.

GLB405 – Emerging Markets & Global Trade (3 Credits)

Provides an in-depth look at trade dynamics, political risk, and business opportunities in emerging economies. Topics include foreign direct investment (FDI), trade agreements, supply chain resilience, and institutional quality. Students analyze development trajectories of BRICS, ASEAN, and Sub-Saharan African markets.

ELE403 – Big Data for Financial Decision-Making (3 Credits)

Explores the use of big data analytics in financial decision-making. Topics include text mining, sentiment analysis, streaming data, and data governance. Students gain hands-on experience with data visualization tools and predictive analytics techniques applied to real-world financial scenarios.

ELE404 – Entrepreneurial Finance & Venture Capital (3 Credits)

Focuses on financial instruments and valuation methods for startup investment. Topics include seed funding, Series A/B/C rounds, convertible notes, cap tables, exit planning, and negotiation with venture capitalists. Students simulate funding rounds and create investor pitch decks.

Global & Strategic Focus (21 Credits)

GLB301 – Global Economics (3 Credits)

This course provides a comprehensive understanding of economic systems in a global context. Students analyze the interactions of national economies through trade, investment, and policy coordination. Topics include exchange rate regimes, international trade theories, global financial markets, and regional economic integration. The course explores contemporary issues such as currency wars, trade disputes, and global inequality, using macroeconomic tools and case studies.

GLB302 – International Business Strategy (3 Credits)

Focuses on strategic decision-making in multinational corporations. Students learn how to assess global competitive environments, evaluate modes of foreign market entry, and design transnational strategies. Topics include global value chains, outsourcing, political risk, and cross-border mergers. Case-based learning allows students to simulate real-life strategic planning and implementation in international markets.

GBS317 – Cross-Cultural Management (3 Credits)

Explores the influence of culture on organizational behavior and leadership. Students analyze cultural dimensions, intercultural communication barriers, and the impact of cultural diversity on team dynamics. Practical exercises and case studies prepare students to manage and collaborate effectively in global and multicultural workplaces.

GBS416 – Sustainable Business Practices (3 Credits)

Examines the integration of sustainability into corporate strategy and finance. Topics include ESG metrics, corporate social responsibility (CSR), sustainable supply chains, carbon accounting, and environmental risk management. Students evaluate real companies' sustainability reports and propose initiatives to enhance long-term stakeholder value.

GLB405 – Emerging Markets & Global Trade (3 Credits)

Investigates business and investment opportunities in emerging economies. Students study economic development indicators, demographic trends, trade agreements, and infrastructure projects. Topics include geopolitical risk, institutional quality, and regulatory environments. Case studies feature key regions such as Latin America, Africa, and Southeast Asia.

ELE403 – Big Data for Financial Decision-Making (3 Credits)

Introduces the tools and methodologies for analyzing large and complex datasets in financial contexts. Topics include data warehousing, real-time analytics, machine learning for financial forecasting, and visual storytelling with data. Students complete hands-on projects using Python, R, and business intelligence platforms to develop actionable insights.

ELE404 – Entrepreneurial Finance & Venture Capital (3 Credits)

Delivers a deep dive into financing high-growth ventures. Students examine the startup lifecycle, valuation models, venture capital structuring, and term sheets. The course covers legal and regulatory aspects of venture deals and includes investor pitch simulations and cap table management.

Capstone or Internship

CAP420 – Financial Strategy Capstone Project (3 Credits)

A culminating, project-based course where students demonstrate mastery of financial concepts through

the development of an integrated strategic plan. Students conduct industry analysis, build comprehensive financial models, and propose strategies for growth, risk mitigation, and value creation. Deliverables include a detailed report and a professional presentation to a panel of faculty and industry leaders.

INT402 – Internship in Global Finance (3 Credits)

Provides students with practical experience in a finance-related role at an approved organization, either domestically or internationally. Students apply classroom knowledge in real-world contexts including investment research, financial consulting, banking, or regulatory compliance. The internship includes goal-setting, reflective journaling, supervisor evaluations, and a final portfolio documenting key skills and accomplishments

Bachelor of Science in Information Science – Global Track

Program Objective

To equip students with the technical, managerial, and cultural competencies necessary to lead in global digital environments through comprehensive training in information systems, cybersecurity, software development, and international digital policy.

Program Description

This program integrates foundational knowledge in computing with specialized global courses to address challenges and opportunities in international digital ecosystems. Students complete a rigorous sequence of general education, core information science, global specialization, and experiential learning courses, including a capstone and internship. Courses are delivered in 3-credit formats across 40 total courses to meet the 120-credit requirement. The program is delivered online, hybrid, or on campus.

Program Breakdown by Course

Course Code	Course Title	Credit Hours
General Education (30 credits)		30
Core Courses (63 Credits)		
MGT 210	Introduction to Business Management	3
MGT 250	Organizational Behavior	3
IS201	Introduction to Information Systems	3
IS207	Programming Foundations (Python, JavaScript)	3
IS211	Systems Analysis & Design	3
IS213	Data Structures & Algorithms	3

IS215	Database Management Systems (SQL, NoSQL)	3
IS220	Research Seminar in Information Science	3
IS307	Data Analytics & Visualization	3
IS 315	Networks & Telecommunications	3
IS 321	Information Security Fundamentals	3
IS 325	Web and Mobile App Development	3
IS 333	DevOps and Agile Development Practices	3
IS 337	Information Ethics, Privacy, and Law	3
IS 405	Enterprise Systems & Cloud Computing	3
IS 409	Project IS Management for Information Systems	3
IS 413	IT Strategy and Digital Transformation	3
IS 419	Applied Machine Learning for IS Professionals	3
IS 425	Artificial Intelligence & Automation in Business	3
IS 430	Blockchain and Decentralized Data Systems	3
IS 440	Cybersecurity Management	3
Global Specialization (24 Credits)		
ISG 311	Digital Innovation in Emerging Markets	3
ISG 315	Cross-Cultural Technology Management	3
ISG 317	Global IT Policy & International Law	3
ISG 320	Cybersecurity in a Global Context	3
ISG 410	International Business Intelligence	3
ISG 416	Artificial Intelligence & Ethics Across Cultures	3
ISG 417	Data Sovereignty and International Governance	3
ISG 420	Technology for Global Development and Inclusion	3
Capstone (3 credits; select one from this list)		
EXP420 CAP 490	Internship or Virtual Global Tech Project (3 credits) or Capstone in Information Systems Strategy (3 credits)	3
	TOTAL:	**120**

Course Descriptions - Bachelor of Science in Information Science – Global Track

Core Information Science (57 Credits)

IS201 – Introduction to Information Systems (3 Credits)

An overview of the fundamental components and strategic uses of information systems in organizations. Students explore the hardware, software, data, network, and people components of IS. Topics include

business process improvement, enterprise systems, IT support for decision-making, system life cycles, and the impact of emerging technologies like AI, IoT, and blockchain. Case studies help students understand how IT adds value and drives competitive advantage.

IS207 – Programming Foundations (Python, JavaScript) (3 Credits)

Introduces foundational programming skills using Python and JavaScript. Students learn programming logic, algorithms, data types, loops, conditionals, functions, exception handling, and basic object-oriented concepts. The course emphasizes writing modular, reusable, and maintainable code. Through hands-on assignments and mini-projects, students develop simple applications and interactive user interfaces.

IS211 – Systems Analysis & Design (3 Credits)

Students learn how to assess business problems and design technology solutions using systems analysis and design methodologies. Topics include requirements elicitation, workflow modeling, UML diagrams, database design, SDLC, prototyping, and stakeholder communication. Emphasis is on developing technical specifications for information systems and translating user needs into software solutions.

IS213 – Data Structures & Algorithms (3 Credits)

Focuses on computational problem-solving through efficient data organization. Students work with lists, stacks, queues, trees, heaps, graphs, and hash tables. Core algorithms include searching, sorting, and recursion. Emphasis is on understanding algorithmic complexity (Big-O notation), optimizing code, and designing scalable solutions.

IS215 – Database Management Systems (SQL, NoSQL) (3 Credits)

Students learn to design, implement, and manage relational (SQL) and non-relational (NoSQL) databases. Topics include data modeling, normalization, schema design, indexing, stored procedures, and query optimization. Tools include MySQL, PostgreSQL, and MongoDB. Students complete a database project from conceptual design to implementation.

IS220 – Research Seminar in Information Science (3 Credits)

Prepares students for academic and industry research in IS. Topics include research methods, design of experiments, qualitative and quantitative data analysis, survey design, academic writing, and citation styles. Students develop a formal research proposal and present findings from a mini-project addressing current IS trends.

IS307 – Data Analytics & Visualization (3 Credits)

Covers data wrangling, exploration, and communication using visualization tools. Students use Excel, Tableau, and Python libraries (Pandas, Matplotlib, Seaborn) to perform analysis and communicate insights through dashboards and reports. Real datasets are used to support business decision-making and trend analysis.

IS315 – Networks & Telecommunications(3 Credits)

Introduces networking fundamentals including hardware, protocols, architecture, and security. Topics include OSI/TCP-IP models, IP addressing, DNS, routers/switches, cloud networking, VoIP, and mobile communications. Students build network topologies using simulation tools and analyze network performance.

IS321 – Information Security Fundamentals (3 Credits)

An introduction to cybersecurity threats and protections in enterprise systems. Topics include confidentiality, integrity, availability, access control, risk management, incident response, encryption, firewalls, and security policies. Students evaluate threats and implement foundational safeguards in practical labs.

IS325 – Web and Mobile App Development (3 Credits)

Focuses on client-side development for web and mobile platforms. Students use HTML5, CSS3, and JavaScript along with frameworks like React and Flutter to create responsive interfaces. Topics include API integration, user experience (UX), mobile optimization, and deployment tools such as Firebase.

IS333 – DevOps and Agile Development Practices (3 Credits)

Examines modern software delivery pipelines and agile project management. Students learn Scrum, Kanban, CI/CD automation, Git version control, Jenkins, and Docker containerization. Emphasis is on collaborative development and iterative releases through team-based projects.

IS337 – Information Ethics, Privacy, and Law (3 Credits)

Focuses on legal and ethical dimensions of data use, including privacy rights, intellectual property, ethical hacking, and algorithmic bias. Students explore global regulations like GDPR and CCPA, and analyze high-profile case studies in data misuse and ethical failure.

IS405 – Enterprise Systems & Cloud Computing (3 Credits)

Covers integration of ERP, CRM, and SCM systems in large-scale business environments. Students examine cloud computing models (IaaS, PaaS, SaaS), virtualization, APIs, and hybrid deployments. Case studies illustrate enterprise digital transformation and vendor selection.

IS409 – Project IS Management for Information Systems (3 Credits)

Introduces project planning, budgeting, resource management, risk analysis, and monitoring techniques. Students use tools like Microsoft Project, Jira, and Trello. The course incorporates real-world IS case studies to practice scoping and managing successful tech initiatives.

IS413 – IT Strategy and Digital Transformation (3 Credits)

Explores how IT supports business innovation and competitive advantage. Topics include strategic alignment, digital transformation frameworks, IT governance, leadership, change management, and performance metrics. Students develop a digital transformation plan for an organization.

IS419 – Applied Machine Learning for IS Professionals (3 Credits)

Students learn machine learning concepts such as classification, regression, clustering, and neural networks. Using Python, Scikit-learn, and TensorFlow, students apply models to IS domains like fraud detection, customer segmentation, and predictive analytics.

IS425 – Artificial Intelligence & Automation in Business (3 Credits)

Examines AI technologies such as NLP, RPA, and intelligent agents. Students explore business applications in HR, marketing, finance, and operations. Emphasis is placed on workflow automation, productivity gains, and AI governance.

IS430 – Blockchain and Decentralized Data Systems (3 Credits)

Introduces blockchain structure, smart contracts, token economies, and decentralized applications (dApps). Students evaluate blockchain for supply chain transparency, secure voting, and financial services. Tools include Ethereum and Solidity.

IS440 – Cybersecurity Management (3 Credits)

Covers enterprise-level security strategy and compliance. Topics include NIST, ISO 27001, cyber insurance, vendor risk, audit procedures, and leadership in incident response. Students create security policies and conduct a mock audit.

Global Specialization (24 Credits)

ISG311 – Digital Innovation in Emerging Markets (3 Credits)

Explores how digital technologies drive growth and innovation in emerging economies. Topics include mobile finance, leapfrogging technologies, ICT infrastructure, and innovation ecosystems. Students analyze case studies in Africa, Asia, and Latin America.

ISG315 – Cross-Cultural Technology Management (3 Credits)

Examines the impact of culture on global IT management. Topics include intercultural communication, managing offshore teams, international team leadership, and cultural adaptation of technology solutions.

ISG317 – Global IT Policy & International Law (3 Credits)

Analyzes policies and legal frameworks governing IT across borders. Topics include international data protection, digital trade, internet governance, cybersecurity laws, and cross-border data flows.

ISG320 – Cybersecurity in a Global Context (3 Credits)

Explores international cybersecurity threats and collaborative defense strategies. Students study global security standards, cyber warfare, international treaties, and multinational regulatory environments.

ISG410 – International Business Intelligence (3 Credits)

Focuses on gathering and analyzing competitive intelligence in global markets. Students explore data mining, geopolitical forecasting, and market entry risk assessment using global datasets.

ISG416 – Artificial Intelligence & Ethics Across Cultures (3 Credits)

Examines ethical frameworks for AI use in multicultural contexts. Topics include algorithmic fairness, cultural bias, transparency, and governance. Students compare global ethical norms and regulatory responses.

ISG417 – Data Sovereignty and International Governance (3 Credits)

Analyzes how nations regulate and assert control over data generated within their borders. Topics include data localization laws, sovereignty conflicts, cloud regulation, and multinational compliance challenges.

ISG420 – Technology for Global Development and Inclusion (3 Credits)

Explores how technology solutions support global development goals. Topics include digital inclusion, e-government, ICT for education and health, and tech for social equity in underrepresented communities.

Capstone and Experiential Learning (3 Credits)

EXP420 – Internship or Virtual Global Tech Project (3 Credits)

Provides hands-on experience in a professional or international tech setting. Students may complete an industry internship or a faculty-supervised virtual global project. Emphasis is placed on applying IS knowledge in real-world environments, cultural adaptation, and reflective reporting.

CAP490 – Capstone in Information Systems Strategy (3 Credits)

Serves as the final integrative experience in the program. Students apply skills in IS, project management, analytics, and strategy to design, implement, and present a comprehensive information system solution to a business problem. Includes a formal presentation to stakeholders.

Bachelor of Science for Neurodiversity and Workforce Readiness

Program Objective

Graduates of the Bachelor of Science for Neurodiversity and Workforce Readiness will be able to:

- Demonstrate workplace readiness skills including time management, communication, problem-solving, and teamwork in professional environments.
- Utilize assistive technology and adaptive strategies to enhance personal productivity, academic performance, and workplace efficiency.
- Apply self-advocacy and emotional intelligence to navigate educational, workplace, and community settings effectively.
- Integrate knowledge of disability rights, diversity, and inclusion into personal and professional interactions to promote equitable and inclusive practices.
- Develop and execute career plans through exploration, internships, and field experiences aligned with individual strengths and professional interests.
- Exhibit specialized knowledge and practical skills within a selected track (Business & Entrepreneurship, Health & Human Services, Creative & Digital Arts, Early Childhood Education & Development, Information Science, Robotics & Automation, Sustainability & Environmental, or Cybersecurity & Information Protection) to support career advancement.
- Complete a capstone project demonstrating the ability to synthesize academic knowledge, professional skills, and personal growth in preparation for post-graduate opportunities.

Program Description

The Bachelor of Science for Neurodiversity and Workforce Readiness is an innovative interdisciplinary degree designed to equip neurodiverse learners with the academic foundation, professional skills, and self-advocacy tools needed to succeed in today's competitive workforce.

This program blends general education coursework with specialized instruction in executive functioning, communication, self-regulation, advocacy, and career planning, ensuring that graduates develop both essential life skills and professional competencies. Students select from one of eight career-focused tracks— Business & Entrepreneurship, Health & Human Services, Creative & Digital Arts, Early Childhood Education & Development, Information Science, Robotics & Automation, Sustainability & Environmental,

or Cybersecurity & Information Protection—to gain hands-on experience in their chosen field.

Through internships, field projects, and a capstone experience, students apply classroom learning in real-world settings, building confidence and professional networks. Graduates are prepared to secure meaningful employment, pursue entrepreneurial ventures, or continue their education with the skills necessary for independent living, lifelong learning, and career advancement.

