

2019-2020



UNIVERSITY OF THE
POTOMAC

Knowledge for the global community



828 S. Wabash Avenue

Chicago, IL 60605

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GENERAL INFORMATION

Mission

University of the Potomac provides educational opportunities at the undergraduate and graduate level leading to career enhancement for its multicultural learners by offering affordable and accessible education in career-oriented disciplines. The practitioner-led curriculum utilizes flexible campus-based teaching and learning models that feature small classes. Instruction is delivered by professionally and academically qualified faculty committed to student success.

Philosophy

UOTP believes that education emphasizing new technologies, educational competency, and a combination of theoretical and hands-on instruction is essential for success. UOTP wants to serve as a student's avenue for achievement whether the student's goal is an academic transition, gainful employment, obtainment of industry credentials, or the fostering of cultural and intellectual interests. UOTP is committed to providing an education that builds confidence in the student's ability to succeed in pursuing academic and professional goals.

Institutional Objectives

The following institutional objectives are integral to the mission of University of the Potomac:

- To evaluate and review curricula continually to assure relevance and applicability.
- To provide an environment that fosters student academic, personal and professional growth.
- To create an appreciation of and provide tools and motivation for lifelong learning.
- To foster skills in technology necessary to excel in an information-based society.
- To maintain a faculty that is academically qualified, possesses current professional and technical knowledge and experience and has the ability to convey this knowledge to students.
- To attract qualified students of diverse backgrounds.

History and Affiliation

University of the Potomac was established in 1989 as Potomac Educational Foundation to operate an educational institution of higher learning. In 1991, it became Potomac College, a two-year, upper division degree-completion institution in Rockville, Maryland serving working adults who were currently employed and were seeking to complete their college degrees.

In December 1994, Potomac was accredited by the Accrediting Council of Independent Colleges and Schools.

Potomac College relocated from Rockville, Maryland to 4000 Chesapeake Street NW, Washington, DC in 1997 and was granted approval to award Bachelor of Science degrees by the District of Columbia Education Licensure Commission.

In 1998, the State Council on Higher Education of Virginia granted Potomac College approval to award Bachelor of Science degrees at its Virginia campus. Courses were initiated in Herndon, Virginia in 2001. During these times, Potomac experienced a distinct shift in their student and employer-customer demands and both companies, and their employees, began to demand regional accreditation as a response to the shifting marketplace. As a result, Potomac College pursued, and was granted in June 2006, regional accreditation through the Middle States Commission on Higher Education. The Middle States Commission on Higher Education is a post-secondary accrediting agency recognized by the U.S. Secretary of Education and Council of Higher Education Accreditation.

In 2007, the College received approval to offer online programs, and in the fall of 2008, the College initiated online course delivery to complement the two on-ground campus locations.

In 2012, the Virginia branch campus was relocated to 2070 Chain Bridge Road, near Tyson's Corner, in Vienna, VA.

In 2013, Potomac College was renamed University of the Potomac. This name change has been approved by the District of Columbia Higher Education Licensure Commission in the Office of the State Superintendent of Education. The school's new "University" status is the result of years of academic growth for the institution. To accommodate its growth, University of the Potomac relocated its Washington, D.C. campus into the heart of the city's business and government district at 1401 H Street NW, three blocks from the White House.

University of the Potomac currently offers the Master of Business Administration, the Master of Healthcare Administration, the Master of Science in Information Technology, seven Bachelor of Science degrees, five Associate of Science degrees and 14 certificate programs. Management, information technology, and business are the primary areas of education at the DC and Virginia locations.

In 2018, UOTP entered into an Asset Purchase Agreement with BIR in the metropolitan Chicago area and assumed the operations of the locations at 828 S. Wabash Avenue and at 3601 W. Devon Avenue (location to close early 2019). UOTP offers English as a Second Language instruction and a Medical Assistant diploma program at these locations.

Accreditation and Approval

University of the Potomac is accredited by the Middle States Commission on Higher Education, 3624 Market Street, Philadelphia, PA 19104 (267-284-5000). The Middle States Commission on Higher Education is an institutional accrediting agency recognized by the Secretary of the U. S. Department of Education and the Council for Higher Education Accreditation.

The main campus of University of the Potomac is located at 1401 H Street, N.W., Suite 100, Washington, D.C. and is licensed to operate in the District of Columbia by the Education Licensure Commission of the DC Office of the State Superintendent of Education. University of the Potomac's Virginia campus, located at 7799 Leesburg Pike, Suite 200, Falls Church, VA 22043 is certified by the State Council of Higher Education for Virginia, James Monroe Building, 101 North 14th Street, Richmond, VA 23219 (804-255-2600) to operate in Virginia.

University of the Potomac's campuses in Washington, DC and in Falls Church, VA are authorized to enroll nonimmigrant alien students. University of the Potomac's Associate of Science, Bachelor of Science and Master degree programs are approved by the Veterans Administration for veteran training. Also approved are the following certificate programs:

- **Advanced Certificates:** Business Accounting, General Management, Government Contract Management, Health Systems Management, Information Systems Management, International Business, and Network Security Management.
- **Certificates:** Accounting Clerical Support, General Business, Information Assurance, Network Security Management, International Studies, Office Application Support, Project Management.

The University is member institution of the Department of Defense (DoD) Voluntary Education Partnership Memorandum of Understanding (MOU) between the DoD Office of the Under Secretary of Defense for Personnel and Readiness (USD (P&R)).

The Chicago campus is located at 828 S. Wabash Avenue, Chicago, IL 60605 This location is approved by the Private Business and Vocational Schools (PBVS) of the Illinois Board of Higher Education.

The Chicago area location is accessible by public transportation, located in proximity to main highways, and have either on or off-site parking. All locations offer broadband Wi-Fi Internet access, computers with access to a variety of software platforms and packages and laboratory space.

ADMISSIONS

General Requirements

Admission is open to any person without regard to linguistic and socioeconomic background, gender, race, ethnicity, and religion.

University of the Potomac admits students who are high school graduates or who have an equivalent form of high school completion.

Applicants to University of the Potomac must:

- Complete an admissions interview conducted in person or via online methods.
- Sign and submit an attestation of high school (or equivalent) completion. Equivalencies include a GED Certificate. Home schooled students must present a diploma that meets the requirements of the state in which it was issued. (Students with non-US credentials please see International Student Admissions Requirements.)
- Submit a completed application.
- Arrange for official transcripts from all colleges/universities previously attended to be submitted to the Office of Records and Registration, University of the Potomac.
- Submit grade reports or scores from any recognized college equivalency examinations (e.g., CLEP, DANTES, and Advanced Placement).
- Submit certificates from any corporate education training or professional development programs. (Note: An ACE evaluation form may be required to determine appropriate credit for corporate educational training.)
- Submit military training documents. (Note: An ACE military evaluation form may be required to determine appropriate credit for military training.)

Registration The first trimester in which a student who is enrolled into a program of study registers, attends classes, and earns a grade is called their matriculation trimester. A student in a program of study who has an identifiable matriculation trimester is considered a matriculated student. Externship, career development, and placement assistance are offered to matriculated students.

An applicant who is not seeking a program certificate, who is not interested in services described above, who wishes to enroll for reasons of improving specific skills, who is fulfilling requirements for another institution, or who is enhancing knowledge, is considered a non-matriculated student. A non-matriculated student can enroll and register for courses, provided that prerequisites are met. A non-matriculated student who wishes to become matriculated must enroll in a program of study.

Enrollment Process

Applications are reviewed, and students are accepted on a first-come, first-served basis. To enroll at UOTP, a student is advised to follow these steps:

STEP 1: Visit the school's website at www.potomac.edu to learn about the school, its programs, disclosure, and financial

information. Visit one of our locations in person and take a tour.

STEP 2: Obtain information regarding program goals, outcomes, and graduation requirements.

STEP 3: Select a program or course of study.

STEP 4: Submit the school application (no fee required) and any required documentation.

STEP 5: Select a tuition payment plan and, if qualified, apply for financial assistance.

STEP 6: Complete enrollment documents and pay the enrollment fee.

STEP 7: Following the evaluation of all documentation, the school will make an acceptance decision. Any applicants who are not accepted will be given the opportunity to reapply.

English Language Students take the Cambridge Michigan Language Assessments English Placement Test (CaMLA EPT) and are placed in one of six levels, as follows: a score of 17 or below corresponds to Foundation of English, a score 18– 30 students corresponds to Level 1–Beginning, a score of 31–40 corresponds to Level 2–Intermediate, a score of 41–52 corresponds to Level 3–High Intermediate, a score of 53–61 corresponds to Level 4–Advanced, a score of 62–74 corresponds to Level 5–Academic Preparation and Gateway to Testing, and a score of 75 or above corresponds to Level 6 – Test Preparation.

STEP 8: Attend new student orientation to obtain a student ID and a system log-in and password. Orientation provides an opportunity to connect with other students, learn about support services and institutional policies, and resolve any last-minute questions.

STEP 9: Go to the Student Portal to review available schedule, select and register for course(s).

Academic Calendar

The academic calendars below pertain to online and to on campus classes. A semester consists of two consecutive sessions. All students must register for at least one semester. The academic calendar is subject to review and to change.