Program Breakdown by Course

Course Code	Course Title	Credit
General Education (33 credits; these are specific to this program)		
GEN 100 ND	College Success for Neurodiverse Learners	3
ENG 101 ND	English Composition I (Accessible Format)	3
ENG 102 ND	English Composition II (Accessible Format)	3
MAT 102 ND	Applied College Mathematics	3
COM 103 ND	Digital Literacy and Assistive Technology	3
PSY 101 ND	Introduction to Psychology	3
PSY 205 ND	Wellness and Self-Care Strategies	3
COM 206 ND	Communication and Conflict Resolution	3
GOV 107 ND	American Government and Disability Rights	3
SCI 103 ND	General Science with Lab (Interactive/Hands-On)	3
SOC 211 ND	Global Awareness and Inclusive Citizenship	3
Core Courses		
NDV 200	Foundations of Neurodiversity and Inclusion	6
NDV 201	Adaptive Learning Strategies	3
NDV 202	Time Management and Organization	3
NDV 203	Executive Functioning and Self-Regulation	3
NDV 204	Communication for Advocacy and Independence	3
NDV 205	Emotional Intelligence and Mental Health Literacy	3
NDV 206	Cognitive and Behavioral Supports	3
FIN 207 ND	Financial Literacy and Life Skills	3
NDV 308	Social-Emotional Learning for Adulthood	3
NDV 309	Career Exploration and Planning	3
GOV 310 ND	Disability Law and Postsecondary Transitions	3
NDV 211	Sensory Processing and Environmental Regulation	3
NDV 212	Independent Living and Community Navigation Skills	3

NDV 213	Social Skills and Relationship Building for Neurodivergent Adults	3
NDV 311	Assistive Technology Applications	3
Specialization Track A: Business and Entrepreneur		
BUS 205 ND	Introduction to Business	6
MKT 301 ND	Principles of Marketing	3
BUS 309 ND	Entrepreneurship & Small Business Planning	3
BUS 315 ND	Customer Service and Sales Fundamentals	3
BUS 321 ND	Applied Business Math	3
BUS 435 ND	Business Internship/Field Project	6
Specialization Track B: Health and Human Services		
HHS 210 ND	Introduction to Human Services	6
HHS 311 ND	Understanding Disability Services	3
HHS 312 ND	Fundamentals of Caregiving	3
HHS 313 ND	Community Health Advocacy	3
HHS 314 ND	Trauma-Informed Practice	3
HHS 415 ND	Human Services Internship/Field Project	6
Specialization Track C: Creative and Digital Arts		
ART 218 ND	Introduction to Graphic Design	6
PHT 319 ND	Digital Photography and Editing	3
CDA 320 ND	Creative Expression & Mental Health	3
DIG 321 ND	Introduction to Multimedia Storytelling	3
ART 422 ND	Portfolio Development	3
CDA 323 ND	Creative Arts Internship/Field Project	6
Specialization Track D: Early Childhood Education & Development		
ECE 340 ND	Foundations of Child Growth and Development (Birth–Age 8)	6
ECE 341 ND	Planning Safe and Healthy Learning Environments	3
ECE 342 ND	Curriculum and Instruction: Advancing Physical, Cognitive, and Language Development	3
ECE 343 ND	Social-Emotional Development and Positive Guidance	3
ECE 344 ND	Family Engagement and Program Management in Early Childhood Settings	3
ECE 345 ND	Early Childhood Practicum/Field Experience	6
Specialization Track E: Information Science and Digital Workforce Readiness		

INS 350 ND	Foundations of Information Science and Digital Literacy	6
INS 351 ND	Computer Systems and Technical Support Essentials	3
INS 352 ND	Data and Database Fundamentals	3
INS 353 ND	Networking and Cloud Essentials	3
INS 354 ND	Cybersecurity Awareness and Safe Computing	3
INS 355 ND	Information Science Field Project and Digital Portfolio	6
Specialization Track F: Robotics and Automation Workforce Readiness		
ROB 360 ND	Foundations of Robotics and Automation	6
ROB 361 ND	Mechanical Systems, Sensors and Safe Handling	3
ROB 362 ND	Programming and Control for Robots	3
ROB 363 ND	Automated Systems in the Workplace	3
ROB 364 ND	Robot Operation, Maintenance and Troubleshooting	3
ROB 365 ND	Robotics Field Project and Digital Portfolio	6
Specialization Track G: Sustainability and Environmental Workforce Readiness		
SUS 370 ND	Foundations of Sustainability and the Green Economy	6
SUS 371 ND	Waste, Recycling and Materials Handling	3
SUS 372 ND	Energy and Water in Buildings	3
SUS 373 ND	Food Systems, Growing and Grounds	3
SUS 374 ND	Measuring and Reporting for Sustainability	3
SUS 375 ND	Sustainability Field Project and Digital Portfolio	6
Specialization Track H: Cybersecurity and Information Protection Workforce Readiness		
CYB 380 ND	Foundations of Cybersecurity and the Threat Landscape	6
CYB 381 ND	Identity, Access and Account Administration	3
CYB 382 ND	Social Engineering and the Human Layer	3
CYB 383 ND	Device, Data and Network Protection	3
CYB 384 ND	Monitoring, Alerts and Incident Response Support	3
CYB 385 ND	Cybersecurity Field Project and Digital Portfolio	6
Capstone and Internship		
NVD 401 ND	Career Readiness Seminar	3

INT 490 ND	Internship or Work-Based Learning Experience	6
CAP 499 ND	Senior Capstone Project	6
	Total	**120**

Course Descriptions - Bachelor of Science for Neurodiversity and Workforce Readiness

ART 218 ND – Introduction to Graphic Design (6 Credits)

Students will learn the fundamentals of visual communication using text, imagery, and layout. The course introduces design software, color theory, typography, and composition with a focus on accessibility and inclusive design. Projects include creating logos, posters, and infographics while building technical and creative skills.

PHT 319 ND – Digital Photography and Editing (3 Credits)

This course teaches students how to capture, edit, and present digital images. Topics include lighting, framing, storytelling through images, and basic editing using accessible software. Students complete a photo project portfolio that reflects a personal or social theme of interest.

CDA 320 ND – Creative Expression & Mental Health (3 Credits)

This experiential course uses creative activities to foster emotional expression, stress relief, and personal insight. Students will explore the relationship between creativity and mental well-being through visual journaling, painting, sculpture, and multimedia art. Guided prompts encourage reflection and emotional processing, while group sharing builds community and connection. Emphasis is placed on the value of art as a therapeutic outlet, particularly for neurodiverse learners. No prior art experience is necessary. Students complete a final personal art portfolio and artist reflection.

DIG 321 ND – Introduction to Multimedia Storytelling (3 Credits)

Students will explore how to tell stories using multiple formats including video, images, sound, and text. Emphasis is placed on personal narrative, social change, and disability awareness through digital storytelling. Projects include podcasts, digital zines, and video shorts, building both creative and technical fluency.

ART 422 ND – Portfolio Development (3 Credits)

This course helps students build a professional-quality portfolio of their work for employment, internships, or further study. Students will select and revise past projects, develop resumes, write artist statements, and participate in peer critique. Final presentations are shared in a supportive, constructive environment.

CDA 323 ND – Creative Arts Internship/Field Project (6 Credits)

Students will complete an internship or independent field project aligned with their creative interests. Options include working with design studios, nonprofit arts programs, galleries, or producing a freelance multimedia project. Students complete a reflection journal, supervisor evaluations, and a final creative showcase.

ECE 340 ND – Foundations of Child Growth and Development (Birth–Age 8) (6 Credits)

This course examines developmental milestones and theories of physical, cognitive, language, social,

and emotional growth in children from birth through age eight. Students learn to observe and document individual development, apply developmentally appropriate practices, and recognize the impact of neurodiversity on early learning and behavior.

ECE 341 ND – Planning Safe and Healthy Learning Environments (3 Credits)

This course covers licensing standards, health, safety, and nutrition practices, and the design of physical spaces that support exploration and learning for young children. Students develop skills in identifying and reporting child abuse and neglect and in creating emergency and illness-prevention procedures consistent with Florida child care facility regulations.

ECE 342 ND – Curriculum and Instruction: Advancing Physical, Cognitive, and Language Development (3 Credits)

This course prepares students to design and implement developmentally appropriate lesson plans and learning experiences that build physical, cognitive, and early literacy/language skills, including accommodations for children with disabilities and diverse learning needs.

ECE 343 ND – Social-Emotional Development and Positive Guidance Strategies (3 Credits)

This course focuses on strategies for supporting young children's self-concept, emotional regulation, and peer relationships, along with positive, trauma-informed guidance techniques for addressing challenging behaviors in group care settings.

ECE 344 ND – Family Engagement and Program Management in Early Childhood Settings (3 Credits)

This course addresses building collaborative relationships with families, community referral resources, recordkeeping, and the operational and professionalism standards required to manage a well-run early childhood program.

ECE 345 ND – Early Childhood Practicum/Field Experience (6 Credits)

Students complete a minimum of 480 supervised hours of direct work with children ages birth through eight in a licensed child care or early learning setting, culminating in a professional portfolio and a formal observation by a qualified evaluator, consistent with Florida DCF and CDA documentation requirements.

BUS 205 ND – Introduction to Business (3 Credits)

An accessible introduction to the world of business, this course explores the core concepts of entrepreneurship, business organization, economic systems, and ethical decision-making. Students will examine real-world case studies to understand how businesses are structured, funded, and managed. They will explore marketing, finance, operations, and customer service fundamentals. With a focus on neurodiverse inclusion, the course highlights adaptive strategies used by business leaders with disabilities and neurodivergent entrepreneurs. Final projects include a basic business plan presentation aligned with the student's interests and strengths.

MFT 301 ND – Principles of Marketing (3 Credits)

This course provides students with foundational knowledge in marketing theory and practice, with an emphasis on identifying customer needs, market segmentation, branding, and promotion. Students will explore traditional and digital marketing methods while learning to develop accessible and inclusive marketing materials. Assignments include designing a marketing strategy and analyzing successful campaigns that resonate with diverse audiences.

BUS 309 ND – Entrepreneurship & Small Business Planning (3 Credits)

Focused on empowering students to build their own ventures, this course walks students through the steps of starting a small business. Topics include business licensing, startup budgeting, product development, customer analysis, and writing a business plan. Emphasis is placed on entrepreneurial thinking, adaptability, and innovation in inclusive markets. Students will pitch their ideas to peers or mentors and receive feedback to refine their plans.

BUS 315 ND – Customer Service and Sales Fundamentals (3 Credits)

Students learn how to effectively engage with customers in a variety of settings. The course covers verbal and nonverbal communication skills, handling complaints, upselling techniques, and the importance of empathy in service delivery. Through simulations and case studies, students build practical skills in maintaining professionalism and resolving customer concerns in inclusive and accessible ways.

BUS 321 ND – Applied Business Math (3 Credits)

This course introduces key math concepts applied in business scenarios such as managing payroll, calculating sales tax, analyzing profit and loss, and using spreadsheets for financial tracking. Instruction is supported by visual aids and real-life examples relevant to retail, service industries, and entrepreneurship. Students will complete a mini-budget and cost analysis project.

BUS 435 ND – Business Internship/Field Project (3 Credits)

Students will complete a hands-on internship or guided project within a business setting. Placements may include small businesses, nonprofit ventures, or virtual enterprises. Students will apply their skills in real time, build workplace confidence, and practice professional communication. Weekly reflection journals and supervisor feedback are included. B. Health & Human Services

NVD 410 ND – Career Readiness Seminar (3 Credits)

This seminar prepares students for the transition from college to the workplace or advanced study. Topics include resume building, interviewing techniques, disclosure and accommodation planning, time management in the workplace, and understanding employer expectations. Students will explore their strengths, values, and work preferences through guided reflection, interactive workshops, and mock interview sessions. The seminar also includes guest speakers, LinkedIn profile creation, and development of a personalized career action plan with neurodiversity-informed strategies for success.

INT 490 ND – Internship or Work-Based Learning Experience (3 Credits)

Students participate in a supervised internship or structured work-based learning experience aligned with their academic track and career goals. The internship focuses on the development of real-world skills, including workplace communication, problem-solving, teamwork, and the use of assistive technologies or supports as needed. Students will be expected to complete at least 120 hours at an approved site, maintain a journal of their experience, and attend bi-weekly reflection seminars to discuss challenges, growth, and strategies for professional development. Evaluations from site supervisors and faculty advisors are included in the final assessment.

CAP 499 ND Senior Capstone Project (Flexible Format) (3 Credits)

This culminating experience allows students to demonstrate mastery of their learning through an individual or team-based project. Projects may take the form of a research paper, creative work,

business plan, community presentation, or digital portfolio. Students will propose their project topic, complete milestones throughout the term, and present their final work to peers, faculty, and community members. Capstone work must reflect the student's academic concentration and integrate knowledge gained throughout the degree. Emphasis is placed on self-advocacy, organization, and reflection. Formats and expectations are individualized to accommodate diverse learning styles and communication preferences.

COM 206 ND Communication and Conflict Resolution (3 Credits)

Students will build interpersonal communication skills through role-play, discussion, and reflective practice. Emphasis is placed on active listening, nonverbal cues, respectful disagreement, and resolving misunderstandings. The course also introduces students to emotional regulation techniques that support constructive communication in personal, academic, and professional environments.

ENG 101 ND English Composition I (Accessible Format) (3 Credits)

This course focuses on foundational academic writing skills using inclusive instruction and accessible materials. Students will learn how to plan, draft, revise, and edit essays, while building vocabulary, grammar, and paragraph structure. Assignments are scaffolded with visual aids, templates, and technology supports such as speech-to-text tools and graphic organizers. Emphasis is placed on expressing ideas clearly and confidently.

GOV 107 ND American Government and Disability Rights (3 Credits)

This course explores the structure and functions of American government with a special focus on disability policy and civil rights. Topics include the Constitution, branches of government, voting rights, the ADA, IDEA, and Section 504. Students will analyze current events and historical movements through the lens of disability justice and civic participation.

PSY 205 ND – Wellness and Self-Care Strategies (3 Credits)

This course promotes physical, emotional, and mental well-being through individualized wellness planning. Students will explore stress management, sleep, nutrition, physical activity, mindfulness, and emotional regulation techniques. Lessons include accessible health practices and routines tailored to support neurodiverse lifestyles.

HHS 210 ND Introduction to Human Services (3 Credits)

This course provides an overview of the human services field and introduces students to careers supporting people with disabilities, mental health needs, or social vulnerabilities. Students explore values such as dignity, inclusion, and advocacy while learning about common service systems like education, healthcare, housing, and employment support. Emphasis is placed on ethical responsibilities and career readiness.

HHS 311 ND Understanding Disability Services (3 Credits)

Students explore the history, philosophy, and structure of services supporting individuals with developmental, intellectual, or physical disabilities. Topics include the role of case managers, IEP/504 planning, transition services, residential support, and advocacy networks. The course incorporates guest speakers and local resource mapping projects.

HHS 312 ND Fundamentals of Caregiving (3 Credits)

This course introduces students to the essential duties of caregivers working in homes, assisted living

facilities, or day programs. Topics include assisting with daily living activities (ADLs), safe transfer and mobility, personal hygiene support, and nutrition basics. Emphasis is placed on compassionate communication, respecting client dignity, cultural competence, and setting professional boundaries. Students will explore tools that assist in physical and cognitive care and participate in hands-on simulations to build confidence in providing supportive care. The course is ideal for those seeking to enter the direct care or healthcare support field.

HHS 313 ND Community Health Advocacy (3 Credits)

Students will examine how to promote health and well-being in their communities. Topics include public health basics, barriers to healthcare access, and strategies for promoting wellness through outreach, education, and community partnerships. Students will complete a health advocacy project tailored to a target population or cause important to them.

HHS 314 ND Trauma-Informed Practice (3 Credits)

Students learn how trauma affects brain development, behavior, and emotional regulation. The course introduces trauma-sensitive communication, environmental adaptation, and care strategies used across human services fields. Case studies and role-playing exercises help students learn how to respond with empathy, resilience, and appropriate support while protecting their own emotional boundaries.

HHS 415 ND Human Services Internship/Field Project (3 Credits)

A structured internship or service project in a human services environment where students observe, participate, and contribute meaningfully. Placement sites may include community centers, day programs, nonprofits, or residential settings. Students maintain logs, participate in supervision, and complete a capstone reflection portfolio. C. Creative & Digital Arts

BUS 321 Applied College Mathematics (3 Credits)

A practical mathematics course designed to strengthen problem-solving, logical reasoning, and numeracy skills in real-life contexts. Topics include basic algebra, percentages, ratios, budgeting, measurement, and data interpretation. Visual models, manipulatives, and interactive exercises are used to support concept mastery for neurodiverse learners.

GEN 100 ND College Success for Neurodiverse Learners (3 Credits)

This course equips students with strategies and tools to thrive in college settings, emphasizing self-advocacy, executive functioning, and accessible academic skills. Topics include syllabus navigation, time management, communication with instructors, using campus resources, and building positive learning habits. Neurodiverse strengths are explored and leveraged through personalized learning plans, support systems, and a focus on building autonomy and resilience.

NDV 200 Foundations of Neurodiversity and Inclusion (6 Credits)

This foundational course introduces students to the social, educational, and cultural models of neurodiversity, emphasizing acceptance and understanding of different neurological profiles. Students will trace the evolution of disability advocacy, from medical models to the neurodiversity movement, and gain awareness of how policies, practices, and environments can be adapted for inclusion. Topics include identity-first vs. person-first language, intersectionality, and strengths-based perspectives on autism, ADHD, dyslexia, and other neurodivergent identities. Students will engage in reflection, group discussion, and personal storytelling to build inclusive mindsets.

NDV 201 Adaptive Learning Strategies (3 Credits)

This course introduces students to varied learning styles and methods that support their unique cognitive profiles. Students will explore tools such as visual organizers, auditory memory aids, multisensory techniques, and strategic reading supports. The course includes lab-based experiences in adapting academic material, using color coding, chunking information, and using self-monitoring tools. Students will leave the course with a personalized learning strategy portfolio applicable across subject areas.

NDV 202 Time Management and Organization (3 Credits)

Students will examine how neurodivergent traits can impact task initiation, time perception, and follow-through. The course presents concrete tools for time estimation, task breakdown, and prioritization using neuro-inclusive strategies. Students will apply digital tools like calendar apps, alarms, and Pomodoro timers while also exploring analog methods like visual schedules, dry erase boards, and task jars. Roleplay and self-assessment activities are included to help students evaluate strategies that work best for them.

NDV 203 Executive Functioning and Self-Regulation (3 Credits)

This course focuses on developing self-monitoring, impulse control, cognitive flexibility, and working memory. Students will participate in activities designed to improve executive functioning in real-life situations, helping them gain independence and improve decision-making skills.

NDV 204 Communication for Advocacy and Independence (3 Credits)

Students will develop skills in assertive communication, conflict resolution, and self-advocacy. The course includes role-play, peer collaboration, and written exercises to strengthen verbal and nonverbal communication in social, educational, and workplace environments.

NDV 205 Emotional Intelligence and Mental Health Literacy (3 Credits)

This course promotes self-awareness, empathy, emotional regulation, and mental wellness. Students will learn about neurodiverse mental health considerations, coping strategies, and how to support themselves and others through challenges while reducing stigma.

NDV 206 Cognitive and Behavioral Supports (3 Credits)

An applied course introducing students to evidence-based supports such as visual aids, task analysis, and positive behavioral interventions. Students will learn to design and use support strategies for school, home, and work environments.

NDV 207 Financial Literacy and Life Skills (3 Credits)

This course equips students with the knowledge and tools needed for independent living. Topics include budgeting, managing a bank account, paying bills, credit basics, shopping smart, and understanding financial aid and employment benefits.

NDV 308 Social-Emotional Learning for Adulthood (3 Credits)

Students will deepen their understanding of personal identity, empathy, relationship skills, and responsible decision-making. Activities include group discussions, journaling, role-play, and interactive games to foster social success and emotional growth.

NDV 309 Career Exploration and Planning (3 Credits)

This course introduces career pathways aligned with student strengths, interests, and support needs. Students will create resumes, build job portfolios, explore internships, practice interviews, and develop personal career plans with self-advocacy tools.

NDV 310 Disability Law and Postsecondary Transitions (3 Credits)

Students will learn the key laws that protect their rights in education, employment, and independent living, including IDEA, ADA, and Section 504. The course explores transition planning, support coordination, and navigating systems as young adults with disabilities.

NDV 311 Assistive Technology Applications (3 Credits)

This hands-on course explores a variety of assistive technologies such as speech-to-text, text-to-speech, scheduling apps, graphic organizers, and accessibility settings on devices. Students will gain confidence using these tools for academic and personal success.

PSY 101 ND Introduction to Psychology (3 Credits)

An introductory exploration of human behavior, mental processes, and individual differences. Students will learn about brain function, memory, learning, motivation, emotions, and psychological development. The course emphasizes connections between psychological theories and neurodiverse experiences, encouraging reflection and discussion about self and others.

SCI 103 ND General Science with Lab (Interactive/Hands-On) (3 Credits)

An introductory science course designed with accessible experiments and visual instruction. Students will engage with foundational concepts in biology, chemistry, and physics through hands-on labs, demonstrations, and real-world applications. Emphasis is placed on observation, hypothesis development, and safe exploration of the natural world.

SOC 211 ND Global Awareness and Inclusive Citizenship (3 Credits)

This course introduces students to cultural diversity, global interdependence, and human rights with a focus on inclusion and advocacy. Through case studies and multimedia, students will examine international issues such as education, health access, and social justice. The course promotes empathy, respect for differences, and awareness of global perspectives.

COM 103 ND Digital Literacy and Assistive Technology (3 Credits)

Students will develop proficiency in basic computer operations, email, word processing, and online research while exploring assistive technology tools. The course covers accessibility settings on devices, screen readers, note-taking apps, and adaptive tools for reading, writing, and organization. Students will create a digital portfolio demonstrating their ability to use technology for learning and life.

NDV 211 – Sensory Processing and Environmental Regulation (3 Credits)

This course explores the neuroscience of sensory processing and its impact on attention, emotional regulation, and daily functioning for neurodivergent learners. Students identify individual sensory profiles and explore accommodations and environmental modifications (lighting, sound, seating, tactile input) to build personalized sensory regulation toolkits for use in academic, workplace, and community settings. Emphasis is placed on sensory self-awareness, self-advocacy, and co-regulation strategies that support sustained engagement and reduce overwhelm.

NDV 212 – Independent Living and Community Navigation Skills (3 Credits)

This course prepares students to manage the practical demands of independent adult life, including household management, meal planning and preparation, personal safety, transportation, and navigating community resources and public services. Through applied projects and real-world simulations, students build problem-solving routines and self-management systems tailored to their individual strengths, developing confidence and autonomy in daily living.

NDV 213 – Social Skills and Relationship Building for Neurodivergent Adults (3 Credits)

This course teaches evidence-based strategies for building and maintaining friendships, romantic relationships, and professional relationships. Topics include conversational skills, reading social cues, conflict resolution, boundary-setting, and navigating social expectations across in-person and digital contexts. Students practice skills through role-play, peer feedback, and structured social opportunities, with an emphasis on authentic, neurodiversity-affirming approaches to social connection.

INS 350 ND - Foundations of Information Science and Digital Literacy (6 Credits)

This opening course introduces the work of information science as it is actually practiced in schools, clinics, offices and warehouses, and gives students a working survey of the ground the rest of the track covers in depth. Students learn how information is created, named, stored, found, protected and retired, and they practice each step on real material rather than reading about it. Topics include the difference between data and information and the information lifecycle; naming conventions, folder structure and version control; records, fields, data types and the cost of dirty data; how databases and workplace information systems differ from spreadsheets; building search strategies and evaluating sources through the university library; classifying information by sensitivity and applying access, password and reporting practice; and writing service tickets and procedures another person can follow.

Each week pairs a short reading with a guided tutorial on practice files, a weekly paper and a discussion. The course project is an information audit of one small setting, completed either at a real setting with written permission or from a supplied scenario pack at full credit, and it produces the first entries in the digital portfolio students carry through the track.

INS 351 ND - Computer Systems and Technical Support Essentials (3 Credits)

This course introduces the hardware and operating systems that sit on every desk, and the working method of the person who keeps them running. Students learn what the main internal components do and how they fail, how operating systems manage files, users and updates, how software is installed and configured, and how printers, displays and peripherals are connected and maintained. The second half of the course turns to technical support as a job: taking a request, asking the right questions, following a written troubleshooting sequence from symptom to cause, documenting what was done, and explaining the outcome to a non-technical user in plain language.

Practical work is carried out on a simulated support queue, with every troubleshooting procedure given as a written sequence the student keeps. The course draws on the objectives of the CompTIA A+ certification, so it also serves as a first step toward that credential. Students finish with a documented set of resolved support tickets for their portfolio.

INS 352 ND - Data and Database Fundamentals (3 Credits)

This course teaches students how data is structured, kept accurate and retrieved, moving from the spreadsheet most people already know to the relational database most organizations actually run on. Topics include data types and why they matter; tables, records, fields and the keys that keep them

distinct; relationships between tables; writing simple queries; data entry standards and validation; finding and preventing duplicate records; and the handling rules that apply when a table holds information about real people, including access, retention and privacy.

Students design and build a small working database for a realistic setting, write the data handling rules that govern it, and produce the documentation page that would let the next person maintain it. Weekly work uses practice data sets only, so no live records are ever handled. The finished database and its documentation become a portfolio entry.

INS 353 ND - Networking and Cloud Essentials (3 Credits)

This course explains how computers talk to each other and how work moves to the cloud. Students learn what a network is and what each piece of equipment on it does; how addresses identify devices and how Wi-Fi connects them; what cloud storage and cloud applications are and where the files actually live; and how account and access rules keep a shared network usable and safe. A substantial part of the course is given to diagnosing the connection problems that fill a support queue, using a written sequence from the simplest cause outward.

Diagrams are provided for every concept, and every troubleshooting procedure is given as a written sequence students keep. The course draws on the objectives of the CompTIA Network+ certification. Students finish by drawing and labelling a network diagram for a small office or home setting, with a written troubleshooting guide to accompany it.

INS 354 ND - Cybersecurity Awareness and Safe Computing (3 Credits)

This course gives students the everyday security practice expected of anyone who handles an organization's information. Topics include strong passwords and multi-factor authentication; recognizing phishing and other messages designed to deceive; safe browsing and downloading; keeping devices updated and backed up; protecting personal and confidential information; and reporting a suspected problem quickly and to the right person. Throughout, the emphasis is on the habits and routines that prevent incidents rather than on technical defense.

The course is awareness-level and entirely defensive. All practical work uses synthetic messages and scenarios supplied by the course, and no system is tested or probed at any point. Students finish with a short security awareness guide written for a small setting. The course is the natural bridge into Track H for students who want to go further.

INS 355 ND - Information Science Field Project and Digital Portfolio (6 Credits)

This closing course asks students to put the five earlier courses to work on one real piece of information science. Each student takes on a project for a host setting - or, at full credit, from a supplied scenario pack - and carries it through scoping, a written host agreement, observation of how the setting handles the problem now, analysis and choice of the change that would make the most practical difference, design, building, testing with someone other than the student, and a documented handover the setting can use without them. Typical projects include a filing and naming system adopted, a register cleaned and validated, an intake form redesigned, or a procedure written and tested.

Alongside the project, students complete the digital portfolio begun in INS 350 ND, in which every claim about a skill is supported by a piece of work. The course ends with a presentation of the project in a format the student elects, and a portfolio ready to show an employer.

ROB 360 ND - Foundations of Robotics and Automation (6 Credits)

This opening course introduces robotics and automation as they appear in ordinary workplaces, and gives students a working survey of the ground the rest of the track covers in depth. Students learn what robots and automated machines do and do badly, and the jobs that exist around them; the parts of a robotic system - controllers, actuators, sensors and end effectors; the safety rules that govern work near machines that move without warning, including guarding, interlocks, light curtains and lockout; how movement is programmed with coordinates and named positions; how sensors and feedback loops let a machine respond to its surroundings; how work cells, conveyor lines and collaborative robots organize work differently; and how faults are diagnosed by sequence rather than by guess.

A safety module must be completed before any simulation work begins. The course project is an automation proposal for one repetitive task, with measured cycle times, a programmed simulation and an honest recommendation - which may be that the task should stay manual. Students may use a task they have observed or one from a supplied set of recorded workplace tasks, at full credit.

ROB 361 ND - Mechanical Systems, Sensors and Safe Handling (3 Credits)

This course looks closely at the physical side of automated equipment. Students learn how motion is produced and transmitted through motors, gears, belts, pulleys and linkages; how electric, pneumatic and hydraulic actuators differ; which sensor answers which question - presence, position, force, distance or vision; and how end effectors are chosen for the part being handled. Basic circuits are built and tested in Tinkercad Circuits, a free browser tool, so that students see how a sensor signal reaches a controller.

Safe handling runs through the whole course: machine guarding, stored and hazardous energy, lockout and tagout, pinch points, and the safe handling of parts and tools, drawn from current OSHA materials. Students finish with a labelled system study of one machine, tracing a signal from sensor to movement and identifying every hazard and the control that addresses it.

ROB 362 ND - Programming and Control for Robots (3 Credits)

This course teaches students to write the instructions that make a machine do what is intended. It begins with block-based programming in Open Roberta Lab, where sequences, loops and conditions can be built and tested visually, and moves on to simple Python using a free textbook with a built-in code runner. Topics include sequences and named positions, variables, loops, conditional logic, reading sensor input, responding to a missing or misplaced part, and structured debugging: reproducing a fault, isolating it and changing one thing at a time.

Every program is tested in simulation, and students keep a fault log recording what went wrong and how it was fixed. No installation or purchase is required. Students finish with a documented control program for a pick-and-place task that handles at least three abnormal conditions safely.

ROB 363 ND - Automated Systems in the Workplace (3 Credits)

This course moves from the single machine to the automated system: the conveyors, programmable logic controllers, work cells and collaborative robots that make up a modern warehouse or production line. Students learn what a programmable logic controller does, how basic ladder logic expresses a control sequence, how material flows through a line, what happens when one station stops, how human-machine interfaces present information to operators, and where people still work alongside automation - loading, checking, correcting and restarting.

PLC logic is practiced in simulation. Students study one automated system from the supplied case set

and map its flow, its control points, its failure points and the roles of the people working in it, finishing with a written system description suitable for an operator's induction pack.

ROB 364 ND - Robot Operation, Maintenance and Troubleshooting (3 Credits)

This course prepares students for the daily work of running and caring for automated equipment. Topics include start-up, running and shut-down procedures; the role of the teach pendant and operator controls; reading fault codes and alarm messages; systematic troubleshooting from symptom to cause - power, air, sensor, program and only then the machine; preventive maintenance routines at daily, weekly and monthly intervals and the purpose of each check; and documenting faults and repairs so that the next person can follow the history.

Students work through seeded faults in simulation and through publicly available manufacturer operator manuals. All maintenance content is taught with lockout and tagout at its center. Students finish with an operator runbook and a fault table for one machine, tested by a classmate who follows it without assistance.

ROB 365 ND - Robotics Field Project and Digital Portfolio (6 Credits)

This closing course asks each student to design, build and document one automated work cell. Working from a task observed at a host setting or supplied in the project scenario pack at full credit, students break the task to step level with measured timings, complete a risk assessment before any design begins, design the cell layout with its reach envelope, sensors and end effector, build and program it in simulation while keeping a full fault log, and test it against the standard disruptions - missing, misplaced, wrongly oriented or wrongly sized parts, jams and sensor failure - so that every disruption ends safely.

Students then write an operator runbook and fault table, have it tested by someone who did not build the cell, and hand the project over. Alongside the project, students complete the Track F digital portfolio. The course ends with a presentation in a format the student elects.

SUS 370 ND - Foundations of Sustainability and the Green Economy (6 Credits)

This opening course introduces sustainability as a job rather than a cause, and surveys the ground the rest of the track covers in depth. Students learn where green-economy jobs are and what the work involves day to day; how a site's waste streams are sorted and what happens to each after collection; how to read meters and utility bills and find where energy goes; how water, grounds and building faults waste resources continuously; how purchasing decisions settle most of what happens later, judged on whole-life cost; how to establish a baseline and report a result honestly, with its limits stated; and how to present a change to the person who must approve it, in the terms that person weighs.

The course project is a site improvement plan for one small site, with three costed recommendations and a measurement method. Students may work at a real site with written permission, from permitted public areas only, or from a practice site pack with full readings and invoices, at full credit.

SUS 371 ND - Waste, Recycling and Materials Handling (3 Credits)

This course covers the waste side of sustainability work in detail. Students learn to identify a site's waste streams - general, mixed recycling, paper and card, glass, food and organics, and the hazardous and universal wastes that carry their own rules; how recycling markets work and why some streams cost money to move; how contamination spoils whole loads; and how bin placement shapes behavior more reliably than signage. Using EPA sustainable materials management guidance, students learn to plan and carry out a waste audit using a written protocol and tally sheets.

Safe handling is taught throughout. Where real-site audits are permitted, waste is inspected by category rather than sorted by hand, and the university supplies all protective equipment. A scenario data set carries full credit. Students finish with an audit report and a set of placement and collection recommendations for one site.

SUS 372 ND - Energy and Water in Buildings (3 Credits)

This course teaches students to find out where a building's energy and water go, and what can be done about it. Topics include reading electricity, gas and water meters; reading utility bills and separating fixed charges from consumption; base load and what is running when a building is empty; lighting, heating, cooling and plug loads; leaks and continuously running faults; and irrigation practice. Students benchmark a building using ENERGY STAR Portfolio Manager, the free federal tool the field actually uses, and apply EPA Water Sense guidance to water use.

Real-site work is limited to meters that can be read safely without opening any panel, and practice buildings with full data carry full credit. Students finish with an energy and water profile of one building identifying its three largest opportunities.

SUS 373 ND - Food Systems, Growing and Grounds (3 Credits)

This course covers the food and outdoor side of sustainability work. Students learn where food is lost and wasted between farm, kitchen and bin, using USDA and EPA food loss and waste resources; how composting and food donation fit into a site's waste plan; how school and community gardens are planned for local conditions, using plant hardiness information; how outdoor water use can be reduced through planting choice and irrigation timing; and how grounds can be maintained with fewer inputs by questioning practices kept only because they always have been.

Practical work uses described sites and published data, with any real-site observation limited to permitted public areas. Students finish with a food waste reduction and grounds plan for one site, including costs and a simple measurement method.

SUS 374 ND - Measuring and Reporting for Sustainability (3 Credits)

This course teaches students to prove whether a change worked. Topics include establishing a baseline before anything changes; units and conversions; normalizing for occupancy, weather and opening days; simple calculations of cost, saving and payback; basic greenhouse gas accounting using the public Greenhouse Gas Protocol; building clear charts in a spreadsheet; and writing a short report for a manager that states what a figure shows and what it does not.

Students work with practice data sets supplied by the course, so no live data is required. The course places particular weight on honest reporting: naming confounders, stating assumptions beside the figures, and treating a small or null result as a finding. Students finish with a one-page results report and its supporting workbook.

SUS 375 ND - Sustainability Field Project and Digital Portfolio (6 Credits)

This closing course asks each student to take one change from proposal to a measured result. Working with a host site under a written agreement, or with the practice site pack at full credit, students choose a single change that can be measured in six weeks, state in advance what result would count as success and as failure, establish a baseline with its conditions recorded, run the trial while logging every interruption, cost the change and calculate payback, compare the result against the baseline with confounders named, and write a handover naming the person who now owns the change.

A trial that produces a small or null result is a complete project when the measurement was sound. Alongside the project, students complete the Track G digital portfolio. The course ends with a presentation in a format the student elects.

CYB 380 ND - Foundations of Cybersecurity and the Threat Landscape (6 Credits)

This opening course introduces information protection as entry-level work and surveys the ground the rest of the track covers in depth. Students learn what security staff actually do in a school, clinic or small business, and why most incidents begin with an ordinary person doing an ordinary thing; how accounts, passwords and multi-factor authentication protect an organization and where each fails; how attacks arrive in practice through messages that rely on urgency and authority; why updates, encryption and safe configuration prevent most of what actually happens; how information is classified and access decided; how to read a log extract and triage an alert queue; and what to do, in order, in the first ten minutes of an incident.

All practical work uses a simulated message set, practice log extracts and a practice alert queue. The course project is a security review of one small setting, carried out by conversation only with written permission, or from a practice setting at full credit, ending with findings and three recommendations written for a non-technical manager.

CYB 381 ND - Identity, Access and Account Administration (3 Credits)

This course covers the everyday work of deciding who can get into what. Students learn the full account lifecycle from request to removal; how identity is proved through passwords, passphrases, multi-factor authentication and single sign-on, following current NIST digital identity guidance; least privilege and role-based access; group and permission design; access reviews; and onboarding and offboarding procedures, including the forgotten accounts that are so often the way in.

Practical work is carried out in a practice directory of synthetic accounts, where students create, modify, review and remove access and document each change. Students finish with an access review of the practice organization and a written leavers procedure. The course draws on the objectives of the CompTIA Security+ certification.

CYB 382 ND - Social Engineering and the Human Layer (3 Credits)

This course examines the attacks aimed at people rather than machines. Students learn how phishing, text and voice scams, pretexting, business email compromise, impersonation and tailgating work; why urgency, authority and helpfulness are the levers used; how to recognize the signals in a message; and what a person should do in the first minute after clicking. The second half of the course turns to prevention: designing short, respectful awareness training, building a reporting routine people actually use, and responding to reports in a way that encourages the next one.

All practice uses a safe, simulated message set, together with current CISA and FTC guidance. Students finish by designing and delivering a short awareness session to a classmate audience, with a reporting procedure to accompany it.

CYB 383 ND - Device, Data and Network Protection (3 Credits)

This course covers the practical controls that protect an organization’s equipment and information. Topics include patching and update management; secure configuration and the risk of default settings; endpoint protection; encryption of devices and data at rest and in transit; backups and recovery, including the three-two-one rule; the security basics of small networks, including firewalls and secure

Wi-Fi; and what to do when a device is lost or stolen. The course uses CISA Cyber Essentials and NIST guidance for small organizations as its frame.

Students work from a practice organization's device and network inventory, identifying what is unpatched, unencrypted or unowned. They finish with a prioritized controls checklist for a small organization, built from the federal guidance so that it stays current.

CYB 384 ND - Monitoring, Alerts and Incident Response Support (3 Credits)

This course prepares students to support a security team in watching systems and responding when something goes wrong. Students learn what logs record and how to read them; why knowing normal activity is the prerequisite for spotting the abnormal; how alerts are generated, triaged and escalated; the phases of incident handling as set out in NIST guidance; containment before investigation; preserving evidence rather than tidying up; and writing an incident note that another person can act on.

All work uses synthetic log extracts and a practice alert queue supplied by the course, and a simulated incident is worked in real time. Students finish with a completed triage record, an incident note and a short response playbook for one common incident type.

CYB 385 ND - Cybersecurity Field Project and Digital Portfolio (6 Credits)

This closing course asks each student to carry out a defensive security assessment of one small organization and then deliver one practical improvement the organization keeps. The assessment is conducted by interview, observation and document review only, under a signed permission and handling agreement, and never by testing any system. Students scope the work, interview by role, compare written policy with actual practice, rank findings by likelihood and effect, choose an improvement proportionate to the organization's size and budget - most often an awareness session, a reporting routine, a leavers checklist or a written incident procedure - pilot it, deliver it and write the findings for a non-technical manager.