<i>Martin Luther King Day Holiday</i>	<i>January 15, 2018</i>	<i>Mon</i>
<i>Presidents' Day Holiday</i>	<i>February 19, 2018</i>	<i>Mon</i>
2018-02A Ends	4-Mar-18	Sun
2018-04A Begins	5-Mar-18	Mon
2018-04A Ends	29-Apr-18	Sun
2018-06A Begins	30-Apr-18	Mon
<i>Memorial Day Holiday</i>	<i>May 28, 2018</i>	Mon
2018-06A Ends	24-Jun-18	Sun
2018-08A Begins	25-Jun-18	Mon
<i>Independence Day Holiday</i>	<i>July 4, 2018</i>	<i>Wed</i>
2018-08A Ends	19-Aug-18	Sun
2018-10A Begins	27-Aug-18	Mon
<i>Labor Day Holiday</i>	<i>September 3, 2018</i>	<i>Mon</i>
2018-10A Ends	21-Oct-18	Sun
2018-12A Begins	29-Oct-18	Mon
<i>Veterans Day Holiday (observed)</i>	<i>November 11, 2018</i>	<i>Mon</i>
<i>Thanksgiving Break</i>	<i>November 22 -23, 2018</i>	<i>Thur-Fri</i>
2018-12A Ends	23-Dec-18	Sun
<i>Christmas-New Year Break</i>	<i>Dec 23, 2018 to Jan 2, 2019</i>	<i>Mon-Thur</i>
2019-2A Begins	7-Jan-19	Mon
<i>Martin Luther King Day Holiday</i>	<i>January 21, 2019</i>	<i>Mon</i>
<i>Presidents' Day Holiday</i>	<i>February 18, 2019</i>	<i>Mon</i>
2019-2A End	3-Mar-19	Sun
2019-4A Begins	4-Mar-19	Mon
2019-4A End	28-Apr-19	Sun
2019-06A Begins	29-Apr-19	Mon
<i>Memorial Day Holiday</i>	<i>May 27, 2019</i>	Mon
2019-06A Ends	23-Jun-19	Sun
2019-08A Begins	1-Jul-19	Mon
<i>Independence Day Holiday</i>	<i>July 4, 2019</i>	<i>Thur</i>
2019-08A Ends	25-Aug-19	Sun

2018-2020 A Session Track with Holidays		
2018-02A Begins	8-Jan-18	Mon

2019-10A Begins	3-Sep-19	Tue
<i>Labor Day Holiday</i>	<i>September 2, 2019</i>	<i>Mon</i>
2019-10A Ends	27-Oct-19	Sun
2019-12A Begins	28-Oct-19	Mon
<i>Veterans Day Holiday</i>	<i>November 11, 2019</i>	<i>Mon</i>
<i>(observed)</i>		
<i>Thanksgiving Break</i>	<i>November 28 - 29, 2019</i>	<i>Thur-Fri</i>
2019-12A Ends	22-Dec-19	Sun
<i>Christmas-New Year Break</i>	<i>Dec 23, 2019 to Jan 5, 2020</i>	<i>Mon-Mon</i>
2020-2A Begins	6-Jan-20	Mon
<i>Martin Luther King Day Holiday</i>	<i>January 20, 2020</i>	<i>Mon</i>
<i>Presidents' Day Holiday</i>	<i>February 17, 2020</i>	<i>Mon</i>
2020-2A Ends	1-Mar-20	Sun

ACADEMIC POLICIES

Definitions

A program of study is a logical sequence of courses which leads to a program certificate. The institution offers career and English Language programs. A career program provides training and education that will assist students in obtaining an occupation. An English Language program consists of instruction in English as an Additional Language and English for Specific Purposes.

An academic year for a career student is a minimum of 24 credits within three consecutive trimesters from the start date of the module in which the first grade is earned. An academic year for an English Language student is two and one-half trimesters, 40 weeks, of courses taken over a period of one year from the start date of the initial module.

A course is a stand-alone instructional unit within a program of study. Topics covered in a course pertain to specific subject matter that most likely relates to topics covered in other courses of a program.

A trimester is the most common period of enrollment and consists of two modules. Most courses are delivered over the length of a module. Some courses may be delivered over two modules, while other courses are delivered within a single module on an accelerated four-week schedule.

A session is a scheduled meeting time within a course. Their lengths and locations may vary based on the number of credit hours, academic calendar, and a course's structure.

An instructional hour is 50 minutes of an academic activity.

A semester credit hour is an equivalent to 15 lecture hours, 30 laboratory hours, or 45 practicum (e.g., externship) hours. Additional coursework includes reading, writing, research, exercises, practice, etc.

A matriculated student is a student in a program of study who has at least one A, B, C, D, F, I, or Q recorded on their transcripts. A matriculation date is the start date of a module where grades A, B, C, D, F, and Q, or indicator I, have been recorded. A program completion date is the last day of a module where the last course of the program is taken, or a credit is granted.

Instruction

Instruction is delivered in a variety of formats and methods. Academic activities include, but are not limited to, instructor-led lectures, workshops, projects, laboratory work, tutorial studies, as well as clinical, and practical training. Practical curricular training and externship provide students with hands-on experience and take place in program-related environments that have established partnerships with the institutions.

UOTP makes reasonable efforts to offer a sufficient selection of courses in every trimester but reserves the

right to cancel or postpone any course due to insufficient enrollment or any other insurmountable difficulties. The institution is not liable for inconveniences resulting from such cancellation or postponement.

Attendance Policy

Attendance has been proven to be a factor in academic success. Attendance is taken every session and recorded electronically by the instructor assigned to the course. Every student is expected to fully attend and participate in all academic activities.

It is expected that students be in their seats and ready to begin at the appointed class hour, return from breaks on time, and remain in the classroom until class is dismissed. Students who come to class late or leave early disrupt the flow of the lesson. Late arrival is when a student arrives late to class. An early departure is when the student leaves before the instructor dismisses the class. Absenteeism, late arrivals, and early departures are recorded electronically, may affect a student's academic standing and may result in failure of the course. Students who have missed 15 consecutive calendar days will be considered withdrawn from the course and will receive a Q grade on their transcript.

Students are expected to maintain 80 percent attendance. Students who fall below or are in danger of falling below the required attendance percentage should contact a faculty member or the Academic Department for makeup work. The student should see the course syllabus for the instructor's policy on makeup work and makeup exams. It is at the discretion of the instructor to give makeup work. It is the student's responsibility to request makeup work, assignments, and homework and arrange for makeup exams. If the instructor gives makeup work, the student must complete the makeup work within the instructor's defined timeframe.

Attendance records are available for students to view under "Academic History" on the Student Portal. Students are encouraged to log on to their Student Portal frequently to monitor their progress in meeting the standards of attendance.

Grading System

The decision about what grade to award a student is the responsibility of the instructor. Students' performance is recorded in a letter grading system, on a 4.00 grading scale. Grade Point Average (GPA) is calculated when a grade is issued. For the calculation methodology please see the GPA section. Course grades are posted to transcripts no later than 10 days after the last day of that course.

GRADE	GRADE POINTS	DESCRIPTION
A	4.00	Excellent level of subject matter proficiency
B	3.00	Consistently very good level of subject matter proficiency

C	2.00	Satisfactory level of subject matter
D	1.00	Acceptable level of subject matter proficiency
F	0.00	Failure to demonstrate an acceptable level of subject matter proficiency or to complete required work
Q	0.00	Indicates that a student left a course (voluntarily or through administrative withdrawal) after the Add/Drop period. The course cannot be dropped, and the Q cannot be issued after the sixth Sunday of a module or the third Sunday of an accelerated module. The Q is posted by the Registrar based on the Withdraw Request. The Q is counted toward attempted credits and appears on the official transcript.

Note: Grades A, B, C, D, and F are counted as attempted credits, calculated into the GPA, and are recorded on the transcript. The grade Q is not calculated into the GPA but is counted as attempted credits and recorded on the transcript.

*Will appear as an intermediate/place holder for the final grade

INDICATOR	ATTEMPTED CREDIT	CALCULATE INTO GPA	ON OFFICIAL TRANSCRIPT
I	YES	N O	NO/YES *
N	NO	N O	NO
R	YES	N O	YES
S	NO	N O	YES
U	NO	N O	NO

INDICATOR	DESCRIPTION
I	Indicates that a substantial portion of work in a course has been of acceptable quality but is not entirely completed as of the end of the grading period. An Incomplete is granted at student's request and per instructor's approval. "I" should not be used to avoid a failing grade. "I" is counted in attempted credits and is changed to the final grade by the educational administration no later than the last day of the module following the one for which the "I" was received. If the required work is not completed by the established deadline, the final grade will be based on work already completed. "I" is calculated in attempted credits, but is not included in determining GPA.
N	Indicates that a student who registered for a

	course has not attended that course. "N" does not appear on the transcript.
R	Indicates credit granted for passing a test, academic work at another institution, relevant experience, or any combination of the preceding methods. The "R" indicator carries no grade points and is not calculated into GPA. It appears on the transcript and calculated in attempted credits.
S	Indicates successful completion/fulfillment of non-credit activities such as stream workshops and certification exams. "S" is not calculated into the GPA.
U	Indicates unsuccessful completion/non-fulfillment of non-credit activities such as stream workshops and certification exams. "U" is not calculated into the GPA.

Grade Appeal

A student may appeal a grade or an evaluation during the module following the issuance of the grade or evaluation note. Optimally, the appeal will be resolved when the student asks the faculty member who issued the grade or evaluation for reconsideration. If the grade is reconsidered, the faculty member applies for a change of grade. If the grade is not reconsidered by the faculty member, a student might wish to file the General Appeal form (available on the Student Portal) explaining the reasons why the grade should be re-evaluated and submitting the form and supporting evidence to the Student Services, which will bring it to the Standards and Appeal Committee.

Note: The grade appeal deadline may be extended for a student who goes on vacation or Leave of Absence (LOA) or has a compelling case for an extension.

Granted Credits

A student may be granted credits based on proficiency tests, placement scores, military experience, or for credits earned at a different institution or a different program at UOTP. Generally, up to 33 percent of credits in a program of study may be granted through any combination of the preceding methods provided that these credits or experiences have been earned within the last five years. However, there is no limit to the number of credits that can be transferred from one UOTP program to another.

The process of granting credits includes a review of the request and supporting documentation by Student Services to ensure that the competencies of each course's learning objectives are fulfilled. The granted credits may reduce the credits required to complete a program or allow a student to substitute fundamental level courses with those which are more advanced (see indicator R). Courses for which student is awarded an R are not included in the qualitative measure (GPA) but are included in the quantitative measure.

Students who believe that they have sufficient knowledge may attempt to receive credits by passing proficiency tests. These tests are available for select career courses.

Students who are interested in obtaining credits based on proficiency should apply for them by following the instructions on the Request for Testing form, which is located on the Student Portal.