Everything that leaves the course is anonymized, and a practice organization pack carries full credit for students working without a host. Alongside the project, students complete the Track H portfolio. The course ends with a presentation in a format the student elects.

Master of Science in Business Administration – Global Track

Program Objective

Graduates will be able to:

- Apply advanced business theories and practices to solve global organizational challenges.
- Analyze global markets, financial systems, and geopolitical risks.
- Lead culturally diverse teams and build inclusive organizational cultures.
- Integrate sustainability, ethics, and global responsibility into business strategy.
- Utilize data analytics and financial tools to support global decision-making.

- Develop entrepreneurial solutions that address global market needs..

Program Objective

The Master of Science in Business Administration – Global Track is designed for professionals seeking to enhance their strategic, leadership, and operational abilities within international contexts. The program prepares graduates to lead in multinational environments, develop sustainable strategies, and navigate the complexities of global business systems.

Program Breakdown by Course

Course Code	Course Title	Credit Hours
FIN602	Advanced Financial Management	3
ECO603	Managerial Economics & Decision Models	3
MSF604	Geopolitics and Global Financial Risk	3
MSF505	Risk Analytics & Portfolio Management	3
BUS606	Data-Driven Business Analytics	3
BUS607	Operations & Global Supply Chain Management	3
BUS608	International Business Strategy	3
BUS609	Global Risk & Geopolitical Analysis	3
BUS610	Digital Transformation & Innovation	3
MBA698	Sustainability & ESG in Global Enterprises	3
MSF601	Global Financial Strategy & International Regulation	3
MBA699	Strategic Global Management (Capstone)	3
MBA675‡	Experiential Practicum in Business	0
	Total	36
‡This is a zero-credit course, required each semester, to meet SEVIS requirements.		

Course Descriptions - Master of Science in Business Administration – Global Track

FIN602 – Advanced Financial Management (3 Credits)

This course explores the advanced concepts and tools of corporate finance, including capital structure, dividend policy, mergers and acquisitions, and working capital optimization. Students analyze real-world financial statements and assess corporate decisions involving cost of capital, financial leverage, and valuation. Case studies and simulations provide practical experience in formulating and implementing financial strategies in both domestic and international contexts.

ECO603 – Managerial Economics & Decision Models (3 Credits)

This course equips students with the tools of economic analysis to make optimal managerial decisions. Key topics include demand estimation, production and cost functions, pricing strategies, market structures, and game theory. Students use decision-making models, such as marginal analysis and constrained optimization, to solve real-world business problems. The course also covers forecasting techniques and cost-benefit analysis in competitive and regulated environments.

MSF604 – Geopolitics and Global Financial Risk (3 Credits)
Focuses on understanding geopolitical dynamics and their impact on global financial systems. Topics include macroeconomic instability, political risk, global trade tensions, currency fluctuations, sanctions, and sovereign debt crises. Students analyze case studies to assess geopolitical scenarios and integrate them into enterprise risk management frameworks. The course emphasizes cross-border risk mitigation and scenario planning.

MSF505 – Risk Analytics & Portfolio Management (3 Credits)
Provides a quantitative foundation in portfolio theory, investment risk, and performance measurement. Topics include portfolio optimization, Value-at-Risk (VaR), stress testing, credit risk modeling, and derivatives for hedging. Students evaluate portfolios using metrics such as Sharpe ratio, beta, alpha, and tracking error. Emphasis is placed on integrating data-driven tools and risk analytics into portfolio decision-making.

BUS606 – Data-Driven Business Analytics (3 Credits)
This course introduces students to analytical tools and techniques used to support strategic business decision-making. Students learn data mining, regression analysis, predictive modeling, and visualization techniques using tools like Excel, R, or Python. Emphasis is on translating complex data sets into actionable business insights to improve performance, identify trends, and develop competitive strategies.

BUS607 – Operations & Global Supply Chain Management (3 Credits)
Explores the strategic and operational aspects of managing global supply chains and production systems. Topics include procurement, logistics, inventory management, quality control, lean operations, and supply chain technology. Students examine how global disruptions, geopolitical tensions, and sustainability practices impact operational efficiency. Case studies highlight best practices in multinational operations management.

BUS608 – International Business Strategy (3 Credits)
Focuses on strategic management principles applied to multinational enterprises. Students analyze global market entry strategies, international competitive advantage, and cross-cultural management. Topics include global integration vs. local responsiveness, joint ventures, foreign direct investment (FDI), and emerging market strategies. The course emphasizes aligning organizational goals with geopolitical, economic, and regulatory environments.

BUS609 – Global Risk & Geopolitical Analysis (3 Credits)
This course deepens understanding of global risk assessment by incorporating geopolitical, macroeconomic, and regulatory factors. Students learn to identify, evaluate, and manage risks affecting multinational corporations and financial institutions. Topics include terrorism, cyber risk, political instability, trade policies, and ESG-related threats. Emphasis is placed on scenario planning, early warning systems, and resilience strategies.

BUS610 – Digital Transformation & Innovation (3 Credits)
Examines how digital technologies are transforming business models, processes, and customer

experiences. Topics include disruptive innovation, platform strategies, cloud computing, AI integration, digital ecosystems, and agile development. Students analyze digital maturity models and create transformation roadmaps for legacy and emerging firms. Case studies highlight how innovation drives competitive differentiation in global markets.

MBA698 – Sustainability & ESG in Global Enterprises (3 Credits)
This course focuses on the integration of environmental, social, and governance (ESG) principles into global business strategy. Students explore corporate sustainability, stakeholder engagement, sustainable supply chains, carbon reporting, and ESG compliance standards such as SASB and GRI. The course includes impact assessments, sustainability reporting, and ESG risk frameworks used by multinational corporations and institutional investors.

MSF601 – Global Financial Strategy & International Regulation (3 Credits)
Explores strategic financial planning in a global context, with a focus on multinational capital budgeting, foreign exchange risk, tax considerations, and regulatory compliance. Students examine frameworks such as Basel III, IFRS, FATCA, and anti-money laundering laws. The course emphasizes the role of international financial institutions, cross-border M&A, and capital market integration in shaping global financial strategy.

MBA699 – Strategic Global Management (Capstone) (3 Credits)
As the culminating experience, this course challenges students to integrate knowledge from finance, strategy, operations, and analytics in a comprehensive global business plan. Working individually or in teams, students analyze a complex multinational business issue and propose actionable solutions. The project includes industry research, financial forecasting, strategic risk analysis, and a final presentation to a panel of stakeholders or simulated investors.

MBA 675 Experiential Practicum in Business (0 Credits)

This practicum provides students with hands-on experience in a supervised business role within industry, government, or nonprofit organizations. Students will apply classroom knowledge to live environments, participate in team projects, respond to simulated incidents, and engage in mentorship and career development activities. Reflective journals, employer evaluations, and a final practicum report are required.

Master of Science in Financial Management – Global Track

Program Objective

The MSFM program is designed to produce globally competent finance professionals who are equipped with advanced technical, analytical, and leadership skills. This program prepares graduates for high-level roles in financial strategy, investment analysis, fintech innovation, and global capital markets.

Program Description

The Master of Science in Financial Management program is a 36-credit curriculum composed of 12 courses. Each course carries 3 semester credit hours and addresses core and emerging areas in global financial systems. Graduates will be able to: • Conduct advanced financial analysis and valuation for

strategic decision-making.

- Utilize quantitative models and big data tools for portfolio optimization and risk management.
- Apply global financial theories and policies in international business contexts.
- Lead and manage cross-border finance operations and culturally diverse teams.
- Integrate fintech, blockchain, and AI in modern financial systems.
- Uphold ethical standards and governance frameworks in complex financial environments.

The program is delivered online, hybrid, or on campus.

Program Breakdown by Course

Course Code	Course Title	Credit
FIN602	Advanced Financial Management	3
MSF502	Financial Analysis	3
MSF503	Applied Financial Modeling with Python & AI	3
MSF504	Advanced Financial Markets & Instruments	3
MSF505	Risk Analytics & Portfolio Management	3
MSF506	Financial Reporting and Strategic Analysis	3
MSF601	Global Financial Strategy & International Regulation	3
MSF602	Sustainable Finance & ESG Integration	3
MSF603	Cross-Border M&A and Global Capital Flows	3
MSF604	Geopolitics and Global Financial Risk	3
MSF701	Financial Innovation & Fintech Disruption	3
MSF703	Capstone in Strategic Financial	3
MSF 685‡	Experiential Practicum in Financial Management	0
	Total	36
‡This is a zero-credit course, required each semester, to meet SEVIS requirements.		

Course Descriptions - Master of Science in Financial Management – Global Track

FIN602 – Advanced Financial Management (3 Credits)

This course provides advanced knowledge in corporate finance, focusing on capital structure, cost of capital, dividend policy, and value creation. Students will analyze financial decision-making under uncertainty, use financial modeling to assess long-term strategies, and evaluate mergers, acquisitions, and restructurings. Case studies will challenge students to propose solutions to complex financial management scenarios.

MSF502 – Financial Analysis (3 Credits)

This course develops skills in evaluating the financial health of organizations through ratio analysis, trend analysis, and benchmarking. Students will interpret income statements, balance sheets, and cash flow statements and apply financial diagnostics to investment decisions. Analytical frameworks used by investors and credit analysts are emphasized.

MSF503 – Applied Financial Modeling with Python & AI (3 Credits)

This course blends finance with technology by introducing students to financial modeling using Python, AI, and machine learning techniques. Students will build models for asset pricing, risk forecasting, portfolio optimization, and financial forecasting. Projects use real-world datasets and platforms such as Jupyter, Pandas, and Scikit-learn.

MSF504 – Advanced Financial Markets & Instruments (3 Credits)

This course explores global financial markets including equities, fixed income, derivatives, and alternative investments. Students will analyze the structure and behavior of financial instruments and understand market mechanics, liquidity, and regulatory considerations. Hands-on trading simulations and Bloomberg terminal exercises are included.

MSF505 – Risk Analytics & Portfolio Management (3 Credits)

Students will examine quantitative tools used to measure and manage financial risk in portfolios. Topics include value at risk (VaR), stress testing, Monte Carlo simulation, and factor models. Students will construct diversified portfolios and apply risk-return tradeoff principles using historical and scenario-based data.

MSF506 – Financial Reporting and Strategic Analysis (3 Credits)

This course provides a strategic perspective on financial reporting, focusing on how firms communicate value to investors and regulators. Students will analyze disclosures, footnotes, accounting standards, and earnings management practices to gain insight into financial strategy and performance evaluation.

MSF601 – Global Financial Strategy & International Regulation (3 Credits)

This course investigates financial decision-making in multinational enterprises. Topics include foreign exchange risk management, global tax strategy, capital budgeting in emerging markets, and regulatory compliance. Students will study international financial institutions and develop strategies for navigating diverse financial systems and cross-border challenges.

MSF602 – Sustainable Finance & ESG Integration (3 Credits)

Students will explore how environmental, social, and governance (ESG) factors are integrated into financial decision-making. Topics include green bonds, impact investing, climate risk, sustainability reporting, and ESG metrics. The course emphasizes aligning financial performance with ethical responsibility and long-term value creation.

MSF603 – Cross-Border M&A and Global Capital Flows (3 Credits)

This course examines mergers, acquisitions, and capital flow trends in global markets. Students will analyze valuation methods, deal structuring, due diligence, and post-merger integration. Emphasis is placed on legal, regulatory, and geopolitical risks associated with cross-border transactions.

MSF604 – Geopolitics and Global Financial Risk (3 Credits)

Students will analyze how geopolitical developments—including sanctions, trade wars, political

instability, and military conflict—impact financial systems and capital markets. Case studies and forecasting models are used to develop strategies for mitigating exposure to global financial risks.

MSF701 – Financial Innovation & Fintech Disruption (3 Credits)

This course explores the evolution of financial technology and its transformative effect on banking, investing, and payment systems. Topics include blockchain, robo-advisors, peer-to-peer lending, digital wallets, and decentralized finance (DeFi). Students will assess the competitive dynamics and regulatory challenges associated with fintech innovation.

MSF703 – Capstone in Strategic Financial Management (3 Credits)

The capstone course integrates knowledge from all program areas in a project-based format. Students will develop a comprehensive financial strategy, conduct market and risk analysis, and present their findings to academic and industry panels. Capstone topics may include IPO readiness, turnaround planning, capital reallocation, or ESG implementation strategy.

MSF 685 Experiential Practicum in Financial Management (0 Credits)

This practicum provides students with hands-on experience in a supervised financial management role within industry, government, or nonprofit organizations. Students will apply classroom knowledge to live environments, participate in team projects, respond to simulated incidents, and engage in mentorship and career development activities. Reflective journals, employer evaluations, and a final practicum report are required.

Master of Science in Information Science – Global Track

Program Objectives

To prepare professionals for leadership roles in global information systems management, data governance, digital transformation, and enterprise architecture. Graduates will be equipped to manage technology in alignment with international business goals and compliance standards.

Program Description

The Master of Science in Information Science program is a 36-credit curriculum composed of 12 courses. Each course carries 3 semester credit hours and addresses core and emerging areas in global information systems. The program prepares graduates for leadership roles in data-driven, technology-intensive environments. The program is delivered online, hybrid, or on campus.

Program Breakdown by Course

Course Code	Course Title	Credit
IS 501	Global Information Science and Strategy	3
IS 505	Data Governance and Compliance	3
IS 507	Cybersecurity Leadership in Global Enterprises	3
IS 513	Advanced Data Analytics and Visualization	3

IS 517	Artificial Intelligence for Strategic Decision-Making	3
IS 521	Information Systems Project Management	3
IS 627	Enterprise Information Architecture	3
IS 633	Blockchain and Decentralized Infrastructure	3
IS 641	Digital Transformation and Emerging Technologies	3
IS 643	UX Design and Human-Centered Information Systems	3
IS 651	IT Risk Assessment and Business Continuity Planning	3
IS 691	Applied Research Project in Information Systems Capstone	3
IS 685‡	Experiential Practicum in Information Science	0
	Total	36
‡This is a zero-credit course, required each semester, to meet SEVIS requirements.		

Course descriptions - Master of Science in Information Science – Global Track

IS 501 – Global Information Science and Strategy (3 Credits)

This foundational course explores the intersection of information systems and strategic leadership on a global scale. Students examine how data and information resources enable digital transformation, innovation, and competitive advantage. Topics include information ecosystems, global IT trends, governance models, and alignment of technology with organizational goals.

IS 505 – Data Governance and Compliance (3 Credits)

This course covers data lifecycle management, regulatory compliance, and ethical stewardship of data assets. Students will study frameworks such as COBIT, DAMA-DMBOK, GDPR, HIPAA, and CCPA. Assignments include developing data governance policies, implementing data classification models, and ensuring regulatory compliance through documentation and auditing.

IS 507 – Cybersecurity Leadership in Global Enterprises (3 Credits)

Students explore the role of leadership in building a resilient cybersecurity culture across multinational organizations. Topics include global threat landscapes, incident command systems, stakeholder communication, board-level reporting, and the integration of cybersecurity into enterprise strategy. Case studies highlight regulatory divergence, international standards, and crisis leadership during cyberattacks.

IS 513 – Advanced Data Analytics and Visualization (3 Credits)

This course introduces advanced methods for extracting, analyzing, and presenting data insights. Students work with real-world datasets to create dashboards and interactive reports using Python, R, and data visualization tools like Tableau and Power BI. Topics include predictive modeling, data storytelling, anomaly detection, and real-time analytics in business decision-making.

IS 517 – Artificial Intelligence for Strategic Decision-Making (3 Credits)

Students explore how AI technologies such as machine learning, natural language processing, and neural networks can support strategic decisions. Emphasis is placed on real-world business applications in marketing, finance, operations, and customer engagement. Students will evaluate AI toolsets, design simple AI models, and analyze ethical implications and governance challenges of AI in the enterprise.

IS 521 – Information Systems Project Management (3 Credits)

This course provides students with methodologies, tools, and best practices for managing IT projects. Topics include Agile, Scrum, PMI PMBOK, scheduling, budgeting, stakeholder engagement, and risk mitigation. Students will create a full project plan with timelines, communication strategies, and measurable outcomes using modern project management software.

IS 627 – Enterprise Information Architecture (3 Credits)

Students examine how organizations design, organize, and manage their information and technology infrastructures. Topics include cloud-based architectures, middleware, APIs, service-oriented architectures (SOA), and integration of legacy and modern systems. Students will create architecture diagrams and propose scalable solutions for business requirements.

IS 633 – Blockchain and Decentralized Infrastructure (3 Credits)

This course introduces blockchain technologies and their applications in securing, verifying, and distributing information. Students explore consensus algorithms, smart contracts, tokenization, and decentralized identity systems. Use cases in supply chain, digital ID, data integrity, and health records are discussed. Students design a blockchain-enabled system prototype.

IS 641 – Digital Transformation and Emerging Technologies (3 Credits)

This course explores how organizations transform through digital technologies such as cloud computing, IoT, 5G, edge computing, and robotics. Students assess the opportunities and risks of transformation and develop digital strategies for innovation, disruption, and value creation.

IS 643 – UX Design and Human-Centered Information Systems (3 Credits)

This course focuses on designing intuitive, inclusive, and user-centered systems. Students explore UX principles, accessibility standards, usability testing, and interaction design. Projects include wireframes, user journey maps, and prototype systems that balance functionality with exceptional user experience.

IS 651 – IT Risk Assessment and Business Continuity Planning (3 Credits)

Students will learn to evaluate risks to IT assets, quantify potential business impact, and develop response strategies. Topics include business impact analysis (BIA), disaster recovery, incident response, and resilience frameworks. Students will conduct a mock risk assessment and develop a business continuity and disaster recovery (BC/DR) plan for a complex organization.

IS 685 – Experiential Practicum in Information Science (3 Credits)

Students gain supervised field experience in an industry, nonprofit, or government setting aligned with information science practice. Students apply skills in data analysis, systems design, or technology management while receiving feedback from site mentors. Deliverables include a reflective report, learning outcomes assessment, and supervisor evaluation.

IS 691 – Applied Research Project in Information Systems Capstone (0 Credits)

In this capstone course, students integrate theory and applied skills by designing and completing a final

research or systems-based project. Deliverables may include a working prototype, policy brief, system architecture plan, or data model. Students present findings to faculty and peers in a professional setting and reflect on research, ethical, and project management practices.

Master of Science in Cybersecurity – Global Track

Program Objectives

To prepare graduates with advanced skills to design, implement, and manage secure systems in global environments, respond to emerging threats, navigate international regulations, and lead cybersecurity operations in multinational enterprises.

Program Description

This 36 credit STEM-designated master's degree prepares students for leadership roles in cybersecurity. Courses cover policy, law, compliance, AI, blockchain, and infrastructure defense, delivered online, on-ground, and in hybrid formats. The curriculum includes a capstone, thesis, or internship project, and international students receive CPT orientation support.

The program is delivered online, hybrid, or on campus.

Program Breakdown by Course

Course Code	Course Title	Credit Hours
CYB 505	Global Cybersecurity Policy & Governance	3
CYB 512	Advanced Network Security & Defense	3
C YB 519	Cryptography & Secure Communication	3
CYB 523	Risk Management and Cyber Compliance	3
CYB 527	Cloud Security and Virtual Infrastructure	3
CYB 535	Digital Forensics and Incident Response	3
CYB 610	Ethical Hacking and Penetration Testing	3
CYB 615	Cyber Law and International Regulations	3
CYB 621	AI and Machine Learning in Cybersecurity	3
CYB 625	Blockchain for Secure Data Transactions	3
CYB 631	Threat Intelligence and Analysis	3
CYB 675	Capstone Project in Global Cybersecurity	3
CYB 685‡	Experiential Practicum in Cybersecurity	0
	Total	36

‡This is a zero-credit course, required each semester, to meet SEVIS requirements.	

Course Descriptions - Master of Science in Cybersecurity – Global Track

CYB 505 Global Cybersecurity Policy & Governance (3 Credits)

This course provides an in-depth exploration of the international cybersecurity policy and governance landscape. Students will analyze national and regional cybersecurity strategies, evaluate the roles of governmental and non-governmental stakeholders, and examine frameworks such as the NIST Cybersecurity Framework, EU Cybersecurity Act, and United Nations cyber norms. Topics include public-private partnerships, global cyber conflict, cyber diplomacy, and regulatory compliance in diverse legal jurisdictions. Students will develop policy briefs and present governance proposals for strengthening international cybersecurity cooperation and risk mitigation.

CYB 512 Advanced Network Security & Defense (3 Credits)

This advanced course focuses on designing, implementing, and managing secure network infrastructures in enterprise environments. Students will delve into layered defense strategies including firewalls, next-generation intrusion detection and prevention systems, zero trust architecture, advanced persistent threat detection, and software-defined network (SDN) security. Hands-on labs will provide real-world scenarios involving simulated attacks, traffic analysis, and secure network configuration using tools such as Wireshark, Snort, and pfSense. Students will build skills in threat modeling and response planning.

CYB 519 Cryptography & Secure Communication (3 Credits)

This course presents the mathematical foundations and modern applications of cryptography to protect information confidentiality, integrity, and authenticity. Students will explore symmetric and asymmetric cryptosystems, including AES, RSA, ECC, and hash functions. Topics include digital signatures, secure key exchange protocols, certificate authorities, and blockchain cryptography. Students will conduct encryption labs, examine vulnerabilities in cryptographic implementations, and evaluate secure communication channels such as SSL/TLS, VPNs, and quantum-safe cryptography.

CYB 523 Risk Management and Cyber Compliance (3 Credits)

Students will learn how to assess and manage cybersecurity risks through identification, evaluation, and prioritization strategies. The course introduces compliance frameworks including NIST RMF, ISO/IEC 27001, HIPAA, PCI DSS, and SOC 2. Students will draft security policies, perform risk assessments, conduct audits, and implement controls aligned with industry and regulatory standards. Emphasis is placed on business continuity planning, incident management, and creating a security-aware organizational culture.

CYB 527 Cloud Security and Virtual Infrastructure (3 Credits)

This course addresses security challenges and solutions in cloud computing, virtualization, and containerized environments. Students will explore shared responsibility models, identity and access management (IAM), data encryption in transit and at rest, and secure API development. Platforms such as AWS, Microsoft Azure, and Google Cloud Platform will be used in lab simulations to secure virtual machines, containers (Docker/Kubernetes), and cloud-native applications. Students will also evaluate compliance requirements, threat modeling, and vendor risk management in multi-cloud architectures.

CYB 535 Digital Forensics and Incident Response (3 Credits)

Students are introduced to forensic tools, chain-of-custody procedures, and investigative methodologies for recovering and analyzing digital evidence from various devices and networks. The course covers volatile memory analysis, file system forensics, malware investigation, and network packet inspection. Students will develop incident response playbooks, simulate breach scenarios, and create forensics reports for legal and organizational use. Hands-on labs include evidence acquisition, timeline creation, and metadata extraction using tools such as Autopsy, FTK Imager, and Volatility.

CYB 610 Ethical Hacking and Penetration Testing (3 Credits)

This course provides students with an ethical approach to identifying and exploiting system vulnerabilities to improve security posture. Topics include reconnaissance, scanning and enumeration, password attacks, social engineering, buffer overflows, privilege escalation, and evasion techniques. Students will conduct penetration tests in a virtual lab environment, using Kali Linux and tools like Metasploit, Nmap, Burp Suite, and Hydra. Focus is placed on writing detailed penetration testing reports and understanding the legal and ethical frameworks of ethical hacking.

CYB 615 Cyber Law and International Regulations (3 Credits)

This course explores legal and regulatory issues in cybersecurity from national and international perspectives. Topics include cybercrime statutes, privacy laws, digital forensics admissibility, intellectual property, data sovereignty, and transborder data flow. Students will study landmark legal cases, analyze regulations such as GDPR, CCPA, and CFAA, and explore international cybercrime treaties and harmonization efforts. The course prepares students to navigate legal obligations and ethical dilemmas in cross-jurisdictional cyber operations.

CYB 621 AI and Machine Learning in Cybersecurity (3 Credits)

Students will investigate the application of artificial intelligence and machine learning to enhance cybersecurity operations. Topics include supervised and unsupervised learning, neural networks, anomaly detection, behavior analytics, threat hunting automation, and AI-driven incident response. Students will build and evaluate machine learning models using Python, Jupyter Notebooks, and frameworks such as Scikit-learn and TensorFlow to detect phishing, malware, and insider threats. Ethical considerations and adversarial AI tactics will also be explored.

CYB 625 Blockchain for Secure Data Transactions (3 Credits)

This course explores blockchain technologies as a foundation for secure and transparent digital transactions. Students will study blockchain architecture, decentralized applications (dApps), consensus algorithms (PoW, PoS, BFT), and smart contracts. Use cases include identity verification, data integrity, supply chain transparency, and decentralized finance (DeFi). Students will develop sample smart contracts and analyze real-world applications of blockchain in cybersecurity solutions.

CYB 631 Threat Intelligence and Analysis (3 Credits)

Students will learn how to collect, evaluate, and act on cyber threat intelligence using structured analytical frameworks such as the Cyber Kill Chain, MITRE ATT&CK, and Diamond Model. Topics include open-source intelligence (OSINT), tactics, techniques, and procedures (TTPs) of threat actors, and the integration of threat feeds into SIEM platforms. Students will design threat intelligence reports and use indicators of compromise (IOCs) for proactive defense.

CYB 675 Capstone Project in Global Cybersecurity (3 Credits)

The capstone experience allows students to synthesize knowledge gained throughout the program by designing and executing an in-depth research or applied cybersecurity project. Students will identify a global cybersecurity issue, conduct a risk assessment or policy analysis, develop a technical prototype or strategy document, and present their findings to a review panel. Emphasis is placed on innovation, professional communication, and real-world applicability.

CYB 685 Experiential Practicum in Cybersecurity (0 Credits)

This practicum provides students with hands-on experience in a supervised cybersecurity role within industry, government, or nonprofit organizations. Students will apply classroom knowledge to live environments, participate in team projects, respond to simulated incidents, and engage in mentorship and career development activities. Reflective journals, employer evaluations, and a final practicum report are required.

The Holmes University Florida Team

Holmes University Florida Board of Directors

Board Member	Position
Gaye Dixon	Global CEO and a Director of Holmes University Florida Inc.
Stephen Nagle	Chief Executive Officer
Michael Sangiorgio	Chief Finance Officer
Georgie Collier	Director of Operations and a Director of Holmes University Florida Inc.
Christopher Nagle	Chief Business Development Officer

Holmes University Florida Administrative Staff

The following list represents the members of the Holmes University Florida staff:

Staff Member	Position	Email
Chris Bustin	President	c.bustin@holmeseducation.group
Don Kauffman	Vice President – Enrolment and Student Services	d.kauffman@holmeseducation.group
Dr. Ann Bouchard	Corporate Director for Institutional Development, and Interim Dean	a.bouchard@holmeseducation.group
Kashif Nasseem	Director of Information Technology	k.nasseem@holmeseducation.group
Chris Smart	Director of Admissions and Marketing	c.smart@holmeseducation.group
Dr. Charu Pujara	Program Chair, Information Systems	c.pujara@holmeseducation.group
Ellery Nagle	Campus Director	e.nagle@holmeseducation.group
Kathy Tchalaby	Registrar	k.tchalaby@holmeseducation.group
Madison Krebs	Student Services Manager/DSO	m.krebs@holmeseducation.group
Luke Privitera	Group Librarian	l.privitera@holmes.edu.au
Paul Mitchell	Director of Risk and Compliance	p.mitchell@holmesedcation.group
Tim Matthew	Group Principal	t.matthew@holmeseducation.group
Ronita Mukerjee	Head of Admissions	r.mukerjee@holmeseducation.group

Holmes University Florida Faculty

The following list represents the members of the Holmes University Florida faculty for the programs:

FACULTY MEMBER:	COURSE(S) TAUGHT:	DEGREES/ DIPLOMAS HELD & AWARDING INSTITUTION:
Straighter Line	GEN 100 ND, ENG 101 ND, ENG 102 ND, MAT 102 ND, COM 103 ND, PSY 101 ND, PSY 105 ND, COM 106 ND, GOV 107 ND, SCI 103 ND, GOV 111 ND	
Dr. Richelle Cromartie	NDV200 NDV203 NDV206	Doctorate, Philosophy of Counseling – Capella University, 2013 Master's, Mental Health Counseling – Capella University, 2008 B.S., Biochemistry – Fayetteville State University, 2000
Dr. Sabeta Bermudez	NDV201 NDV205 NDV 212 HHS310 ND HHS315 ND	Ed.D., Organizational Leadership – Grand Canyon University, 2026 Master's, Business – University of Phoenix, 2012 Bachelor's, Health Administration – University of Phoenix, 2010
Brandon Galloway	NDV202 NDV204 NDV209	Ed.D., Leadership – South College, Knoxville, TN (in progress) Ed.S., Special Education – American College of Education, 2026 Master's, Special Education – Ashford University, 2016 B.A., Geography – University of Tennessee, 2009
Mr. Freddie Ray Clark II	FIN207 ND NDV213 INS351 ND INS352 ND	Master's, Education – (in progress, expected 2027) Bachelor's, Leadership – Lake-Sumter State College, 2026

FACULTY MEMBER:	COURSE(S) TAUGHT:	DEGREES/ DIPLOMAS HELD & AWARDING INSTITUTION:
Dr. Michaella Louis	FIN207 ND NDV209 NDV212 BUS305 ND MKT301 ND BUS309 ND BUS315 ND BUS321 ND BUS335 ND INS350 ND	Ed.D., Educational Leadership – Lynn University, 2026 M.A., Political Science – Florida Atlantic University, 12/2023 Bachelor's, General Studies – Florida Atlantic University, 2022 Certificate, Hospitality and Tourism Management – Florida Atlantic University, 2022 A.A. – Florida Atlantic University, 2020
Dr. Mary Clare Fallon Beamer	NDV308 GOV210 ND	Ph.D., Special Education – Liberty University, 2026 Master's, School Leadership – Concordia University Chicago, 2018 Master's, Curriculum, Instruction and Professional Development – Malone University, 2015 Bachelor's, Special Education – University of Akron, 2011
Corey Hollemeyer	NDV211 NDV311	M.B.A. – American University, Washington, DC, 2022 M.S., Health Services Administration – Indiana University of Pennsylvania, 2019 M.A., Human Resources and Employment Relations – Indiana University of Pennsylvania, 2019 M.A.T. – California University of Pennsylvania, 2011 Bachelor's, Anthropology – University of Missouri–St. Louis, 2006

FACULTY MEMBER:	COURSE(S) TAUGHT:	DEGREES/ DIPLOMAS HELD & AWARDING INSTITUTION:
Kanani Delary	NDV311 HHS310 ND HHS315 ND	Ph.D., Leadership Studies – University of the Cumberlands, Williamsburg, KY (in progress, expected 2027) M.A., Education – University of Hawaii, 2010 B.A., Biology – Chaminade, University of Honolulu, Honolulu, HI, 2006 A.A., Liberal Arts – Windward Community College, HI, 2002
Paula Giron	ECE340 ND ECE345 ND	M.A., ESOL – New York University K-12 ESOL Certification – New York University B.A., Elementary Education, Reading and Writing Emphasis – Lee University
Dr. Joseph T. Angley	SUS370 ND SUS375 ND	Doctorate, Sustainability – University of Florida Bachelor's – Bowdoin College
Dr. Raolat Olayeye	NVD401 ND ROB360 ND ROB365 ND INS353 ND INS 355 ND	Ed.D., Education and Leadership – St. Thomas University, 2021 M.S., Instructional Technology – St. Thomas University, 2017
Ann Kathleen Bouchard, Ed.S.	NVD401 ND INT490 ND CAP499 ND	Ed.S., Higher Education and Adult Learning – Walden University, 12/2012 M.B.A. – Florida Metropolitan University, 1997 Bachelor's, Business Administration – Tampa College, 1992

FACULTY MEMBER:	COURSE(S) TAUGHT:	DEGREES/ DIPLOMAS HELD & AWARDING INSTITUTION:
Prof. Hamish Coates	MSF601 MSF602 MSF603 MSF604 MSF701 MSF703	PhD in Higher Education [University of Melbourne] MEd in Assessment and Evaluation [University of Melbourne] BSc in Psychology [University of Melbourne] BA (Hons) in History [University of Melbourne]
Prof. Paul Hawking	CYB505 CYB512 CYB519 CYB523 CYB527 CYB 535	DBA in Business Intelligence [Victoria University, Australia] MSc in Information Systems [Victoria University] BA in Social Science [Footscray Institute]
Dr. Eileen Buckley-Dhoot	FIN602 MSF502 MSF503 MSF504 MSF505 MSF506	PhD in Electro-Analytical Chemistry [Dublin City University] BSc (Honours) in Analytical Science [NIHE Ireland]
Dr. Mohamed Elyas	CYB380 ND CYB381 ND CYB382 ND CYB383 ND CYB384 ND CYB385 ND CYB610 CYB615 CYB621 CYB625 CYB631 CYB675	PhD in Forensic Cybersecurity [University of Melbourne] MSc in Information Security [University Technology Malaysia] BSc in Maths and Computer Science [Gezira University Sudan]

FACULTY MEMBER:	COURSE(S) TAUGHT:	DEGREES/ DIPLOMAS HELD & AWARDING INSTITUTION:
Dr. Anja Fladrich	ECO603 BUS606 BUS607 BUS608 BUS609 BUS610	PhD in Chinese Studies [Monash University] MBA in Human Resources and Marketing [Victoria University] BA in Chinese Studies [University of Melbourne] BEco in International Management and Chinese [Applied School of Science Bremen]
Dr. Shuiyin Liu	IS627 IS633 IS641 IS643 IS651 IS691	PhD in Cryptography [Imperial College London] MSc in Telecommunications and Signals Processing [Imperial College London] BSc in Telecommunications Engineering [Beihang University]
Dr. Charu Pujara	IS501 IS505 IS507 IS513 IS517 IS521 CYB675	PhD in Information Technology [Maharishi Dayanand University] MSc in Computer Science and Engineering [Maharishi Dayanand University] BE in Computer Engineering [YMCA University of Science and Technology]
Dr. Abhishek Kumar	IS201 IS207 IS405 MBA698 MBA699	MSc in Business Analytics [University of Galway] MBA in Business [Xavier's Institute of Social Service] BCom in Retail Management [St Xavier's College]
Chris Bustin	ENG101 COM109 COC108 HUM106 HUM110	Legum Baccalaureus (LL.B Honours) Law and German [University of Dundee]

FACULTY MEMBER:	COURSE(S) TAUGHT:	DEGREES/ DIPLOMAS HELD & AWARDING INSTITUTION:
Dr. Hafiz Rehman	GLB302 GBS317 GBS323 GLB405 GBS416 GBS427	PhD in Business and Management [Universiti Tunku Abdul Rahman Malaysia] MBA in Business and Human Resources Management [PMAS Pakistan] BCom in Business and Commerce [University of the Punjab]
Dr. Kundai Sai	BIO150 EVR110 EVR328 MAT105 MAT203 MAT205 MAT310 CYB527	PhD Information Systems and Technology [University of KwaZulu Natal] MSc Information Systems Management [Midlands University] BSc in Computer Science and Physics [Great Zimbabwe University]
Dr. Nalinda Somasiri	IS315 IS321 IS325 IS409 IS413 IS419 CYB621	PhD in Engineering [Queen Mary University of London] MSc Radio Communication [King's College University of London] BEng (Honours] Electrical, Electronics and Information Engineering [City University of London]
Dr. Mobashar Rehman	ISG311 ISG315 ISG317 ISG320 ISG416 ISG417	PhD in Information Technology [University of Technology Petronas] MSc in Information Technology [University of Technology Petronas] MBA in Business [COMSATS Institute of IT] BS (Honours) in Computer Science [University of Arid Agriculture, Pakistan

FACULTY MEMBER:	COURSE(S) TAUGHT:	DEGREES/ DIPLOMAS HELD & AWARDING INSTITUTION:
Dr. Aamir Amin	COM310 IS307 IS220 IS425 IS430 IS440	PhD in Information Technology [University of Technology Petronas] MSc in Information Technology [University of Technology Petronas] BBA in Information Technology [COMSATS Institute of IT]
Tripti Kohli	BUS305 MKT301 BUS309 BUS315 BUS321 BUS335	MBA in Business and Management [University for the Creative Arts] BA (Honours) in English [Daulat Ram College]

Distance Education

Student orientation

New students attend an initial Orientation prior to the first day of class. Student orientation for on-line students takes place via the online platform in the form of a live stream multimedia presentation on the Blackboard Ultra LMS. This orientation mirrors the existing comprehensive orientation program provided to on-ground students. At Orientation, the institution's academic and administrative policies are reviewed. Students are instructed on how to access initial or updated catalogs and handbooks via Blackboard Ultra . The student orientation includes the following items:

- Overview of Student Success Strategies for online learning
- Information on accessing all Departments
- Academic Policies
- Conduct Codes
- Motivational Video regarding careers
- A review of Frequently Asked Questions
- Who to contact at the institution when students have questions, and
- Review of the technology requirements for distance learning

Transfer of Credits

Transfer of credits to HUF

Holmes University Florida seeks to uphold a clearly stated transfer-of-credit policy that maintains the integrity of its programs while facilitating efficient mobility of students between institutions in completing their educational programs.