Credits transferred from colleges, universities, and postsecondary schools, including UOTP, must cover at least 70 percent of the same coursework that is stated under "Course Descriptions" in the current catalog or course syllabus and carry a final grade of C or above. Students who are interested in obtaining credits based on transfers should apply for them by following the instructions on the Request for Credits form, which is located on the Student Portal. The Request for Credits form must be accompanied by a transcript or other supporting evidence.

Students requesting credit for military experience/training must submit military training documents. An ACE military evaluation form may be required to determine appropriate credit for military training.

If transfer credit is denied, the student may appeal this decision by following the instructions on the General Appeal form, which is located on the Student Portal.

Registration

Registration for a new trimester generally starts 17 days prior to the beginning of that trimester. Registration for courses ends after the first attendance for that course is recorded. During registration an active student with a current enrollment agreement can register online in a course of their program of study. To register, a student should go to the Student Portal and enter their login and password. They may proceed with adding or dropping courses and viewing schedules and grades. If online registration is not available for a course, students need to register in person or via phone. A student who wishes to register for a course that requires a placement will not be able to do so until the assessment scores are posted.

Add-Drop Period

There is a period during which a student can add or drop courses with no consequences for their transcript and with no financial penalty. This period is called the Add-Drop Period. The add period and the drop period are equal in length to provide a student an opportunity to add courses from the vacancies created through dropped courses. For each course, the add-drop period begins from that course's first scheduled and recorded meeting and extends before the third scheduled and recorded meeting. A student can add or drop a course on the Student Portal at any time prior to the end of a course's add-drop period.

Late Registration

A registration that occurs during a course's add-drop period is called Late Registration. A late registration fee is

assessed for all new registrations made during the Add-Drop Period. A student who has registered for a course during open registration can change the registration for the same enrollment period. To avoid being assessed the late registration fee, a student should first drop the course they are registered in and then add the new one. A student who registers for a new course without first dropping the current one is assessed a late registration fee.

Course Load Adjustment after Add- Drop Period

After the end of a course's add-drop period, a student's access to online registration ends. To add or drop a course after the end of that course's add-drop period, a student needs to petition the Registrar. To add a course after the Add-Drop Period, a student needs to get approval from their academic department. To drop a course after the Add-Drop Period, a student needs to submit a Portal-based Request identifying the course they wish to drop. A course drop request submitted after the Add- Drop Period but before after the third Sunday of an accelerated 4-week course, the sixth Sunday of an 8-week course, or the twelfth Sunday of a 16-week course will have the grade Q recorded on the transcript by the Registrar. If there is a recorded academic activity for this course, after the submission of the course drop request, the day of that activity becomes the day of request. After the Q is recorded, the student is blocked from attending this course. A course cannot be dropped, and no Q will be assigned after the third Sunday of an accelerated 4- week course, the sixth Sunday of an 8-week course, or the twelfth Sunday of a 16-week course. A student who submits a request to drop after the established timeline will receive the course final grade based on the work completed in that course. Q appears on the official transcript, counted toward attempted credits, but carries no grade point.

***Note:** In some exceptional well-documented cases, it may be possible to retroactively adjust a drop date.*

Repeating a Course

A program certificate holder within three years of commencement or an active student in a career program can repeat a course for which a passing grade was earned. An alumnus will need to execute a new enrollment agreement. An active student will need to file a request with the Business Office. The course can be either audited or repeated with an intention to earn a grade. If a grade is earned, then only the highest grade is counted towards a student's GPA and shown on the transcript. Repeating a course is based on Business Office approval and is not available for online registration. A student is required to purchase current textbook(s), pay the facility fee, and a lab fee if applicable. There is no tuition payment. A repeated course is not included in a student's academic load, is not counted toward attempted hours, there is no financial assistance, nor is it counted toward the full-time academic load. Not all courses can be repeated.

Retaking a Course

A student or an alumnus may retake a course. A retaken course is included in a student's academic load and counted in attempted credits. The highest grade or the most recent grade, if all the grades are the same, is the only grade counted towards a student's GPA and shown on the transcript.

***Note:** Students in English Language programs are allowed to take a course twice.*

An alumnus will need to execute a new enrollment agreement. An active student might need to execute an addendum. To retake the course, one is required to purchase current textbook(s) and pay tuition. If a course is retaken after a year from the commencement day, it will have no effect on that program's GPA nor will be shown on the program transcript. English language courses may be retaken but not repeated.

No Show

A student who has registered for a course but has not attended that course is considered a No Show. A No Show student is dropped from a course automatically after that course first two scheduled sessions. The No Show indicator "N" is recorded on an academic history. "N" does not appear on a transcript. A No Show student is assessed a fee, but there is no tuition charge for a No Show course.

Blocks

UOTP reserves the right to block a student from attending classes for non-payment, property damage, and other monetary and administrative issues. A student's financial block is generated by the system if a student is delinquent on their account for seven days. A block can also be imposed after attempts to resolve an outstanding issue have failed. The block can be initiated by departments and offices including Financial Assistance, Academic Affairs, the Registrar, International Services, etc. Principally, blocks are imposed, removed, and otherwise administered by the Business Office, but under conditions requiring immediate attention, a block might be administered by a party other than the Business Office. Until the block is removed, no grades will be posted, and the student is not permitted to attend classes nor register for new classes.

Academic Load

Students obtain full-time status by earning at least 24 credits during an academic year. See individual programs for full-time completion lengths and sample paths. Students are advised to limit their academic load to 7 credits per module or 14 credits per trimester in order to set aside time sufficient for coursework preparation to meet the demands of professional and personal lives. A student who is, or has previously been, in academic jeopardy is cautioned against taking a large academic load. A student's academic load might affect the amounts and types of financial assistance that a student is eligible for, expected commencement date, or the validity of their F-1 status.

UOTP is frequently required to certify a student's academic load for the purpose of financial assistance eligibility.

Credits Scheduled in a Trimester

8 credits of more = Full-Time

Status 6–7 credits = Three-Quarter

Time Status 4–5 credits = Half-Time

Status

2–3 credits = Less-Than-Half-Time Status

Satisfactory Academic Progress

Active participation and excellent attendance are proven factors in academic success. It is the student's responsibility to follow the instructor's classroom policies. Whenever possible, the student should work with the faculty to obtain makeup work, assignments, and homework. Should an illness or unforeseen situation prevent a student from being present on the day of a final or a mid-term exam, the student is responsible for contacting the instructor directly to arrange a make-up exam.

UOTP's Standards of Satisfactory Academic Progress (SAP) measure quantitative (credit hour completion rate) and qualitative (program's grade point average, GPA) progress toward the completion of the student's program of study. SAP is applied to matriculated students and represents a standard of academic achievement required by UOTP. UOTP measures SAP three times during each academic year, at the end of the Fall, Winter, and Spring trimesters.

Qualitative Standard: Grade Point

Average (GPA)

UOTP measures qualitative progress on the basis of a 4.0 scale. The fewer courses a student complete, the more of an impact a grade will have on the student's GPA. Conversely, the more credits a student completes the less impact an individual grade has on the GPA. That is why students who monitor their grades from the beginning of their study have higher chances to graduate in a timely manner and with a higher GPA. GPA calculations make use of "quality points" (QP), which, for a given course, are the number of credits for that course multiplied by the course's grade points.

The GPA excludes courses which have no corresponding grade points, such as those with indicators S, U, R, I, and Q.

If a course is taken more than once, only the highest grade is counted towards a student's GPA. All calculations should be carried out to two decimal places, rounding up. For example, assume a student is enrolled in a program and has completed two courses: X and Y. Both courses are worth 3.00 credits and the student received an A in X and a B in Y. The student's program GPA will be:

Satisfactory Academic Progress— Quantitative and Qualitative Standards

$$\frac{QP(X) + QP(Y)}{CREDITS(X) + CREDITS(Y)} = \frac{(3.00 \times 4.00) + (3.00 \times 3.00)}{3.00 + 3.00} = \frac{21.00}{6.00} = 3.50$$

Quantitative Standards: Progress toward Graduation and Maximum Credits toward Graduation (MCTG)

Each student must successfully complete a certain percentage of the courses attempted by the end of each trimester.

To make progress toward graduation (PTG), at each evaluation, a student must successfully complete attempted credits as outlined in the table below. PTG is calculated by dividing number of successfully completed credits by the number of credits attempted. Courses with I indicators are not computed until an appropriate letter grade is assigned. Refer to the chart under “Grading System” for an explanation of the indicator I.

Examples: During their third trimester, Jill and Josh attempted the same three courses. One course was 4 credits and the remaining two courses were 3 credits each. Jill failed one 3- credit course but passed the second one, and she also passed the 4-credit course. Jill attempted 10 credits and successfully completed 7 credits. Her PTG is 70 percent. Jill meets the PTG standard.

Josh failed the 4-credit course and passed both 3-credit courses. Josh attempted 10 credits and successfully completed six. His PTG is 60 percent. Josh does not meet the PTG standard.

Maximum credits toward a career program graduation is 150 percent of a program’s credits rounded up to the nearest whole number). All program courses that have final grades, retaken courses, and courses with indicators R, I, and Q are counted toward the MCTG. For example, a student pursuing a 20- credit certificate program may attempt 30 credits for that program. The calculation is as follows:

$$\text{NUMBER OF CREDITS FOR CERTIFICATE FROM CATALOG} \times 1.5 = 20 \text{ CREDITS} \times 1.5 = 30 \text{ CREDITS}$$

Research shows that second language acquisition is a complex process that takes place over several stages. Most students are able to reach Intermediate Fluency stage after three to five years of language study. After five to seven years of study, students may reach Advanced Fluency stage characterized by near-native communication on both concrete and abstract topics.

Students are considered to be making Satisfactory Academic Progress (SAP) if their progress in their program meets the following standards:

SATISFACTORY ACADEMIC PROGRESS		
Evaluation Periods (End of Each Trimester)	Quantitative Measure (Percentage of Completed Credits Out of Cumulative Attempted Credits)	Qualitative Measure (GPA per Trimester)
1st	50%	1.00
2nd	60%	1.50
3rd and further	67%	2.00

- At the end of their first trimester, the first trimester grade point average (qualitative measure) is at least 1.0 and at least 50 percent of their attempted credits were completed with a passing grade, such as an A, B, C, or D (quantitative measure).
- At the end of their second trimester, their second trimester grade point average is at least 1.50 and at least 60 percent of their cumulative attempted credits were completed with a passing grade.
- At the end of their third and further trimesters, their third and further trimester grade point average is at least 2.0 and at least 67 percent of their cumulative attempted credits were completed with a passing grade. In order to graduate from a program, a student’s overall GPA must be at least 2.0.