Acceptance of transfer credits from other institutions is wholly at the discretion of Holmes University Florida. It is assessed on a case-by-case basis and requires approval of the faculty lead for the relevant course.

Credit evaluations are required for all transcripts issued by an institution outside of the United States. Transcripts are required to be evaluated through any credential evaluation service that is a member of NACES. Students must pay for credential evaluation services.

Holmes will not accept in transfer:

- Credit for coursework that is remedial
- Credit for experiential learning not associated with a formal training program.
- Credit for coursework in which a student earned a grade below "C", any grade designation below "P" (Pass), "S" (Satisfactory), or audit grades.
- Credit for coursework which is repeated; only the last course taken is eligible for

transfer.

- Challenge course credits from other institutions.

Please note that a maximum of 6 credits can be accepted for transfer into one of our degree programs.

Transfer of Credits to Other Institutions

Holmes Institute does not guarantee that credit for any of our courses will be accepted in transfer to other institutions, since this is determined solely at the discretion of the other institutions. It is the students responsibility to confirm whether or not credits will be accepted by another institution of the students choice.

Additional disclosures

While no criminal background checks are known to be required, students are responsible for determining their eligibility to obtain certification or registration and/or to practice in their career field prior to enrolling in a program.

Language Offered

Courses taught at the Holmes University Florida, are only offered in English. If English is not the learner's native language they must meet our English Language requirements, which are either:

- CEFRL B2+ as evidenced through a recognized English language test such as IELTS, PTE, TOEFL or the Holmes Language Assessment (taken within two years prior to the application for admission); or
- Successful completion of an interview with a Faculty member to assess levels of English competency

Distribution of Learning Materials:

Learning materials (including textbooks) are provided from the institution's bookstore, in electronic (e-book) format when available. E-textbooks are available through the LMS via a link to Proquest Ebook Central. Textbooks which are not available in electronic format will be shipped directly to the student's preferred mailing address. Other learning aids, syllabi, assignments, links to journals, videos, and specific instructor content as well as instructor contact information and access to online office hours are delivered through the Blackboard Ultra LMS. During the course, student written assignments, exams, projects, discussions, etc., are submitted via the LMS.

Examination and evaluation of student work:

During the courses, student written assignments, exams, projects, and discussion posts are submitted through the LMS. Holmes uses SafeAssign as its plagiarism detection tool, and Civica as our online examination proctoring service. The LMS remains the backbone of the instructional system providing

access to learning materials and online library resources and is used to submit all student work for grading. Work is graded within the LMS, and grades and faculty feedback are available directly to the student. Faculty are encouraged to grade submitted work within one week of student submission, with feedback on the assignment provided directly to students via the LMS.

The Student Information System ("Luna") provides easy student access to grades (current courses and past courses, a degree audit function as well as access to a free transcript, among other features). Examinations are given via the Blackboard Ultra LMS simultaneously with MS TEAMS. Tests must be taken live and during scheduled class hours and students must keep their cameras on for the duration of the exam.

Response to students' questions and comments:

The Blackboard Ultra LMS also provides a robust platform for student engagement. Instructor contact information is presented in Blackboard Ultra , and students can reach out to faculty either internally within the LMS or via email. Faculty are required to respond to student emails within 24-hours and are expected to monitor emails on a regular basis.

Attendance and record keeping:

Attendance is posted by the faculty for each class session inside the Blackboard Ultra LMS which is fully integrated with the Student Information System (SIS). Attendance and active participation in the course can also be tracked by the date that assignments and projects are submitted. Since the LMS is fully integrated with the SIS, final grades are easily posted to the student's permanent academic record. Where a students cumulative attendance falls below 80%, students are provided with a formal warning.

Internships/Externships/Labs:

Where the program of study has an externship as a final capstone course of the program, students will utilize the LMS to submit daily summaries, correspond with the assigned faculty member and / or clinical coordinator.

Academic Transcripts

Blackboard Ultra fully integrates the learning management system with the student information system (Luna), providing seamless connection between the two functions. Permanent academic records are maintained in the system. Grades are entered into Blackboard Ultra by the faculty upon course completion, and the registrar posts these as final grades in Luna. Students may perform a degree audit at any time using the degree audit function in Blackboard Ultra. Students may also print an unofficial academic transcript at any time from within Luna. An official academic transcript with the school seal may be requested from the registrar.

Technical support:

Student services and technical support for students is available by either telephone or email which includes technical support from Blackboard Ultra (available 8 AM to 5 PM Eastern Time, Monday

through Friday) and administrative support from school staff during normal business hours.

Equipment and supplies used/needed (i.e., operating system):

The following is a list of additional components with instructions for students of what is necessary to access Distance Education courses:

An E-mail Account.

Students are provided an institutional email address through Office365.

To use Blackboard Ultra , student computers and internet connections must meet the minimum requirements noted below. Sometimes students may have trouble using Blackboard Ultra because of out-of-date software or their internet connection isn't fast enough. These requirements aren't anything exotic—basically, a computer with a modern web browser and high-speed internet is all students need.

Broadband Internet

A fast internet connection ensures that you can navigate through Blackboard Ultra quickly and efficiently. If you're out-and-about, a mobile device with a data connection (4G, 5G, or LTE) or your typical coffeeshop WIFI connection will usually be sufficient.

A Modern, Updated Web Browser

Blackboard Ultra runs on up-to-date releases of popular web browsers. Most web browsers have some sort of auto-update function, so you may never even need to think about this part. And using a modern web browser won't just benefit your Blackboard Ultra use—it's one of the best things you can do for your overall internet security!

Here are the browsers we recommend for use with Blackboard Ultra . If a browser is *not* listed here, don't use it for Blackboard Ultra ! Again, always try to use the most recent version possible—as companies release newer versions of browsers, they usually drop support for older versions.

PC or Mac

Google Chrome is probably the best option if you're using Windows. It's also very good for Mac users.

Mozilla Firefox is another good choice on Windows computers (works well on Macs, too).

Apple Safari is great on Macs. Not so much on Windows.

Microsoft Edge.

Mobile browsers

iOS Safari does well, as does Google Chrome for iOS.

The stock Android browser works, as does Chrome for Android.

The Firefox browsers for both iOS and Android aren't problematic.

Microsoft Edge (mentioned above) is baked-in to Windows 10 devices and works with Blackboard Ultra ; the version of Internet Explorer in Windows 8.1 does alright, too.

If you like to adjust your browser settings, make sure to enable Javascript and cookies. Ad-blockers don't pose any problems for the most part, but if you do modify those settings, just make sure to whitelist your school's Blackboard Ultra site.

Other Common Applications

You can use Blackboard Ultra to export all kinds of files. The three most common are spreadsheets, PDFs, and word documents (note the lower-case *w* there). Most computers have the software you need to open these files, but in case yours doesn't...

Open Office can open spreadsheets and documents (we use it to generate files for custom page layouts).

Adobe Acrobat reader handles PDFs. If, for some reason, you must use an old version, the oldest one that works is version 6.

Monitor

Blackboard Ultra is easiest to use if your monitor is set at a minimum resolution of 1280 x 1024 pixels. This is not something most users with a modern computer or monitor need to worry about.

Group study

Holmes University Florida does not employ formal group study in its academic programs. Individual faculty may utilize group projects as part of a specific course. In this instance, students may use the “groups” functionality in Blackboard Ultra . Groups include a bulletin board, chat, discussions, and shared calendar and files.

Student services

Students in this program will benefit from extensive and targeted support services throughout their entire experience. The key areas of support are outlined below.

Academic Support

Learner support begins with the teaching process and is enhanced with a range of training and educational support e.g., videos, tools and library resources. HUF learners are exposed to an engaging and varied mix of learning modes (e.g., lectures, seminars, tutorials, workshops, skills-practice and self-paced online instruction videos). Feedback to learners is viewed as part of learning and learner support; as such, learners can expect timely and appropriate feedback to their assessments and enquiries.

HUF acknowledges that learning resources and support range from physical resources in the form of a library and computing technologies to accessible technical, administrative and academic support services. All HUF learner resources and learner supports are benchmarked against similar institutions offering similar programs. HUF will regularly review the adequacy of academic and support services to ensure it continues to deliver high quality programs.

Accessible support services are in place for all learners including individualized support for learners with

specific needs. HUF supports learners with a disability, while also ensuring that such learners experience equal opportunities relative to other HUF learners within the limits of reasonable accommodation. Learners must inform HUF if they have any issues that they believe will affect their learning prior to beginning their studies. HUF addresses each request for reasonable adjustment on a case-by-case basis ensuring fairness and equal opportunities are maintained.

Career Services

Students and recent graduates of the program will be able to benefit from events and activities designed to help them better understand possible opportunities for career advancement or professional development.

The specific support offering will include career coaching, career workshops, industry-specific networking and informational events, links to relevant job posting boards, and other useful career resources.

While the HUF team is there to support those seeking career advancement or new professional pathways, we cannot and do not guarantee employment for graduates of the program.

Personal Support

A key aspect of HUF's philosophy is the holistic view of the learner as a whole person. The learners' health and wellbeing cannot be separated from their academic achievement, as one is highly dependent on the other. While an individual learner's lifestyle choices are their own choices to make, HUF will promote a healthy lifestyle and provide support to those experiencing health related problems, both physical and mental, or any other personal problems.

Our Student Support Officers are trained to be supportive of learners with difficulties and to provide initial assistance with problems but are not trained to provide counseling or medical advice. Their role is to help the learner to access external services to provide the best help available to deal with the issue and to maintain contact with the learner to ensure that the help is appropriate and effective.

Student Support Officers will work with academic staff and HUF management to ensure that the learner is treated equitably and fairly, according to the learner's circumstances. This may include assisting the learner in making a case for mitigating circumstances or advocating for the learner in complaints or appeals processes.

Financial Assistance

HUF is not currently Title IV eligible. Students may meet with the Student Services Manager if they are experiencing any form of financial hardship.

Where students are applying for a private student loan, it must be remembered that they are borrowing money to attend a University. Students must repay the loan as well as interest that accrues. It is important to understand repayment options so students can successfully repay loans.

Academic Regulations

Introduction

Overview

This document, along with the following regulations and policies, form HUF's Academic Regulations:

- Student Disciplinary Policy
- Academic Appeals Policy
- Extenuating Circumstances Policy
- Student Complaints Policy
- Our Enrollment Agreement for Degree Programs

Copies of the regulations and policies are readily available to all students, and are advertised on our website. It is the responsibility of you as a student to familiarize yourself with the regulations and policies, and ensure you comply with what is required and expected at all times. Students should seek guidance from their Program Team at the beginning of the program, or immediately when any changes are made, if they have any questions or require any clarification.

Amendments to Regulations and Policies

Our Academic Board is responsible for the management of the academic standards, assessment and quality of programs leading to the award of degree. HUF is entitled, at its absolute discretion and at any time, to make amendments to the regulations and/or internal processes as it considers appropriate. When changes are made, they automatically supersede all previous regulations, policies, and processes.

HUF will notify students of any substantive changes to regulations and policies. However, students remain responsible for familiarizing themselves with the details of any changes and ensuring they understand and comply with them at all times.

Academic Provision

The Institution

Academic standards and assessments are determined and administered by the University, and all programs lead to an award of a degree from Holmes University Florida.

Degree Programs

Bachelor of Business Administration – Global Track

Bachelor of Financial Management – Global Track

Bachelor of Science in Information Science

Bachelor of Science for Neurodiversity and Workforce Readiness

Master of Science in Business Administration – Global Track

Master of Science in Financial Management – Global Track

Master of Science in Information Science – Global Track

Master of Science in Cybersecurity – Global Track

Program Delivery

Program Documentation

To facilitate delivery, each program will have:

- A definitive student catalog that provides a comprehensive overview of the program and its components.
- A set of clearly defined learning outcomes for the program at both the program level and course(s) level.

The documentation will be issued to students prior to enrollment and will be updated if any substantial changes are made during the program. The University aims to ensure that program documentation does not diverge from the Academic Regulations. In instances where the documentation does diverge or is silent on a specific matter, the Academic Regulations will take precedence and be applied.

Program Design

All programs have gone through an extensive conceptual design and approval process. Proposals for new programs include:

- Rationale for the program
- Alignment with HUF strategy and scope
- Program credit and Level
- Outline of the Program
- Financial implications for the University
- Program viability
- Market research
- Benchmarking against other providers of similar programs

All programs are approved by the Academic Board prior to being presented to the Commission for Independent Education for validation.

Program Maintenance and Amendments

The University is entitled, at its absolute discretion and at any time, to make amendments to the

admission requirements, the program and individual courses. HUF has quality assurance systems in place to continuously monitor its programs to:

- Ensure that the program remains appropriate, and to create a supportive and effective learning environment
- Ensure that the program achieves the objectives set for it and responds to the needs of learners and the changing needs of society
- Review the learner workload
- Review learner progression and completion rates
- Review the effectiveness of procedures for the assessment of learners
- Inform updates of program content; delivery modes; teaching and learning methods; learning support and resources; and information provided to learners
- Update third party, industry or other stakeholders relevant to the program(s)
- Review quality assurance arrangements that are specific to that program

Changes to programs may include:

- alterations to the method of delivery of the program (including the faculty delivering the program) and assessment;
- reasonable variations/changes to the content and syllabus of the program, including discontinuing, merging or combining courses, and introducing new courses; and/or
- the courses being offered and operated in any given term or session, due to capacity and scheduling constraints.

HUF will endeavor to communicate any such changes as early as possible.

Admission

The admission requirements for individual programs are documented in the Academic Catalog. The requirements may be adjusted as necessary and deemed appropriate by the University.

Students offered admission to a program (“applicants”) are required to sign and return the Enrollment Agreement to accept the offer of a place on the program. The agreement comes into force on the date of the offer letter.

As stated in the Enrollment Agreement, the University may terminate the registration and participation in the program (and thereby the terms and conditions agreement) of any student who secures admission to the University on the basis of qualifications, documents or statements which are

subsequently found to be false, not completely truthful, or misleading.

Applicants become "students" on the day they formally register at the University and enroll on a program.

Normal Duration

Each program has an approved normal duration that is specified in the Program Regulations.

In limited circumstances extensions to continue to study outside of the normal duration may be requested by the student or required by the Program Director.

Extensions up to a cumulative total of 12 months may be granted by the President where appropriate and will be presented to the Exam Board for information. Any extensions beyond a cumulative total of 12 months are only granted in exceptional circumstances and the decision is made by the Exam Board at their absolute discretion.

Intellectual Property

You retain the intellectual property in all original work created solely by you in the course of your program, except for work specifically commissioned by us for the purposes of the University.

We, our faculty, or our respective licensors own all intellectual property in all program course and teaching materials (in whatever medium they are available). This means that special rules and restrictions apply to copying, recording, sharing or disseminating such materials. We grant you a license (i.e., permission) to use these materials during the program for your personal private study only. You must not use them for any other purpose. A breach of this clause will be treated as misconduct and the relevant disciplinary process applied.

As a student, you must respect the intellectual property rights in the work of others, including faculty. Where third-party material is shared, distributed or copied to a third party, reproduced, or copied, appropriate permissions must be obtained first and the University's regulations and academic policies must be followed. A breach of this clause will be treated as misconduct and the relevant disciplinary process applied.

Wherever the work of others is used or relied upon, this must be properly acknowledged and authorship correctly attributed or cited in accordance with standard academic practice. Plagiarism is not acceptable in any form, may be subject to disciplinary action, and may result in the student failing a course and the program.

You, as an authorized user, are responsible for ensuring that your use of information resources made available by the Institution complies with any applicable license terms and conditions. Licenses allow you to make use of these resources personally and for educational purposes only. You must not:

- Share your login details with others, whether co-authors or other students;
- Pass on or share downloaded materials with unauthorized users in any format; or
- Use the resources for any commercial or business purpose, including internships and consulting activities.

Acceptable Program Performance

Students are fully responsible for ensuring they always remain in good academic standing during the program, the details of which are included in this catalog. For the avoidance of doubt, students are expected to maintain a GPA average of 3.0 to remain in good standing on the program.

Student Support

The University aims to provide a supportive teaching and learning environment that is accessible to all students. Disabled students or students experiencing health or wellbeing issues are encouraged to make direct contact with the Program Team to discuss potential support and services relating to accessibility and reasonable adjustments.

If reasonable adjustments are required, the Program Team in partnership with the student will agree a Summary of Reasonable Adjustments and where appropriate, Reasonable Assessment Arrangements (e.g. individual exam adjustments).

In instances where academic performance is likely to be compromised due to short-term health issues, students should apply for extenuating circumstances (*see* Extenuating Circumstances Policy).

In order to safeguard the assessment process and avoid creating an unfair advantage, the University expects that, where possible, students will disclose information regarding their wellbeing in advance of an assessment deadline or an examination commencing. In instances where a student is incapacitated and/or unable to participate, extenuating circumstances requests may be submitted up to seven days after the assessment. The panel will have the sole discretion for considering and determining if a retrospective adjustment should be made (refer to the Extenuating Circumstances Policy for more information).

Academic Credit and Course Administration

Program Credit

Each course has an individual credit value and details are provided in the program listings.

Students are required to participate successfully complete all requirements, as stated in the Program Regulations for the program to be considered complete. Students who do not complete these requirements will not be eligible for the award of degree.

Program Credit

Students are enrolled for a program and must complete all compulsory requirements as set out in the

Program Regulations. Enrollment for courses in each term and session will take place according to the schedule outlined in the academic calendar.

Course Information

The course syllabus acts as the definitive guide for the course and provides details of the administrative arrangements, expected learning outcomes, participation requirements and assessment requirements. Details about the types of assessment, deadlines and submission information, weighting of individual components and minimum requirements to pass the course will be included.

Students are responsible for familiarizing themselves with the course requirements and clarifying any issues with the faculty member at the beginning of the course.

Academic Requirements and Assessment

Academic Integrity and Referencing

Students must respect the intellectual property in the work of others. In instances where the work of others is used or relied upon, it must be properly acknowledged, and authorship correctly attributed in accordance with academic practice.

All work must be referenced using an appropriate referencing convention. The University recommends APA citation style given its widespread use. Guidance about referencing conventions is readily available on Blackboard (our Learning Management System).

Students are fully responsible for ensuring they are aware of the requirements for referencing and use the appropriate convention for the course. Plagiarism, collusion and other forms of academic misconduct are not acceptable in any form and students may be subject to disciplinary action, which can result in the failure of the course and program. The University uses technology (SafeAssign) to detect and/or follow up on cases of suspected academic misconduct, irrespective of the severity. Academic misconduct is not limited to plagiarism. Students should refer to the Student Disciplinary Policy for further information.

Coursework Submissions

Students will be required to submit work for assessment through Blackboard and will be entirely responsible for the online submission. Details of the arrangements for submitting work will be specified in the course syllabus. Failure to follow the instructions will result in the work not being marked and/or awarded a mark of zero.

Unless otherwise specified in the course syllabus, submission deadlines will normally be 23:59 EST. The

submission must be completed before the deadline. Work that is submitted on or after the deadline will be marked as late and penalized. Students are strongly advised to start uploading their submission no later than one hour before the deadline to avoid any difficulties or last-minute issues.

Where late work is submitted after the designated deadline a penalty will apply. For every calendar day past the due time and date, 5% of the value of the assessment will be deducted. No assessments will be accepted after 14 calendar days of the due date or the end of the semester for assessments due later in a semester.

An extension to the submission deadlines can be granted where extenuating circumstances apply.

In general, technical failure, including of a computer, browser or internet connection is not considered a valid reason to extend the deadline or for the late submission of work, and the University will only consider making exceptions if it is reasonably satisfied that the failure was a result of HUF's own IT systems. F or more information, please see the Extenuating Circumstances Policy of this catalog.

Students are responsible for ensuring that the correct file is submitted and that it is not corrupted or unreadable. Students are strongly advised to download a separate copy of the files uploaded before the deadline to conduct a final check before completing the submission. No amendments or additions to the submission will be permitted after the deadline. Files submitted in error or that are corrupted/ unreadable will receive a mark of zero.

Requirements to Pass

Faculty will be responsible for grading your assignments and will award grades according to the scale outlined in the Grading section below.

In cases where the requirements have been satisfied, the course will be recorded as passed **and there will be no opportunity to achieve a higher mark or overall grade**. In cases where the minimum passing standard has not been met, a fail grade for the course will be awarded.

The academic judgment of faculty is final and may not be challenged. In instances where there is evidence of an administrative or calculation error with the final grade, the matter should be raised through the Academic Appeal process.

Grading

Faculty award grades based upon criteria that are clear and visible in the course syllabus. It is a requirement that students meet minimum performance standards to both pass a course and to remain enrolled in the Program and all students should be aware of the expectations regarding academic

standards.

The Institution uses a letter grade system to facilitate GPA calculation which is important both to remain in good academic standing and for the award of the degree.

Letter Grade	Percentage	GPA Score
A	90-100%	4.0
B	80-89%	3.0
C	70-79%	2.0
D	60-69%	1.0
F	<60%	0

Conferral of Degree

Exam Board

The Institution's Exam Board is responsible for recommending to the Academic Board the award (conferral) of the degree. Its remit is to:

- Ensure students have completed the necessary requirements and approve awards to students.
- Note and, where appropriate, consider requests to continue beyond the normal duration and any interruptions of studies
- Approve the withdrawal of students from the program.
- Ensure the consistent application of the Program Regulations.

To be eligible for the conferral of an award, students must satisfy all of the following requirements:

- Have fulfilled the minimum requirements of the program as stipulated in the regulations
- Have met the requirements for the program within the normal duration.
- Not be subject to any ongoing disciplinary proceedings or sanctions.
- Not be in debt to the University in relation to tuition.

Revocation of Degrees

The University may at any time revoke any degree if sufficient evidence can be provided that:

- An administrative or procedural error occurred in the award of a degree.
- Information that the Exam Board was not previously aware of becomes available and has a material impact on the award.
- Following disciplinary action, the student is no longer eligible for the award of degree.

Revocations of awards should be initiated by the Program Director and presented to the Exam Board for approval.

Student Support Services

Students in this program will benefit from extensive and targeted support services throughout their entire experience. The key areas of support are outlined below.

Academic Support

Learner support begins with the teaching process and is enhanced with a range of training and educational support e.g., videos, tools and library resources. HUF learners are exposed to an engaging and varied mix of learning modes (e.g., lectures, seminars, tutorials, workshops, skills-practice and self-paced online instruction videos). Feedback to learners is viewed as part of learning and learner support; as such, learners can expect timely and appropriate feedback to their assessments and enquiries.

HUF acknowledges that learning resources and support range from physical resources in the form of a library and computing technologies to accessible technical, administrative and academic support services. All HUF learner resources and learner supports are benchmarked against similar institutions offering similar programs. HUF will regularly review the adequacy of academic and support services to ensure it continues to deliver high quality programs.

Accessible support services are in place for all learners including individualized support for learners with specific needs. HUF supports learners with a disability, while also ensuring that such learners experience equal opportunities relative to other HUF learners within the limits of reasonable accommodation. Learners must inform HUF if they have any issues that they believe will affect their learning prior to beginning their studies. HUF addresses each request for reasonable adjustment on a case-by-case basis ensuring fairness and equal opportunities are maintained.

Career Services

Students and recent graduates of the program will be able to benefit from events and activities designed to help them better understand possible opportunities for career advancement or professional development.

The specific support offering will include career coaching, career workshops, industry-specific networking and informational events, links to relevant job posting boards, and other useful career resources.

While the HUF team is there to support those seeking career advancement or new professional pathways, we cannot and do not guarantee employment for graduates of the program.

Personal Support

A key aspect of HUF's philosophy is the holistic view of the learner as a whole person. The learners' health and wellbeing cannot be separated from their academic achievement, as one is highly dependent on the other. While an individual learner's lifestyle choices are their own choices to make, HUF will promote a healthy lifestyle and provide support to those experiencing health related problems, both physical and mental, or any other personal problems.

Our Student Support Officers are trained to be supportive of learners with difficulties and to provide initial assistance with problems but are not trained to provide counseling or medical advice. Their role is to help the learner to access external services to provide the best help available to deal with the issue and to maintain contact with the learner to ensure that the help is appropriate and effective.

Student Support Officers will work with academic staff and HUF management to ensure that the learner

is treated equitably and fairly, according to the learner's circumstances. This may include assisting the learner in making a case for mitigating circumstances or advocating for the learner in complaints or appeals processes.

Student Disciplinary Policy

Introduction

Overview

This policy forms part of our Academic Regulations and sets out how the University considers academic and general misconduct by students.

As members of the community, all students are expected to conduct themselves with due regard to HUF's good name and reputation. Students are expected to always uphold our academic and professional standards.

Within the academic environment, students are expected to behave in a way that does not disrupt or impede the learning of others or seek to gain unfair advantage. A fundamental principle of HUF's academic and assessment framework is that all students should be judged on their own ability and contribution. Therefore, all work must be original, created entirely by the student for the purposes of the assessment, and appropriately referenced.

The University considers misconduct of any kind to be a serious matter and will seek to always protect its standards rigorously. When concerns are raised, we will carry out inquiries and determine whether any action is required. We are entitled to apply sanctions, which may include failure, suspension or expulsion, for misconduct.

Amendments to this Policy

This policy and process is subject to review and may change at any time during your program. The Student Support team will notify students of any substantive changes to the policy.

Misconduct Definitions

Academic Misconduct

Academic misconduct is considered to be any action or attempted action or activity, either intentional or otherwise, which may result in creating an unfair academic advantage for oneself or disadvantage for another member of the Institution.

General Misconduct

General misconduct is considered to be any type of misconduct that is not specifically related to academic and assessed work. It generally relates to a breach of rules or behavior of an improper manner. It may also include behavior which brings the Institution and its good name into disrepute or could if it were to become public knowledge.

Academic Misconduct

Introduction

For the purposes of this policy Academic Misconduct describes a behavior which undermines and corrupts the integrity of the assessment, or any action undertaken to gain an unfair advantage. Academic misconduct includes, but is not limited to, plagiarism, collusion, copying, cheating in an examination, impersonation, contract cheating, data fabrication and falsification.

Academic Misconduct also includes:

- The use, misuse or alteration of HUF materials or resources so as to make them inaccessible to other users.
- Falsely declaring circumstances to gain an unfair advantage such as extension to a deadline, additional time in an examination or other accommodation to which the candidate is not entitled.
- The alteration of any document such as a letter or transcript issued by HUF

While academic misconduct may take many forms for the purposes of this policy, they have been arranged into five categories; cheating, plagiarism, collusion, unauthorized content generation and fabrication of data or references in research, these are described below.

Cheating

Cheating can be defined as any action that attempts to gain an unfair advantage by means that undermine values of integrity. In this context cheating includes but is not limited to:

- Possession or use of unauthorized materials such as 'cheat notes' during a test or examination. A cheat note includes information (either on paper or technologically) used for helping to remember facts, formulae and other useful information. Writing of any kind on clothing or any part of the body may be considered to be unauthorized material.
- Having or using an electronic device such as, pagers, smart watches or other systems for personal communication during a test or examination.
- Communicating with another learner during a test or examination regarding its content.
- Looking at or attempting to look at another learner's paper during a test or examination.
- Fraudulently obtaining assessment materials such as examination or test papers prior to the exam.
- Submitting another's work as the learners own or allowing their own work to be submitted by another.
- Impersonation
    - Undertaking in whole or in part any work required as part of a program in the place of an enrolled learner, without permission from the provider
    - Sitting an examination or having someone else sit an exam in place of an enrolled learner, without permission of the provider.
    - In the case of impersonation, which is a very serious offence, both the impersonator and the impersonated are subject to penalty.

Plagiarism

Plagiarism is the 'appropriation of another person's ideas, processes, results, or words without giving appropriate credit, including those obtained through confidential review of other's research proposals and manuscripts.'

It is the responsibility of the learner to ensure and confirm that any work submitted for assessment is that learner's own work. This includes work submitted on behalf of a group.

Plagiarism includes but is not limited to:

- Presenting work and or ideas taken from other sources without proper acknowledgement.
- Presenting work authored by others, including other learners, friends, family, or work purchased through essay mills or similar.
- Direct quotation of any source material without proper citation.
- Improper paraphrasing without acknowledging the source through footnote, appropriate means of citation, and authorship.
- Failing to cite all sources of information.
- Submitting papers written by another person.
- Not acknowledging other in group work, i.e. submitting group work as own.

Self-plagiarism is the use of one's own previous work, the same or substantially similar, in another context (course or program) without appropriate citation.

Auto-Plagiarism is adding insignificant additional data and/ or information to previously submitted work, changing the title, modifying the aim of the work or recalculating results without citation.

Collusion

Collusion is the undisclosed collaboration of two or more people on an assignment or task, which is supposed to be completed individually. It is where learners work together or in groups and submit work that is intended to deceive the assessor as to who actually did the assessment.

Other forms of collusion may include:

- Copying from other members while working in a group.
- Contributing less, little or nothing to a group assignment and then claiming an equal share of the marks.
- Learners providing their work to another before submission, or for the purpose of them plagiarizing at any time.
- Paying another to perform an academic task and passing it off as the learner's own work.
- Stealing or acquiring another person's academic work and copying it.
- Offering to complete another person's work or seeking payment for completing academic work

Group work is used at HUF is an authentic way of assessing skills such as collaboration, teamwork, time management, negotiation, leadership etc.,

Group work is collaboration not collusion. Both collaboration and collusion involve deliberate and active cooperation with other learners. They are distinguished in that collusion is unauthorized collaboration with the intention to deceive the assessor as to who is responsible for the work submitted.

The HUF Group Work Guidelines clearly state that candidates should be aware that the whole group is responsible for anything submitted, and only those members formally assigned to the group should contribute, i.e., no outside help.

In addition, it is advised that learners ensure they keep records of attendance at meetings, adherence to deadlines, peer contributions and communication.

Unauthorized Content Generation

HUF defines Unauthorized Content Generation (UCG) as "the production of academic work, in whole or part, for academic credit, progression or award, whether or not a payment or other favor is involved, using unapproved or undeclared human or technological assistance" (Foltynek et al., 2023).

This may include essay mills, contract cheating, or the abuse of Artificial Intelligence, including using Artificial Intelligence to fabricate data. Generative Artificial intelligence (e.g. ChatGPT, DeepSeek, Gemini etc.) is a rapidly evolving field and could potentially pose challenges for academic integrity. In the context of academic integrity certain tools are normally acceptable for example spelling checkers, thesaurus and proofreading tools.

An Artificial Intelligence tool can be referenced but not listed as an author as it cannot take responsibility for content generated or conclusions, or findings.

Falsification and Fabrication

Falsification and fabrication are examples of major misconduct in an education, research, or scholarship setting.

Fabrication in the context of research means making up data, experiments, or other significant information in proposing conducting or reporting research.

Falsification includes the forging of educational, research or scholarship content, images, data, equipment or processes in a way that they are inaccurately represented.

This includes:

- Including false or misleading references in written work.
- Misrepresenting the content or result of a cited reference
- Omitting data or results so that research is not accurately represented.

General Misconduct

The following are some types and examples of general misconduct. This list is illustrative, not exhaustive.

- Disruption or interference with the academic, administrative or other activities of the University.

- Disruption or interference with the functions, duties or activities of any student, staff or faculty member of the University.
- Misrepresentation, including but not limited to fraud, deceit, deception or dishonesty in connection with being a student of the Institution
- Violent, indecent, disorderly, threatening or offensive behavior or language while engaged in a HUF activity
- Bullying or harassment of any kind of any member of the community;
- Damage to or defacement of University property, the property of other members of the institution
- Theft or misappropriation of property belonging to the University or other members of the institution
- Action(s) likely to cause injury or impair safety
- Any conduct which may constitute a breach of any of the rules and regulations which may be issued by HUF e.g. student code of conduct, use of learning resources etc.
- Any conduct which may constitute a criminal offence

Anti-Hazing Policy

HUF strictly prohibits any form of hazing. Hazing is any action or situation, which recklessly or intentionally endangers the mental or physical health or safety of a student on or off the HUF campus. Such activities and situations may include, but are not limited to, any physical brutality such as beating or paddling in any form; creation of excessive fatigue; kidnapping; physical and psychological abuse; verbal abuse; off-campus activities such as road trips or scavenger hunts (which involve illegal activities and/or all activities considered to be in poor taste); morally degrading and personally humiliating games and activities; sessions that interfere with scholastic activities; and any other activities which are not consistent with the Community Standards of HUF.

Any allegations of hazing will result in an investigation by the administration. Any student found guilty of hazing will be disciplined by the administration in a manner consistent with the severity of the activity up to and including termination of enrollment. If any hazing activity appears to have violated any federal, state, or local laws, the results of the investigation will be provided to the appropriate legal authority.

Criminal Offences

The University has the right (and in some cases the duty) to report any allegation of misconduct that could, if proven, constitute a criminal offence. However, the institution may exercise its absolute discretion as to whether and when to make a report. For example, the Institution may choose not to report an allegation of criminal conduct if the alleged victim does not want the police involved.

When the University becomes aware that a student is under investigation by the police or other regulatory body, it will consider the seriousness of the allegation(s) and decide whether disciplinary action should be taken immediately or deferred pending the outcome of the formal investigation and/or

any prosecution. If a disciplinary process is underway at the University, and a student is charged with a criminal offence, the disciplinary process will be suspended until the outcome of the criminal proceedings is known.

Irrespective of the decision on disciplinary action or criminal prosecution, the University reserves the right to suspend or exclude a student if it is deemed reasonable and appropriate to do so. Students who are suspended will be prohibited from accessing university facilities for a definitely or indefinite period. Students who are excluded are permanently prohibited and restricted from accessing university facilities.

Stage One of the Disciplinary Process

Overview

It is expected that most disciplinary cases will be resolved by the reviewers at Stage One of the process without the need for referral to a Student Disciplinary Panel at Stage Two. However, cases will be referred to Stage Two if the reviewers deem it to be a major offence and/or it is not the student's first offence.

Investigation

Allegations of misconduct will normally be raised with the Program Team in the first instance. An initial assessment will be completed to establish whether formal inquiries into the allegations should be initiated. Information obtained during the initial assessment will form part of the formal inquiries, where applicable.

The University will, at its discretion, nominate a case manager to carry out any necessary inquiries. The case manager will normally be from the Program Team. The case manager will be the primary contact point for students and other stakeholders, and responsible for managing the formal inquiries stage.

- The case manager will write to the student (or students where it relates to a group) and:
- Inform them of the allegation and share any available evidence, and a copy of the relevant regulations.
- Explain how, if proven, the allegation would constitute a breach of the regulations.
- Provide a copy of the Student Disciplinary Policy.
- Offer a meeting (virtual or face-to-face) to discuss the matter further.

The student must provide a written statement in response to the allegation. The student must complete a response themselves and ensure the information provided is completely truthful and not misleading. Where appropriate, evidence that is directly relevant to the matter being considered may be presented for consideration.

In cases where the alleged misconduct involves a group, each student in the group must provide a statement. Other students in the group will normally have the opportunity to hear and respond to what each student has said, unless the Institution decides there is good reason for not sharing some or all of the information.

Once all inquiries are concluded, the case manager will produce a summary report. A copy will be shared with the reviewer(s) to complete the formal consideration, and the student for their information.

Outcome

The reviewers will aim to consider the case within 10 business days upon receiving the file. The reviewers will be a senior faculty member and a senior administrator.

Decision	Next Steps
Not Proven	Misconduct is not proven and the case is dismissed
Proven + Sanction	Misconduct is proven and an appropriate sanction(s) will be applied by the reviewers at Stage One
Proven + Referred	Misconduct is proven and the case is referred to Stage Two for the Student Disciplinary Panel to decide an appropriate sanction(s)
No Decision + Referred	No decision has been made at Stage One and the case is referred to Stage Two for the Student Disciplinary Panel to consider the case in its entirety and decide an appropriate sanction(s).

Penalties and Sanctions

For cases that have been proven and a sanction(s) is to be applied at Stage One, the reviewers may, at their discretion, consider the following when determining the most appropriate sanction(s):

- The severity of the misconduct and if the misconduct was pre-meditated
- The weighting of the assessment, where applicable.
- In group work, the principles of equal contribution and collective responsibility for the quality and integrity of the assessment. All students in the group will normally share the same penalty, unless the University believes there are justified grounds for awarding different penalties to individual students in the group.

A non-exhaustive list of possible sanctions for academic misconduct is included below

ACADEMIC MISCONDUCT		
Levels	**Example**	**Sanction**

Minor Offence	Includes but not limited to: Poor referencing Very minor plagiarism The assessment contributes to a small percentage of the course	Includes but not limited to: Formal written warning Assessment graded excluding the affected sections Or, a combination of the above
Medium Offence	Includes but not limited to: A significant percentage of the assessment is plagiarized; or Submitting another students' work; or Purchasing an essay or assessment answer	Includes but not limited to: Assessment awarded 0%, with retrieval mark capped Assessment graded excluding the affected sections
Major Offence or Second Offence	Includes but not limited to: • Breaching Exam Regulations • The assessment contributes to a significant percentage of the course	Includes but not limited to: Assessment awarded 0%, with no opportunity to retrieve

For general (non-academic) misconduct, where possible the University will often seek to apply a sanction that is commensurate with the offense.