Academic Warning

At the end of each Evaluation Period, a student who does not meet the above SAP will receive written notification stating that he or she is being placed on Academic Warning for the following Evaluation Period. A student on Academic Warning who brings their qualitative and quantitative progress to SAP by the end of that Evaluation Period is released from Academic Warning.

Academic Probation

If the student has not corrected the problem of his or her academic warning, the student will be placed on academic probation for the following evaluation period. The student will receive written notification stating that he or she is being placed on Academic Probation for the following Evaluation Period. The Standards and Appeal Committee (SAC) will develop an academic plan that will ensure the student is able to meet SAP standards by a specific time frame. The student will be removed from probation if he or she has successfully corrected the problem. Failure to correct the problem by the maximum time frame of the program, the student will be dismissed from the program.

Academic Probation Appeal

Students that have been placed on probation may request an appeal, in writing, to the Standards and Appeal Committee (SAC) within 15 days of being placed on probation. The

students' academic plan will be reviewed with the student during the probationary period as stated on the plan.

Academic Dismissal

A student will receive a written notice of dismissal from the Student Services Office if he or she fails to meet satisfactory academic progress (SAP) requirements at the end of the probationary period.

Academic Dismissal Appeal

A student may appeal the dismissal to the Standards and Appeal Committee (SAC) based upon extenuating circumstances. These might include the death of a relative, an illness of or injury to the student or other extraordinary situations. The student's dismissal appeal must be received no later than 15 calendar days after the date on the dismissal letter.

The appeal must contain 1) an explanation of why the student failed to meet SAP; and 2) a description of what has changed in the student's situation that will enable him or her to again meet SAP. Supporting documentation must be submitted.

SAC will review the dismissal appeal submitted in the context of the student's entire academic record, and notify the student of its decision within 15 calendar days. If the student is denied reinstatement, the decision is final.

Reinstatement Process

If the student's appeal is approved by the Standards and Appeal Committee (SAC), the student will be reinstated into their program/course. SAC's notice to the student will outline the requirements of any Academic Plan and the student must follow their academic plan. The student will be notified in writing from SAC that they will be reinstated. The terms of the Academic Plan must ensure the student will be able to complete the program within the maximum timeframe. The student will be on Academic Probation for the subsequent Evaluation Period once reinstated. If a student fails to meet SAP or the requirements of the Academic Plan at the end of the Academic Probation period, the student is dismissed. Second dismissal appeals in this situation will only be granted at the discretion of SAC, and based upon very exceptional circumstances.

Leave of Absence

A student who decides to temporarily suspend their studies at UOTP must file a leave of absence request. A leave of absence (LOA) should be taken by a student when the student intends to return for a future trimester. A leave of absence is a temporary break in a student's attendance during which she/he is considered to be continuously enrolled. A leave of absence may be granted for emergency situations such as a serious illness, debilitating injury, or death in the immediate family. Students are advised to

discuss the academic impact of a withdrawal or LOA, prior to withdrawing or going on LOA, with appropriate UOTP staff such as their program head; Student Relations; Student Services, or a Designated School Official (DSO).

The Request for LOA/Withdrawal is accessible from the Student Portal and may be submitted electronically. Absence from class does not constitute withdrawal or approved leave of absence (LOA). It is not sufficient for a student to tell the instructor or someone in the office. It is strongly suggested that a student who decides to go on a leave of absence or to withdraw from the school should do so before registering for new courses. A student who attends classes is responsible for tuition costs.

A student cannot take more than three modules (up to 168 days) of LOA, in a 12-month period. This 12-month period begins on the first day of the student's initial LOA. If a student does not resume their studies at the end of LOA, they will be considered withdrawn without notification. If the LOA request is made after the start of a course but before the completion of 75 percent of the course, the student will receive the indicator of Q. After 75 percent of the course has passed, an incomplete will be given, and the student needs to complete the work no later than the last day of the module following the one for which the "I" was received. Upon returning from a LOA, students resume their education where they left off.

A student who takes one or more LOAs from the school for no more than a total of 168 days during any 12-month period, is not considered withdrawn from the school during the LOA.

A student wishing to take a LOA from the school must take the following steps:

1. The Request for LOA/Withdrawal form is accessible from the Student Portal and may be submitted electronically. The request for a leave of absence must be made in advance of the beginning date of the leave of absence, unless unforeseen circumstances prevent the student from doing so. A leave of absence may be granted for emergency situations such as a serious illness, debilitating injury, or death in the immediate family.
2. The student must submit the leave of absence request and specify a reason for the leave. The reason must be identified for UOTP to have a reasonable expectation of the student's return within the timeframe of the leave of absence as requested.
3. The student must attest to understanding the procedures and implications for returning or failing to return to his/her course of study.
4. The Request for LOA/Withdrawal form will be sent to Student Services for approval.
5. UOTP will not assess the student any additional charges as a result of the leave of absence.

International students should consult a school DSO to

determine eligibility for a LOA and consequence of a LOA or withdrawal on their visa status and submit their requests to the International

Student Services office. International students should follow guidelines established by SEVIS regulations.

Withdrawal

Withdrawal indicates a decision to permanently leave the school. Students are advised to discuss the academic impact of a withdrawal or LOA, prior to withdrawing or going on LOA, with appropriate UOTP staff such as their program head; Student Relations; Student Services students, or a Designated School Official (DSO).

Withdrawal from the school is a multi-step process. Overlooked or bypassed steps could result in serious financial consequences. A student wishing to withdraw from the school must take the following steps:

1. Submit a completed LOA/Withdraw Request;
2. Contact the Business Office to determine financial indebtedness; a student who withdraws from the school is responsible for their account balances;

A student might need to drop all courses in the current and the upcoming trimesters, if they ask for an immediate withdrawal.

A student who is unable to properly withdraw because of illness or other valid reasons must notify the Student Services office, a program coordinator, or the Registrar. Upon receipt of the request, the informed party will, in turn, assist the student to complete the process by notifying other parties who need to know.

A student who withdraws while on warning or probation will have that fact noted. Withdrawal at a time when a dismissal is likely will not be permitted. A student who leaves the school without following the above procedure and does not have an active registration will be considered to be withdrawn without notification from the school for tuition refund purposes. In such cases, the withdrawal process will, generally, be initiated by the school.

A student who has withdrawn without notification and wants to return will need to seek reentry. A student who properly withdraws may return in the same program within two years from the date of withdrawal without signing a new enrollment agreement; otherwise, a new agreement must be signed.

Student's Date of Withdrawal

For proper withdrawal, a student's withdrawal date is the date the student indicated on the Leave of Absence/Withdraw Request unless there is a later last date of an academically related activity such as an exam, a tutorial, turning in assignments, and study groups, and similar.

For withdrawal without notification, a student's withdrawal date is the last date of attendance. For a student who is funded by an agency that requires the student to submit instructor sign forms, (for example Trade Adjustment Act), the school will use the student's instructor signed academic activity record to determine the withdrawal without notification date.

A student who earns a passing grade in a course is considered to complete an enrollment period of that course.

A student who receives a failing grade is not considered withdrawn without notification.

A student who takes one or more LOAs from the school for no more than a total of 180 days during any 12-month period, is not considered withdrawn from the school during the LOA.

***Note:** In rare instances, it may be possible to adjust a withdrawal or leave of absence date.*

Reentry

If a reentering student owes a balance, it must be paid before entrance is granted.

A student who returns to retake or repeat a course from a program they completed will need to execute a new enrollment agreement for a course they want to repeat or retake.

A student who properly withdrew from the school and returns to continue in the same program in the same school year does not need to execute a new enrollment agreement. The student can follow program requirements of the original enrollment agreement and will have the same academic and/or conduct status as before the withdrawal, unless otherwise indicated. Otherwise the student will need to execute a new enrollment agreement and is a subject to the rules, regulations, pricing, and program requirements of the catalog current at the time of reentry.

Reentry after Dismissal or Other Problems

Students seeking reentry after dismissal or withdrawal without notification must submit the Request to Reenter UOTP form (found on the Student Portal) and submit an accompanying written statement that answers the following questions:

1. Explain the circumstances that resulted in your leaving UOTP .
2. Explain how your circumstances have changed or what will be different if you are readmitted.
3. Explain why you are ready to return and complete your program without any more disruptions.
4. Explain what steps you will take to make sure you will be successful if you are readmitted.

The form and written statement should be submitted to Student Services.

No reentry is automatic. A student who was dismissed or otherwise had significant problems, must support their request with letters of recommendation from employers or others who have known them during their absence from the school. The request will be reviewed by the Standards and Appeal Committee or another group of professionals that sanctioned the dismissal. A student, who is allowed to reenter after dismissal or other significant problems, will reenter on probation for at least the first trimester and will be required to meet the SAP within the next trimester or be dismissed, and normally, not considered for reentry.

Appeals, Complaints, and Requests for Exception

If appropriate, initial attempts for informal resolution of an appeal, a complaint, or a request for exception are encouraged. If an informal resolution is not appropriate or has failed, and a student feels that extenuating circumstances affected their ability to follow the school's procedures, that student should submit the General Appeal form (found on the Student Portal) to Student Services. Appeals, complaints, and requests for exception may concern such issues as: dismissal, reentry after dismissal, grading, independent study, academic amnesty, and exceptions on regulations such as: transfer of a D course, adjusting a drop/withdrawal date, SAP, administrative withdrawal, graduation requirements adjustment, required course substitution, tuition and financial assistance, and academic dishonesty. Requests for special consideration must be accompanied by a statement of compelling circumstances and state what is being requested (e.g., grades voided, withdrawn rather than receiving a non-passing grade, prorated or voided charges). Some of these issues will be brought before the Standards and Appeal Committee.