However, where the reviewers deem a sanction to be impractical or insufficient, they may, at their absolute discretion, choose to apply an alternative penalty or combination of penalties.

Sanctions for general misconduct may include, but are not limited to, the following:

- Formal written warning.
- Requirement to sign a good behavior contract.
- Requirement to submit a letter of apology.
- Contribution of time or money to make good on any loss or damage.
- Restriction of access to courses and/or program opportunities.
- Failure of a course on which the incident(s) of misconduct occurred.

Stage Two of the Disciplinary Process

Overview

Stage Two of the process involves the convening of a Student Disciplinary Panel. The purpose of the

Panel is to consider the following:

- Cases that have been referred to them for a sanction to be applied.
- Cases with no decision to study the issues raised and determine the appropriate outcome for the case.

The Panel has the authority to regulate the processes governing the consideration of the case at Stage Two, and to ensure that the process and outcome is fair and reasonable.

Student Disciplinary Panel

The normal composition of the Student Disciplinary Panel will be:

- A member of faculty
- A second member of faculty
- A senior administrator or additional faculty member
- The President, if the disciplinary matter is considered to be so serious as to warrant expulsion

All members of the Panel should be free from bias and have had no direct involvement in either the issues being considered or earlier stages of the disciplinary process.

Hearing

The hearing will be held in private. Usually only the student and members of the Student Disciplinary Panel will be permitted to attend.

The student will have the opportunity to provide their account of the situation. They will be expected to answer any questions directed to them. Full and honest disclosure is expected.

If the student and/or any of their witnesses fail to attend the hearing at the scheduled time, the Panel may consider the case on the basis of the information available.

Deliberation

If the Student Disciplinary Panel needs to, it may decide to seek clarification and/or additional information from other parties as it deems appropriate before reaching an outcome. Where the information has a material impact on the outcome, the student will be given the opportunity to comment on it.

The Panel will attempt to reach a unanimous conclusion on the outcome and any sanction to be applied. If the Panel is not in full agreement a decision may be made by majority vote. Confirmation of and details about the majority vote will not be disclosed.

Sanctions

If In addition to the sanctions available during Stage One, the Student Disciplinary Panel may apply any

or a combination of the following, or an alternative(s) if they deem it appropriate:

- **Written reprimand:** a written reprimand or warning to be kept on the students file for a defined period of time.
- **Grade amendment:** reduced or failing grade.
- **Probation:** academic or general probation which may include the stipulation of a minimum level of performance to continue, restriction of access to particular or the minimum number of electives.
- **Suspension (if approved by the President):** suspension of studies and exclusion from premises and facilities for a determinate amount of time.
- **Expulsion (if approved by the President):** termination of studies and permanent exclusion from premises and facilities.

Outcome and Review

Once a conclusion is reached the Student Disciplinary Panel will write to the student to inform them of the outcome case and sanction(s).

Academic Appeals Policy

Introduction

Overview

Holmes University Florida defines an academic appeal as a request from a student for a review of an academic decision made by:

- A faculty member in relation to assessment or the final grade for a course.
- The Assessment Board in relation to academic progression or the award of degree.

The Academic Appeals Policy may not be used to:

- Review a decision made on an extenuating circumstances request.
- Review an outcome of academic misconduct or general misconduct case.
- Review a withdrawal decision due to tuition or a breach of the Enrollment Agreement
- Raise a concern or make a formal complaint about a program related matter.

Grounds for Academic Appeals

Permissible Grounds

Academic appeals may only be submitted on the grounds specified below. Appeals that do not meet the permissible grounds will not be considered. For an academic appeal to be upheld, the reviewer(s) must be entirely satisfied the permissible grounds have been fully met and it would be fair and reasonable to uphold it.

Appeals against Assessment Grades

Academic appeals against a decision made by a faculty member in relation to assessment or the final grade for a course may only be brought on the following grounds:

- Extenuating Circumstances
  - There is evidence of extenuating circumstances that would usually be accepted under the Extenuating Circumstances Policy; and
  - HUF was not aware of the circumstances at the time of the decision; and
  - There was good reason outside of the student's control for not making HUF aware of the circumstances; and

- HUF is satisfied that the circumstances directly and adversely affected the student's assessment or their final grade for the course.

- Material Error
- There is evidence that a significant administrative error or procedural irregularity occurred; and
- HUF is satisfied that the error directly, adversely and significantly affected the student's assessment or their final grade for the course.

HUF will not consider appeals against the academic judgment of a faculty member. Academic judgment is defined by HUF as the considered application of academic expertise in the assessment and grading of a student's academic work. Appeals that are submitted against academic judgment will be dismissed.

Appeals against Exam Board Decisions

Academic appeals against a decision of the Exam Board in relation to academic progression or award of degree may only be made on the following grounds:

- Material Error
- There is evidence that a significant administrative error or procedural irregularity occurred; and
- HUF is satisfied that the error directly, adversely and significantly affected the student's assessment or their final grade for the course.

Submitting an Academic Appeal

Overview

Holmes expects that students will bring academic appeals in good faith and students will not suffer any disadvantage or recrimination for doing so. However, submitting appeals that are frivolous, vexatious or malicious or contain information that is deliberately falsified or inaccurate is likely to be a breach of the regulations and may result in disciplinary action.

Unless there is good reason for not doing so, students should present their own academic appeal and are responsible for ensuring that all statements and supporting information, including evidence, is completely truthful and not misleading. The appeal must be filed within 30 days of the grades being released.

Formal Consideration of Academic Appeals

Overview

Holmes will appoint a nominated individual – normally a senior member of staff or faculty – to act as a

reviewer to the appeal. The reviewer will complete an initial assessment to check that the academic appeal has been submitted in time and the permissible grounds appear to have been met. They will determine if the appeal should proceed to formal consideration.

Formal Consideration

The reviewer may seek information and/or documentation from the student, any connected persons or organizations named by the student in the academic appeal, and relevant individuals within the University community. In some cases, and with the student's consent, this may include requesting full disclosure of medical conditions, disability and summary of reasonable adjustments.

Once completed, the reviewer will create a summary for formal consideration and seek to make a judgment.

Outcome

For the academic appeal to be upheld, the reviewer must be entirely satisfied the permissible grounds have been fully met and that it would be fair and reasonable to uphold the appeal. This includes being satisfied the extenuating circumstances and/or material error have directly, adversely and significantly affected the student's assessment or final grade for a course, progression or award of degree, and the appeal is supported by compelling evidence.

The appeal will be either: upheld, partially upheld, or rejected. The communication will include details of the reasons for the decision and next steps if applicable.

Extenuating Circumstances Policy

Introduction

Overview

HUF is committed to ensuring full and fair access and meaningful participation for all learners including those with specific needs or where exceptional extenuating circumstances temporarily prevent them participating in the academic and/or assessment process.

HUF expects that students will prioritize their studies and make the necessary arrangements in good time to ensure they are able to engage with their learning and complete assessments on time. However, we understand that there may be times when circumstances arise unexpectedly that have a significant impact on a student's ability to:

- Engage with their learning commitments
- Complete an assessment at the scheduled time
- Complete a mandatory program requirement

In these circumstances, HUF can consider an adjustment for the student.

Reasonable Accommodation

In the case of specific needs or an ongoing issue that may affect a learner's performance, the issue must be declared as soon as practicable, with complete and current supporting documentation and a request for specific supports where applicable.

The Registrar's Office will consult with the Program Director and Student Support to arrange any reasonable accommodations. All supports agreed, including accommodations regarding assessment are formally recorded by the Registrar's Office.

The Registrar's Office is responsible for liaising with the Program Director to ensure agreed supports in respect of teaching and learning are made available.

Extenuating Circumstances

Where a learner is temporarily incapacitated, has missed a deadline or there is another factor adversely affecting their performance they must contact their Program Director or the Registrar's Office as soon as possible and apply for extenuating circumstances if appropriate.

Extenuating circumstances are outside of the learner's control and do not include everyday pressures of being a learner such as, academic workload, employment. Events that could have been reasonably foreseen by the learner holidays, or IT problems are not deemed extenuating circumstances.

Where there is a series of examinations, a learner may not select to take some and apply for mitigation for others, unless there are special circumstances. Where a learner is taken ill just before or during an

examination the invigilator should be notified, and the circumstance recorded in the Invigilator's Report. The learner may fill out the Extenuating Circumstances Form on their return.

Where a learner attends an examination, they have deemed themselves fit to take that examination.

Learners must submit a Mitigating Circumstances Form to the Administration Office with any supporting documentation via email. Please note that any personal documentation submitted in support of the mitigating circumstance request is strictly confidential and access is limited to those who make the decision regarding the case. All cases are reviewed and ruled upon by the Academic Program Director.

HUF strongly advises learners to continue working on their assignment and submit it as soon as possible after the deadline date. This will ensure learners do not accrue substantial academic penalties if their extenuating circumstances are rejected.

Examples of Extenuating Circumstances

Each case is considered on its merits. The following are some types and examples of circumstances that we may consider, and some that are unlikely to be considered.

Type	Circumstances that may be considered	Circumstances that are unlikely to be considered
Medical	Serious and short-term health issues such as those requiring hospitalization. A short-term episode of an existing mental health condition	Minor ailments such as common colds, headaches and hay fever. Elective medical treatment. Ongoing and/or long-term health conditions (in the first instance students should refer themselves to the Program Team)
Personal	Immediate family emergencies. Bereavement of spouse, children, parents, siblings, grandparents.	Celebratory events such as birthdays, weddings, anniversaries, and parties.
Work	Emergencies such as unexpected company restructure, last minute allocation of a major task.	Work commitments. Conferences. Networking events.
Social		Any social activity

Technical	A website crash due to server issues, an influx of traffic, or a lack of bandwidth.	Printing faults. Laptop failure. Network / access issues.

Supporting Documentation

The supporting documentation submitted by the learner must be current. Medical certification must be issued by recognized practitioner, dated at the time of the illness and not backdated.

The documentation should cover the following points:

- A description of the circumstance
- The length of time over which the learner was affected by the circumstance
- How the circumstance affected the learner's ability to complete their assignments

All the supporting documentation must be submitted together with the Extenuating Circumstances Form. If the University receives a form with no supporting documents, the circumstances can be rejected due to lack of evidence and the learner will be notified accordingly. It is the learner's responsibility to ensure all relevant documentation is submitted. The University will base the final decision on the information provided.

Type	Evidence that may be considered
Medical	An official medical document which details the date of the visit/ admission, the formal diagnosis and prescribed medical treatment. Note that retrospective evidence showing that the circumstances were reported after the assessment and/or are based on reported events rather than a contemporaneous medical examination may not be considered.
Personal	For bereavement, a copy of the death certificate or other relevant documentation. For family emergencies, a document that confirms the details of the situation, evidence of unexpected travel to attend the situation, or other relevant evidence. We are aware that this type of evidence is sensitive, and as per the policy will consider written statements where evidence is not possible to obtain.
Work	An official letter from the employer (normally CEO, head of department or HR) which confirms the work emergency, the date it arose, and that the situation cannot be changed. Vedere Institute will also expect to see that the student has taken all reasonable steps to resolve the situation before submitting the request.

Determination

The Registrar and President or nominee will meet to consider applications that the Head of Academic Administration has approved for the consideration of extenuating circumstances. They will determine:

- If the circumstances presented were unforeseen and may have affected performance.
- The degree to which the performance may have been affected.
- The actions taken to mitigate the effect on performance.

Where a case is upheld, outcomes might include:

- The learner is allowed to defer the examination, for a prescribed period.
- Penalties for late submission may be lifted or reduced.
- Consideration will be made in respect of borderline cases, where there is other evidence the learning outcomes have been achieved.

Outcome

HUF will notify learners of the outcome within the timescale for feedback of their assignment. All decisions will be communicated to learners using their HUF email account. If the extenuating circumstances are not approved, and the assignment is 'late', academic penalties will apply from the first day after the missed deadline to the date of submission.

Student Complaints Policy

Introduction

Overview

This section refers to all complaints and grievances relating to the learner's period of registration with HUF. These procedures apply to complaints and formal grievances including issues regarding level of service, resources or issues involving staff or peers.

Complaints relating to the assessment process, or appeals against decisions relating to academic issues are considered under the Academic Appeals Policy.

Complaints from the public will be dealt with by the President in consultation with the Board of Directors as appropriate.

It is envisaged that complaints regarding general dissatisfaction will be managed locally and in a spirit of conciliation.

Principles

HUF strives to achieve the highest standards in the provision of services to its students, but recognizes that complaints may arise nonetheless. As part of its commitment to ensuring the standard and quality of its programs and services Holmes has established the Student Complaints and Grievance Procedure to deal with complaints from students. This procedure is intended to enable students to bring matters of concern about services to its attention and to enable those matters to be investigated and discussed with the aim of reaching a satisfactory resolution, within a reasonable timescale and having due regard to the requirements of natural justice. This complaints policy is founded on the following principles:

- No learner will be disadvantaged through availing of the Complaints and Grievances procedures. However, HUF expects that in raising possible complaints or grievances, learners themselves will have observed their own obligations and responsibilities.
- Due to the seriousness with which the University handles complaints or grievances and the impact on available resources to manage complaints or grievances, it is expected that learners will not engage in frivolous or vexatious complaints or grievances.
- The intention is that most problems will be dealt with locally, in a spirit of conciliation. Thus, the formal procedures should be a last resort in the search for a solution.
- These procedures are intended to produce a speedy and efficient resolution. The aim is to prevent unnecessary delay, while ensuring a full and fair assessment of the circumstances takes place.
- A complaint or grievance should be made as soon as practical after the issue has occurred.
- Formal grievances are treated confidentially. The complainant and representative are also required to observe confidentiality in respect of the grievance.

- Where an individual is the subject of a grievance, they have the right of response and to see all information submitted where it concerns them.
- Anonymous complaints will not normally be investigated. It will be at our discretion to decide whether a complaint should be investigated and the findings will be kept confidential.

Summary of the Procedure

There are three internal stages which a student must follow when bringing a complaint. Unless they have a good reason for not doing so, the student should start at Stage One and follow the stages in accordance with the sequence set out below:

- Stage One: Informal resolution and reconciliation
- Stage Two: Formal consideration
- Stage Three: Appeal

Stage One: Informal Resolution and Reconciliation

Stage 1 is an informal stage to facilitate resolution and reconciliation.

- In the first instance, the learner should discuss the issue with the relevant Academic Program Director, academic administrator or other HUF staff as appropriate.
- The Academic Program Director will explain the complaints and grievance policy and procedure to the learner.
- The Academic Program Director may consult with other relevant staff members in this stage of resolution if necessary. Where possible the issue should be resolved informally between the individuals concerned.
- A note is made on the learner's file summarizing the issue and the outcome.

The dignity of those involved in the process is paramount and discretion will be assured.

Where there is a conflict of interest (real or perceived) with the Academic Program Director, that persons' role in the process will be undertaken by another manager as determined by the Senior Management Group.

If the learner's complaint is not resolved at this level, then Stage 2 of the procedure should be followed.

Stage Two: Formal Consideration

Stage 2 is initiated if the complaint was not resolved to the leaner's satisfaction at Stage 1 or if the Program Director or other appropriate staff consider the complaint serious enough to progress directly to Stage 2 and that a more formal approach is necessary.

Where an informal process has been attempted the learner should commence the formal process within 15 business days of the completion of Stage 1.

- The learner should make their complaint in writing on a Complaints Form available from the Administration Office and on the University website. The learner should include all relevant detail and include any supporting documentation. The learner should also describe any previous efforts to resolve the matter and why these were unsatisfactory. As a (non-exhaustive) guide, students may wish to include the following points in their Complaints Form:
    - A description of what has happened to give rise to the complaint, including dates, times and all other relevant details
    - Details of how the student has suffered as a result
    - The names of any witnesses who can corroborate the complaint if appropriate
    - Copies (not originals) of any documentary evidence the student wishes to be taken into consideration
    - Details of the steps which have been taken so far to resolve the complaint
    - An explanation as to why the student is dissatisfied with the previous attempts to resolve the complaint
    - An outline of what action the student would like to be taken, or what remedy he or she is seeking

- The Registrar collates the learner's report, the accompanying evidence, and a report from the Academic Program Director or other staff involved in Stage 1. The University will acknowledge receipt of the complaint within 5 business days.
- Once complete, the Registrar forwards the complaint the accompanying information to the Senior Management Group (SMG) for their consideration. For the purposes of considering a complaint or grievance the SMG will co-opt at least one academic member of staff not directly related to the learner's program of study. The President will not be involved in any proceedings in Stage 1 or Stage 2. The SMG will examine the complaint and may seek further information or clarification from the learner at this stage.
- The learner will be kept informed of the progress of the complaint and notified if any delays are anticipated.
- The SMG will reach an outcome, and recommendations may issue from the process. HUF aims to complete this stage of the complaints and grievance procedure within 21 business days.
- The Registrar will notify the learner in writing of the decision reached by the SMG and the reasons for it, together with any recommended consequent action, within the 21 business-day timeframe.
- The SMG may:
    - Dismiss the complaint and provide reasons for doing so; or
    - Partially uphold the complaint and propose a resolution; or
    - Fully uphold the complaint and propose a resolution

- A complaint may be deemed invalid because it is considered to be malicious or vexatious, or false information may have been submitted – in these cases the complainant may be referred to Student Disciplinary

Stage Three: Appeal

A learner may appeal the outcome of the complaints process on the following grounds:

- Where there was substantive irregularity in how the process was conducted; or
- Where relevant information emerges or was not considered that would have changed the outcome of the process.

The appeal must be made in writing, for the attention of the President, within 10 business days of receipt of the outcome of Stage 2.

The President will investigate the grounds for the appeal and will decide on an outcome:

- Appeal upheld, with a determination on resolution passed back to the Senior Management Group
- Appeal upheld, with a resolution proposed by the President
- Appeal dismissed, along with the reasons for this decision

Unresolved Complaints

Where the learner has exhausted HUFs complaints processes they may make a complaint to the regulator. The student should address his or her concerns by directing them to the Commission for Independent Education, Florida Department of Education, 325 W. Gaines Street, Suite 1414, Tallahassee, FL 32399-0400. Telephone 850-245-3200. www.fldoe.org/cie

Disclaimer on Job Placement

Employment outcomes, including job placement and salaries, will vary based on multiple factors, including, but not limited to, prior work experience, geographic location, and other factors specific to the individual. Accordingly, HUF cannot and does not guarantee or infer job placement or salaries.