Standards and Appeal Committee

The Standards and Appeal Committee (SAC) concerns itself with academic, administrative, or facility matters. Requests that are not appropriate for the SAC include grievances concerning financial assistance awarding policies, SAP methodology, request for removal of U indicator or F grade from the record (unless a student can document that a grade resulted from school error). The SAC meets throughout the year. The SAC should consist of three or five members from:

- Either the Student Services, Registrar/Operations, or Compliance offices;
- Financial Assistance, Business, or Controller offices;
- Academic Affairs; and
- Student Relations Specialist.

To appeal with SAC, a student submits the General Appeal form (found on the Student Portal) along with adequate justification and pertinent documentation to the Student Services. The preparation process generally requires several days; a student should allow sufficient time before the SAC meeting for review. Materials should be received no later than the Friday before the next SAC meeting and may include but not limited to: a request, computer generated records, letters of support on stationary and with signatures from faculty, employer, physician, counselor, or similar; plans for improvement with required signatures; medical appointment history and bills; military orders; obituaries and funeral programs. An appeal submitted with missing materials or without the student's name, mailing address, e-mail, and phone number will result in a delay going before the SAC. Also, the student needs to resolve outstanding fees (e.g., Late, No Show) in order for the appeal to be heard. Students may request an appointment with SAC if they have submitted all of their documents in a timely manner. If students are present they will be allowed an opening statement of up to five minutes (without an instructor present when applicable) followed by questions and answers (Q&A) from the SAC. If a student chooses not to be present, the SAC will rely on the written appeal. If a faculty member whose action is in question is present, they will be allowed an opening statement of up to five minutes (without student present) followed by Q&A from the SAC. If a faculty person chooses not to be present, SAC will rely on the written rebuttal.

Determination on grade appeals will be made either during the meeting or shortly after if additional time is needed to resolve the matter. The student who files an appeal will be notified of the decision by the Registrar. Other committee decisions will be forwarded to the Business Office within 10 days. The Business Office will inform appropriate parties, including the student and the faculty member. The student may appeal to the school President the SAC decision within five days of the decision. This must clearly define the basis for appealing the SAC decision. However, it is the president's sole discretion as to whether or not to review the SAC decision.

CREDENTIALS

General policies for advancement and graduation: Students are bound by the catalog under which they matriculated as well as satisfied nonacademic obligations (e.g., tuition and fees payment, book and materials obligations and damages) before being issued certificate or official transcript. UOTP issues the following credentials:

Program Certificate

A Program Certificate is awarded to matriculated students who upon their program completion have satisfied academic requirements of cumulative grade point average (CGPA) of

2.00 and pass all courses in the program. Students who do not meet 2.00 CGPA at the end of their program of study

will be considered completers.

Certificate of Attendance

A Certificate of Attendance is awarded to students who are no longer enrolled and who upon program completion have not achieved a minimum CGPA of 2.00. A Certificate of Attendance is also awarded to students who completed an individual course that was taken to enhance their knowledge and skills in their current occupation, to improve knowledge of English, or to pursue personal interests. This certificate is not meant to provide skills necessary to gain a new career. To earn a Certificate of Attendance, a student must achieve a minimum CGPA of 1.00.

Transcript

A transcript is a record of a student's program status, coursework, and grades. A transcript may omit certain academic entries such as remedial courses that are not part of a program. Each transcript is signed and sealed by the Registrar. A transcript is considered official only if unopened.

Academic History

An Academic History is a record of a student's academic activities and grades that, unlike the transcript, may contain entries such as orientations, assessments, and remedial and repeated courses. This system generated document can be downloaded by a student from the Student Portal during their study at UOTP. An academic history cannot be used for official purposes.

Process of Obtaining Credentials

UOTP holds one Commencement ceremony per year. Graduates are not required to participate in Commencement. A graduate who chooses not to participate will have their program certificate and transcript mailed within 40 days of the end of their last trimester to the address in the Student Profile.

A Certificate of Attendance and the corresponding transcript are mailed to a student per their request within 40 days from the day of the request or the last day of a trimester of attendance, whichever is later.

Note: A student who does not fulfill graduation requirements for their program may petition for a different program certificate or a different type of certificate.

A replacement, an auxiliary, or a continuing education certificate/transcript may be ordered by submitting a request that includes the student's name, school ID number, and date of graduation, credential requested, contact information, and the address to which the documents should be mailed. Requests should be emailed/mailed to the Registrar or Student Relations Specialist. Credentials can be released to a third party only per student request. The auxiliary credential and rush service fees are assessed per document. UOTP will withhold all credits, educational services, issuance of transcripts and certificates from any

person whose financial obligations to the school (including delinquent student accounts, deferred balances, and liability for damage) are due and or unpaid. If any overdue obligations are referred to an outside agency or attorney for collection, the debt is increased to cover all reasonable costs of collection, including collection agency and attorney's fees, and court costs. By registering for any courses in the school, each student accepts and agrees to be bound by this policy.

Confidentiality of Student Records

Current and former students are entitled to access their permanent record in accordance with the Family Educational Rights and Privacy Act of 1974 of the Buckley Amendment. This Act protects the privacy of educational records, establishes the rights of students to inspect and review their educational records, and provides guidelines for the correction of inaccurate data. A student who wishes to review her/his educational record must submit a request in writing to the Registrar. The student will be notified of a date and time to review the record.

Students Information Directory

UOTP designates the following information as The UOTP Information Directory. This information may be disclosed and released by the school at its discretion and without the student's consent:

1. Student's Name
2. Dates of Attendance
3. Program(s) of Study
4. Certificates Conferred
5. Participation in officially recognized activities
6. Awards Received
7. Employment Gained
8. Enrollment Status (i.e., enrolled, continuing, reentry, alumni, etc.)

Note: To have any or the entire directory of information withheld, a student must give written notice in person or by certified mail.

Note: Federal regulations 8 U.S.C. § 1372 and § 214.3 (g) require that all educational institutions report information concerning an F or M non-immigrant student that would ordinarily be protected by the provisions of the Family Education Rights and Privacy Act (FERPA), 20 U.S.C. § 1232g.

Enrollment Verification

Enrollment verification is primarily used for daycare and housing support, transportation discounts, employment, or other purposes. An active student who is enrolled in an on-campus course may verify their enrollment on the Student Portal by clicking on "Forms," then "Enrollment Verification Request." A copy of the form will be sent directly to the student's UOTP email address. Active students enrolled in an off-campus course, such as an externship, should contact Student Services, at studentservices@UOTPtraining.edu to request an Enrollment Verification Report. The following information is verified on all enrollment verifications:

- Name
- Address on file
- Academic Load (full-time, half-time, etc.)
- Current Trimester Name and Begin/End dates
- Program of Study
- UOTP ID Number

The following information may also appear on the form by a student's request. They can click: GPA, expected graduation date, and/or financial data on the form.

Complaints

Complaints against this school may be registered with the Illinois Board of Higher Education on the IBHE online complaint system at <http://complaints.ibhe.org/>, accessible through the agency's homepage (www.ibhe.org) or sent to Illinois Board of Higher Education, 1 N. Old State Capital Plaza, Suite 333, Springfield, Illinois 62701-1377, or by calling 217.782.2551.

INTERNATIONAL STUDENTS

Admission

UOTP welcomes international students. We are dedicated to enhancing the international student's pursuit of their educational goals. United States Citizenship and Immigration Services (USCIS) authorizes UOTP to accept and enroll F-1 and M-1 non-immigrant students and issue I-20s through Student and Exchange Visitors Information System (SEVIS). SEVIS is a web-based system that connects to USCIS educational institutions, ports of entry, the State Department, Social Security Administration, and other governmental organizations.

An international applicant is subject to the same admissions guidelines as a domestic student. In addition to the paperwork described in the Admission section of the catalog, an international applicant must present evidence (such as bank statements/letters) of funds sufficient to cover academic and living expenses for the duration of study or one academic year (9 months), whichever is less. Statements/letters cannot be dated more than six months prior to the issuance of an I-20 and should and preferably be in English with amounts converted to US dollars. The money does not have to be in a student's name. A student may have a sponsor. If the sponsor is a US citizen or permanent resident, they should submit letter/statement from a financial institution, an Affidavit of Support (form I-134). A proof of income such as a letter from an employer, W-2 form, or an income tax statement might be needed. If the sponsor is neither a US citizen nor a permanent resident, they should submit a bank statement and either a document attesting that the sponsor is willing to support the student or UOTP's sponsor guarantee form.

To cover the student's cost of living and education for an academic year, \$12,789 is needed. If a student will be bringing dependents, such as a spouse or a child, an additional \$3,123 per dependent for an academic year is needed. An international student who plans to study for a time shorter than an academic year should consult with the International Student Office to determine the cost of their intended duration of study.

The following steps describe three possible processes for becoming an international student: Any student wishing to enroll in F-1 or M-1 status must complete the admission process as well as follow immigration regulations. Please contact the Office of International Student Services at dso@UOTPtraining.edu for more information on obtaining and maintaining student status.

Maintenance of Status

To remain in F-1/M-1 status, a student is required to:

1. Be a full-time student (ESL students must be scheduled for 18 hours per week; student enrolled in all other programs must be enrolled for 8 credit hours per trimester).
2. Maintain Satisfactory Academic Progress (SAP).
3. Report changes in address or legal name within 10 calendar days of the change. Make changes on the student portal and notify the Designated School Official (DSO).
4. Obtain DSO approval and receive DSO travel endorsement on I-20 before traveling outside of the United States.
5. Report any intention to transfer to another school, leave the country, or change status to the DSO.
6. Obtain an updated I-20 when a funding source changes.
7. Notify and file timely requests to the DSO for changes in dependent status and other changes or additions.
8. Obtain permission from the DSO before requesting a leave of absence or reduce course

load.

9. Keep a valid passport and Form I-94 at all times. Expiring passports can be renewed in the United States through the embassy of the student's home country.

Annual Vacation and Reduced Course Load

Students are eligible to take one trimester of vacation during a 12-month period that begins on the first day of a student's initial course. Vacation is only for a continuing student with a valid enrollment agreement.

A student who cannot be in school full-time due to a medical condition or personal emergency can request a reduced course load. A student should submit a completed Medical Leave of Absence (MLOA)/Reduced Course Load Request, which is accessible on the Student Portal, along with current medical or other documentation to the international student office. The office will determine whether to authorize or deny the request within three days of receiving the form and supporting documentation. Generally, if the leave is approved, the duration will be for

one module. After that, if there is a need to extend the MLOA, the student must provide updated documentation. If the leave is denied, the student should return to school. Denials may be appealed.

Withdrawal with Notification, Grace Period, and Transferring Out

A student who submits a withdrawal with notification form will be considered as having shortened their program for F-1 status purposes. If a student withdraws with notification, they will have 60 days to transfer to another school or leave the country from the effective date of withdrawal indicated on the form. If a student notifies the school of withdraw during a vacation or LOA, the I-20 will be shortened to the end of the student's last period of attendance. However, the shortening of the I-20 will leave a grace period that is sufficient for the student to arrange their transfer to another school or departure from the country. The SEVIS records of a student who wishes to transfer to another school will not be released until a letter of acceptance from the new school is received by the International Student office and all balances on the student account have been paid.

	INITIAL ENTRY FROM ABROAD	TRANSFER TO UOTP
PROCESS	Applicants abroad may apply for an F-1 Visa at their local US Consular office.	F-1 students are usually eligible to transfer to UOTP.
DURATION OF STUDY	1–36 Months Shorter programs are available.	1–36 Months Shorter programs are available.
STEP 1	Pay the process specific fees Submit to UOTP: <ul style="list-style-type: none"> • Passport Copy • Financial Documentation 	Submit UOTP transfer form to current school <ul style="list-style-type: none"> • After UOTP receives the filled transfer form from a student's current school, an acceptance letter will be issued. • A student submits the UOTP acceptance letter back to their current school. • The student's current school releases the record to UOTP. <p><i>Note: In certain cases, UOTP may request more information prior to issuing an acceptance.</i></p>
STEP 2	Receive I-20 from UOTP Schedule visa interview at embassy/consulate. Take the following to the interview: <ul style="list-style-type: none"> • I-20 • SEVIS I-901 Fee Receipt • Machine Readable Visa • (MRV) Fee Receipt 158, as required • Passport • Accommodation Information • Color photograph • Financial Documentation • Program of Study Description 	Pay process specific fees and tuition deposit Submit to UOTP: <ul style="list-style-type: none"> • Passport Copy • Financial Documentation • Entrance Visa Copy • I-94 Copy • Previous School I-20 Copies
STEP 3	If entrance visa is approved, arrive in the US no more than 30 days before the program start date. SUBMIT TO UOTP: <ul style="list-style-type: none"> • I-94 Copy • Stamped I-20 Copy • Pay tuition deposit 	Receive I-20 from UOTP.

FINANCIAL INFORMATION

TUITION AND FEES

See Appendix B for the Schedule of Tuition See Appendix C for the Schedule of Fees

Payment and Payment Plans

Students pay tuition according to a payment plan selected and recorded on the enrollment agreement or its addendum. There are three payment plans:

1. One Payment: 100 percent of a course's tuition is due no later than the course's first scheduled session.
2. Two Payment: a course's tuition is payable in two equal installments. The first installment is due by that course's first scheduled session. The second payment is due three weeks from the first scheduled session. For a sixteen- week schedule the second payment is due six weeks from the first scheduled session.
3. Alternative Payment: tuition due date varies based on an arrangement made with the school's Business Office or expected day of payment from an outside agency or a date stated on the Employer Reimbursement Agreement.

Regardless of the method used to finance a student's education, every student selects a payment plan which is recorded on their enrollment agreement. Payments can be made by credit card, check, cash, money order, or wire transfer. When a student who registered for a course does not show for that course, the No Show fee is assessed. When a student registers for a course after that course's first scheduled session, the Late Registration fee is assessed. When a student does not make a payment on time, the Late Payment fee is assessed. When a student's check is returned unpaid or a credit card transaction is cancelled, the Returned Check/Cancelled Credit Card Transaction fee is assessed. A student who is delinquent on their account for seven days is placed on financial block and barred from attending classes. A student who fails to pay or lacks sufficient funding to cover their outstanding account balance may be administratively dismissed.

Books, Materials, and Supplies

Books, materials, and supplies are not included in tuition. Their costs depending on what is required for a specific course. Once purchased, they become the student's property. The school refunds the cost of an unused, unmarked, and undamaged item if it was purchased from UOTP and a student has provided the

school with a notice of cancellation or withdrawal or a course is cancelled by the school.

Cancellation, Withdrawal, and Refund

To cancel an enrollment agreement a student must notify the school in writing in one of the following ways:

- Via email sent to registrar@UOTP.edu
- By letter sent by postal mail to UOTP , ATTN. Registrar, 828 S. Wabash 2nd Floor., Chicago, IL 60605
- By hand delivered letter

Cancellation

A student who cancels their agreement within three calendar days after enrolling, but prior to the first day of a module for which they registered will receive 100 percent refund of enrollment fee. A student who cancels their enrollment agreement anytime following the three calendar days after enrolling will receive no refund of the enrollment fee.

If the institution cancels a program of study subsequent to a student's registration for a module, all monies paid by the student will be refunded.

Withdrawal

To officially withdraw from school, a student must notify the school by one of the following ways:

- By completing and submitting the "Leave of Absence/Withdraw Request" located on the Student Portal
- Via email sent to registrar@UOTP.edu
- By letter sent by postal mail to UOTP , ATTN: Registrar, 828 S. Wabash 2nd Floor, Chicago, IL 60605
- By hand delivered letter

A student who registers for a course but never attends a class or other academically related activity such as an exam, a tutorial, turning in assignments, and attending a study group among others will receive a full refund of paid tuition for that course.

A student who attended at least one class or other academically related activity such as an exam, a tutorial, turning in assignments, and a study group among others, has an official withdrawal date based on the date they notify the school of their withdrawal. The exception is if they attend a later class or other related academic activity after their notification of withdrawal, then the date of that last activity becomes the last date of attendance.

A student who attended at least one class or other academically related activity such as an exam, a tutorial, turning in assignments, and a study group among others, and unofficially withdraws without notification, will have the date of that last activity considered the last date of attendance.

A tuition refund is calculated using the last date of

attendance and will be paid within 45 calendar days from the documented date of determination. The date of determination is the date the institution receives a student's written or verbal notification of withdrawal or the date the institution terminates the student. Per course tuition refund will be made according to the following schedule, should you withdraw or be terminated for any reason:

16-WEEK COURSE	
Before the start of the first recorded meeting of a course	100% refund of a course tuition
After the course's first recorded meeting through course's first week	90% refund of a course tuition
During the second week of a course	79% refund of a course tuition
During the third week of a course	74% refund of a course tuition
During the fourth week of a course	67% refund of a course tuition
During the fifth week of a course	62% refund of a course tuition
During the sixth week of a course	57% refund of a course tuition
During the seventh week of a course	50% refund of a course tuition
During the eighth week of a course	45% refund of a course tuition
After the end of the eighth week of a course	No tuition refund

8-WEEK COURSE	
Before the start of the first recorded meeting of a course	100% refund of a course tuition
After the course's first recorded meeting through course's first week	90% refund of a course tuition
During the second week of a course	68% refund of a course tuition
During the third week of a course	56% refund of a course tuition
During the fourth week of a course	45% refund of a course tuition
After the end of the fourth week of a course	No tuition refund

4-WEEK COURSE	
Before the start of the first recorded meeting of a course	100% refund of a course tuition
After the course's first recorded meeting through course's first week	90% refund of a course tuition
During the first week of a course	45% refund of a course tuition
After the end of the second week of a course	No tuition refund

The school reserves the right to cancel or postpone any classes due to insufficient enrollment or any other difficulties. The school is not liable for any inconvenience that may result from cancellation or postponement. The school reserves the right to make revisions in the course of instruction during the period of student's enrollment. Both parties promise to honor the Illinois Board of Higher Education rules and regulations. The student further promises to honor school policies and procedures as they are defined in the school catalog and other relevant publications.

FINANCIAL ASSISTANCE

Note: The Chicago locations of the University of the Potomac do not currently participate in federal financial aid programs.

Grants

Grants are awards that do not have to be repaid. Grants are provided by the federal and state governments and are based on financial need. When awarding policies and funds permit, a student's financial assistance package includes grants such as:

1. Workforce Investment Act (WIA) Training Voucher is a training grant for unemployed or low-income students. State and local agencies determine eligibility and administer this funding. Grant amounts are up to \$8,000.

Scholarships

Scholarships are awarded without regard to a student's financial need and are based on academic merit, early enrollment, completion, or other criteria.

Eligibility, amounts, dates, and application processes vary. The school encourages students to continue pursuing scholarships every year, even after enrollment, from government organizations and the school itself.

UOTP Campus Employment

Employment on-campus provides students with ways of reducing their cost of attending UOTP while improving their working skills and habits. In turn, students engaged in the school's Student Employment Opportunity Program provide the school with services essential to its operations. Jobs for students are posted on the Student Portal.

STUDENT CONDUCT

When on-campus or off-campus but involved in school-related activities (trips, observations, practica, exhibitions, etc.), students are to present a neat appearance and demonstrate professional conduct and courtesy. Inappropriate and disruptive behavior, such as, but not limited to, the following, will not be tolerated: submission of work other than the student's own, behavior that interrupts other students' ability to learn, attempted or actual theft or damage to school property or to the property of a member of the school, indecent or profane language, and physical or verbal abuse of any person.

General Probation

Administration or faculty may request general probation for a student whose performance indicates a pattern of academic, professional, financial, or ethical deficiencies. The Student Services office will contact that student in order to reach (along with a party that initiated the General Probation process) a mutually acceptable reasonable arrangement to improve skills or reverse the deficiencies and clearly determine conditions under which the student would be placed on probation. If a student has been placed on probation, then a plan that specifies provisions (for example, administrative withdrawal from a course where such deficiencies occurred) and a schedule under which the student should be removed from that probation is developed.

Administrative Dismissal

A student who is engaged in behavior that poses a danger of causing harm to self or others or disturbs the learning environment may be dismissed. A student who has not paid or does not expect to have sufficient funding to cover their outstanding account balance prior to the first day of classes may be dismissed.

When a dismissal is being considered, a committee will review the criteria for dismissal and pass down a recommendation. Following the review, the school will make a final decision regarding the dismissal. However, the school may, at its sole discretion, execute an immediate administrative dismissal should circumstances warrant. A dismissed student is notified of their dismissal in the letter mailed to the address in their student profile.

Dismissed students are not eligible for any services

and are not permitted to register for classes unless they successfully appeal their dismissal and are readmitted. A student's enrollment agreement becomes void as of the date of dismissal. A dismissed student is prohibited from registering or attending classes, externships, or any other academic activities regardless of the circumstances of dismissal or pending appeal. The Student Services office will inform the student as to the steps that must be taken if the student is allowed and wishes to reenroll.

A student has the right to appeal their dismissal within 15 calendar days of the dismissal letter date by providing, in writing, the reason for the appeal, supporting evidence, and a summary of extenuating circumstances.

Administrative Dismissal Appeals

Students can appeal their general probation and administrative dismissal by providing concrete and specific evidence that supports their appeal. If an appeal is successful, the student is released from general probation and administrative dismissal.

Computer Usage

All registered students in good standing are granted a user account to access computer labs, networks, and other resources. All activities related to the educational process within existing guidelines are authorized in the computer labs. That includes accessing e-mail, working on assignments, conducting course-related research, and using computer lab software for training purposes.

During class time, computers may be used only with the consent of the instructor for in-class assignments, exams, or other educational purposes. At all other times, the computer screen should be blank.

Theft or other abuse of computing and machining time and facilities will not be tolerated and may cause disciplinary action, including expulsion. Those activities include, but are not limited to:

- Installation and pirating of software
- Unauthorized use of another individual's identification and password
- Unauthorized entry into another user's folders, files, saved documents, and e-mail correspondence
- Use of computing facilities to view, send, or download obscene or abusive messages
- Use of computing facilities to interfere with normal operation of the school's computing/production systems
- Excessive exploitation of the computer facilities for personal use

Additionally, no food or drink is allowed in computer laboratories. Students are limited to printing a restricted number of pages. An additional fee of \$10 per 100 pages will be charged. For more detailed information, see UOTP's Computer Lab Policy.

Drug and Alcohol Free Environment

UOTP is a drug-free school. Students are automatically dismissed if found using, possessing, distributing, or selling

drugs, alcoholic beverages, or any dangerous or illegal substance. Anyone in violation of state, federal, or local regulations with respect to illegal drugs or alcohol may be subject to criminal prosecution.

Limited Facility Usage

The school administration retains the right to inspect and search school property and equipment owned and controlled by the school without notice or student consent. Students have no reasonable expectation of privacy in any area owned or used by UOTP for training. After completion of a course, students have access to their work for a two-week period. After that timeframe, unless granted extended use of the computer facility, all work becomes property of the school and may be discarded.

STUDENT SERVICES

Student Services supports students throughout their lifecycle at UOTP and as alumni. It is a resource that helps move students toward program completion and careers. After initial enrollment, students attend New Student Orientation to acclimate them to school procedures and provide information they will need to succeed at UOTP. At the end of a trimester, Student Services recognizes students who are high achievers or who greatly improved their academic standing. Students placed on academic warning or probation may receive advice and encouragement to improve academic performance. This office handles academic and general appeals, and formal requests to continue studies and reenter the school. Student Services is a vital service for students that promotes program completion. This office also offers career information and guidance for students as well as school-sponsored employment for students. After program completion, Student Services organizes the graduation for awarding professional certificates and is available to alumni who request career services. Student Services oversees student progress and offers support to enhance student success at UOTP. Contact Student Services at studentservices@UOTP.edu or 773.866.0111.

New Student Orientation

All new students attend a New Student Orientation. There is an overview of the school's locations, facility use, financing, and access to parking and public transportation. Students learn how to use the Student Portal and receive the user name and password to their UOTP email accounts. The grading system and satisfactory academic progress are explained to clarify student academic expectations. Students also receive their photo IDs.

Advising

Students wanting to improve their academic progress may receive advising from the Student Services staff or their program coordinators. Staff members provide advising for students who want advice that can help them improve their academic performance and complete the Request to Continue Studies or Request to Re-enter form.

Academic Recognition

Student Services recognizes high performing students (Shining Stars) who have a program grade point average of 3.5 or higher and students who have significantly improved their academic standing (Rising Stars) at the end of each trimester.

Appeals and Special Requests

Appeals regarding general conduct, academic warning and probation, and Requests to Reenter as well as Requests to Continue Studies are handled by Student Services. This office also can process or refer requests for testing out of specific courses, credits (See "Granted Credits" under "Academic Policies"), and Proof of Enrollment that maybe requested by some government agencies.

Student Activities

Student Services sponsors a variety of student activities throughout the year including holiday parties, movie nights, field trips, athletic activities, and volunteering opportunities.

Student Employment

UOTP Training provides students with a way of reducing their cost of attending UOTP while improving their working skills and reinforces career goals through participation in school-sponsored employment. Students qualify for school-sponsored employment after the completion of one trimester and by achieving and maintaining a GPA of 2.0 or higher. International students will need to apply for and obtain a Social Security number. UOTP on-campus employment is available for all students and is mostly limited to 20 hours a week. Students are hired by a department to assist with duties as assigned. Open positions are posted on the UOTP Student Portal. Instructions for applying to a position are included on the posting.

Career Development

This service offers career students and alumni job-seeking resources and training that helps them prepare to enter the employment market. UOTP cannot and does not guarantee graduate placement. We will make every reasonable effort to prepare students to secure employment. The placement assistance of the school includes, but is not limited to:

- Instructor-led training in résumé writing, interviewing, and completing applications and employment forms
- Assistance in development of job search strategies
- Periodic on-campus programs relevant job fairs;
- Current jobs openings posted on "Jobs Board" and resource binders of jobs pertinent to UOTP programs;
- Special events such as meetings with recruiters, guest speaker presentations, and on-site interviews with employers who make placement requests or list their vacancies with the school

To effectively use the service, the graduate must:

- Have the legal right to accept employment in the United States.

- Participate in all placement activities provided by the school.

Learning Center and Library

Our Learning Center is a tutoring, testing, and independent learning resource for language and career students who want to succeed in their classes and reach their learning goals. The Center provides individual and group tutoring options in a variety of subjects including English, test preparation (i.e., TOEFL iBT®, IELTS™), mathematics, computer skills, careers, and more.

Individual tutoring is tailored to the needs of individual students. Students work on the skills they want to learn at their own level and pace, and many opportunities are made available to ask questions, practice skills, receive feedback, and focus on improving weak points.

Group sessions, which are facilitated by a tutor, are theme-based and focused on special topics or skills identified as useful to UOTP students. They provide a smaller, more intimate setting for learning to take place than in the traditional classroom.

Tutoring, group sessions, and other resources are available to all students a variety of locations and times, including mornings and evenings, weekdays and weekends. Our knowledgeable and friendly tutors strive to provide students with an excellent learning experience. Students can purchase individual tutoring sessions in the main office at any location. Group sessions' schedules are posted in the Learning Center and no sign up is necessary. For more information: library@UOTP.edu or 773.866.0111.

Students can study independently in our library and make use of its educational resources. For ESL and Test Prep students, a variety of materials for all English levels and skills are available including a collection of books for reading (graded according to level), a variety of newspapers and magazines, handouts, and a list of recommended interactive websites. The Learning Center has textbooks and learning materials to support our various programs. There are also computers where students can engage in research and writing, class work, or practice skills (i.e., IELTS™, ESL, TOEFL iBT®, CAM) using our programs or recommended websites.

The Learning Center coordinates and administers tests for prospective and current proficiency students who want to be granted UOTP credits by testing out (or

placement tests) or who need to make up a course test (mid-term or final).

Test Out: Taking a test does not guarantee credit. To receive credit, students need to score 70 percent or better on the test. Students are informed of the results by Student Services. A student is allowed two test out attempts per course. Not all courses are available for test out. Granted credits are indicated on the student's transcript with the letter "R".

Makeup Test: Instructors must approve makeup tests. Obtain your instructor's permission prior to submitting the request. Not all missed tests can be made up. The completed test is returned to the instructor for grading.

To request testing, students must fill out a Request for Testing form located on the Student Portal and pay the testing fee. Within a week after submitting the request, the Learning Center will contact the student via email to schedule the test (UOTP email account for current students, personal account for prospective students). Students must present a UOTP or other picture ID before taking a test. Students who do not show up, who cancel less than 24 hours in advance, or who are more than 15 minutes late and want to reschedule must pay another fee. Contact the Learning Center for more information: library@UOTP.edu.

Copyright Policy

The copyright law of the United States permits the use of copyrighted material in the classroom under the principles of "fair use" (17 U.S. Code §107). As a general guideline, this means that if materials are to be used in essentially the same way or for the same audience as the author intended, their use should be limited to single articles or chapters from longer works (works of 10 or more chapters total), small parts of shorter works or those with 9 or fewer chapters (10% or less); several charts, graphs, or illustrations; or small parts of works such as performances (audio, video). These materials may be included in course packs, classroom handouts, PowerPoint presentations, etc. However, their use must not harm the copyright holders' ability to earn profit from their intellectual property. For this reason, copying portions of current textbooks for classroom distribution, in place of students purchasing the textbooks, violates federal law and is strictly forbidden.

Because fair use is always a judgment call and varies from case to case, instructors need to determine if the amount of copyrighted materials they are using is within the law. Online tools such as the American Library Association's (<http://librarycopyright.net/resources/fairuse/>) can help in making these determinations. The School Librarian is also available to offer assistance

Classification of Instructional Programs and Standard Occupational Classification

Instructional programs offered by postsecondary institutions are categorized by career clusters to align academic programs to occupational pathways. This Classification of Instructional Programs (CIP) was developed by US Department of Education. The CIP code is independent of program length. Programs of different lengths may be given the same CIP code. Standard Occupational Classification (SOC) system is used by the US government to organize workers into occupational categories and to calculate, analyze, and report employment data. SOC codes that identify occupations along with their corresponding CIP codes are provided for all UOTP programs that prepare students for careers. Some of the programs have more than one CIP code. The Occupational Information Network (O*NET) is a database that contains occupational definitions to help students, job seekers, businesses and workforce development professionals to understand today's world of work in the United States by describing occupations in terms of the skills and knowledge required, how the work is performed, and typical work settings.

Name	CLASSIFICATION OF INSTRUCTIONAL PROGRAM		OCCUPATIONAL INFORMATION NETWORK	
	Code	Instructional title	Code	Occupational title
English Language Introductory (ELPi)	32.0109	Second Language Learning	Not applicable	Not applicable
English Language Bridge (ELPb)	32.0109	Second Language Learning	Not applicable	Not applicable
English Language Test Preparation (ELPt)	32.0109	Second Language Learning	Not applicable	Not applicable
Medical Assisting (MAP)	51.0801	Medical/Clinical Assistant	31–9092.00	Medical Assistants
	51.0902	Electrocardiograph Technology/ Technician	29–2031.00	Cardiovascular Technologists and Technicians
	51.1009	Phlebotomy Technician/ Phlebotomist	31–9097.00	Phlebotomists

English Language Institute

The institute offers four Certificate Programs:

- English Language Introductory
- English Language Bridge
- English Language Test Preparation

English has become the most widely used language in the world. Over 80 percent of the world's electronically stored information is in English, and English is an official language or has special status in over 75 nations. English is the lingua franca of science, international business and global communication, so it is natural that in the 21st century English language proficiency is a must.

Students may enter English Language Institute Programs at all levels of English proficiency. New students are assessed upon entering the school in order to ensure proper placement and undergo periodic assessment to monitor progress. Upon completion of each of the department's programs, students receive a certificate that is recognized by a wide range of professional and educational organizations.

The English Language Institute offers an integrated-skills fundamentals course, individual-skill courses at five levels, and test-preparation courses. The series of courses, aligned with the Common European Framework of reference for Languages (CEFR), leads students through the process of language acquisition in graduated steps from survival communication through progressively more complex and precise forms of communication.

Instructors in the department hold advanced degrees in applied linguistics, TESOL, or a related field. Students have access to the latest language learning technology and resources, including individual and small-group tutoring.

UOTP uses a holistic approach that relies on reading literary, general interest, professional, and scientific materials; writing essays, blogs, and correspondence; and listening to broadcast media, streaming Internet content, live dialogues, and recordings. To promote effective language acquisition, UOTP uses a learning methodology where in addition to lectures, there are weekly instructor-led English for Specific Purposes and general English workshops, skills building labs, as well as an array of individualized learning services delivered by the Learning Center. It is a fundamental tenet of the UOTP approach that a diverse and dynamic learning environment is the best route to success. During the summer, the department complements classroom study with cultural encounters that provide students with inspiration as they learn to express themselves about personal experiences. Students learn about American culture through a survey of Chicago's rich cultural heritage and explore Chicago's history, art, and architecture, among other topics.

Stream Workshops

Stream Workshops are English for Special Purposes concentrations which focus on learning English in select professional fields and test preparation. UOTP offers Stream Workshops in Business English, English for Hospitality and Tourism, English for Healthcare and Medicine, English for Computer Technology, English for Engineering, English for Academic Purposes, English for Law, English for Journalism, and English for Dramatic Arts as well as Test Preparation in TOEFL iBT®, IELTS™, and GMAT. Stream certificates are awarded upon successful completion of three workshops within a stream.

ENGLISH LANGUAGE INTRODUCTORY

Program: 7 courses 42 Credits

Full-Time Completion Length: 18 months

The English Language Introductory Program provides beginning and intermediate-level students with tools for communicating in English in everyday contexts. The program consists of seven intensive eight-week courses (Levels: Foundations, 1 and 2). Each course contains fourteen General English lectures, eight computer-based Skills Practice labs, and seven communicative workshops. Students with no previous experience in English, the Latin alphabet, and Indo-European language structure begin with the integrated -skills Foundations-level course that focuses on building elementary literacy and communication skills. Other students enter directly into the individual-skills courses at two levels. Level

1 courses are designed for beginning students. Students acquire basic conversation, reading and writing skills within a dynamic, interactive environment. Level 2 courses are for intermediate students. Students at Level 2 participate in casual conversation practice, develop skills to understand the meaning of written text, and write basic paragraphs and notes.

ELPG 008 Introduction to English	6
ELPG 010 Beginning Listening and Speaking	6
ELPG 011 Beginning Reading	6
ELPG 012 Beginning Writing	6
ELPG 020 Intermediate Listening and Speaking	6
ELPG 021 Intermediate Reading	6
ELPG 022 Intermediate Writing	6

ENGLISH LANGUAGE INTRODUCTORY COURSE DESCRIPTIONS

ELPG 008 Introduction to English - 6 Credits

The purpose of this class is to introduce first-time students of English to the English alphabet and elementary conversation in classroom and social settings. Students learn to exchange personal information and communicate basic needs. In addition, a structured study of grammar is integrated into the course to assure that students develop good structural usage. Students learn to write by filling in useful forms and charts and learn to complete sentences in a range of elementary contexts.

Prerequisite/Placement: EPT placement score of 17 or less.

ELPG 010 Beginning Listening and Speaking - 6 Credits The goal of this course is to enable students to engage in simple conversations for everyday situations at home, school, and community. By the end of the course, students are able to exchange basic information about food, sports, places, music, movies, schedules, health, hobbies, and shopping. Students learn basic vocabulary words and learn to communicate in the simple present, present continuous and simple past tenses. Students learn through listening, speaking, reading, and writing activities. In class students often work in pairs and small groups.
Prerequisite/Placement: Completion of ELPG 008 or EPT placement score of 18 to 30.

ELPG 011 Beginning Reading - 6 Credits This course focuses on developing reading strategies such as identifying cause and effect, finding details, putting events in order, making inferences, and understanding the topic. By the end of the course, students become more confident reading and responding to short passages of 250–350 words. Students also learn basic vocabulary and become familiar with the simple present, present continuous and simple past tenses. Students often work in pairs and small groups. In addition to reading, students participate in short listening, speaking and writing activities.
Prerequisite/Placement: Completion of ELPG 008 or EPT placement score of 18 to 30.

ELPG 012 Beginning Writing - 6 Credits The goal of ELPG 012 is to provide students with basic instruction in both the writing process and the production of grammatically correct written sentences. Students learn to write simple sentences about themselves and their families as well as other contexts including education, recreation, and the workplace. Students who successfully complete the course are able to write brief descriptions and narratives about familiar contexts and fill out simple forms. Students work individually moving from more restricted to less restricted writing forms. Pair work and group work are employed to introduce students to the concept of peer editing.
Prerequisite/Placement: Completion of ELPG 008 or EPT placement score of 18 to 30.

ELPG 020 Intermediate Listening and Speaking - 6 Credits The purpose of this course is to enable students to improve their conversational skills in everyday situations. Students learn conversation strategies and acquire vocabulary and grammar proficiency through listening, and speaking, as well as supplemental reading, and writing activities. Students often work in pairs and small group settings. By the end of the course, students are able to carry on casual conversations on topics such as classroom habits, vacation activities, information sources, spending habits, personal characteristics, travel preferences, and work.
Prerequisite/Placement: Completion of ELPG 010, ELPG 011, or ELPG 012 or EPT placement score of 31 to 40.

ELPG 021 Intermediate Reading - 6 Credits The goal of this course is to provide students with intermediate ESL reading instruction. Students focus on meaning by learning to use skills such as previewing and predicting to make connection to passages before beginning to read. Students learn to: identify facts, pick out main ideas, use context clues to guess the meaning of new vocabulary, take notes, and summarize information from reading passages. Students who successfully complete the course are able to understand intermediate texts from a range of contexts drawn from everyday experience to academic subjects.
Prerequisite/Placement: Completion of ELPG 010, ELPG 011, or ELPG 012 or EPT placement score of 31 to 40.

ELPG 022 Intermediate Writing - 6 Credits The purpose of ELPG 022 is to provide students with intermediate instruction in both the writing process and the production of structurally sound paragraphs. Students learn to write simple, compound, and complex sentences in order to create coherent and cohesive paragraphs. A variety of forms are taught at this level and students who successfully complete the course are able to write paragraphs for giving directions, create letters and journal entries, and take basic notes. Pair work and group work are employed to continue students' development in the process of peer editing.
Prerequisite/Placement: Completion of ELPG 010, ELPG 011, or ELPG 012 or EPT placement score of 31 to 40.

ENGLISH LANGUAGE BRIDGE

Program: 7 courses 42 Credits
Full-Time Completion Length: 18 months

English Language Bridge program is for high intermediate and advanced students. The goal of the program is to refine and polish learners' skills so that they become better readers, listeners, speakers, and writers as well as better overall communicators in everyday and professional contexts. The program is comprised of seven intensive eight-week courses at Levels 3 and 4. Each course contains fourteen General English lectures, eight computer-based Skills Practice labs, and seven English for Specific Purposes workshops. Level 3 courses are designed for high intermediate students, and Level 4 courses are intended for advanced students. Students in Level 3 begin to use English to explore unfamiliar contexts. Students at Level 4 continue that process as they acquire English proficiency necessary to speak effectively in public, read and understand general educational texts, and prepare short essays that are the basis of professional and academic writing. The program concludes with an Advanced Grammar course which teaches grammar structure and mechanics that might be useful to native speakers who need to improve their grammar skills in order to pursue postsecondary studies. This program prepares students for entry into professional and academic programs in the English speaking world.

ELPG 030 High Intermediate Listening and Speaking	6
ELPG 031 High Intermediate Reading	6

ELPG 032 High Intermediate Writing	6
ELPG 040 Advanced Listening and Speaking	6
ELPG 041 Advanced Reading	6
ELPG 042 Advanced Writing	6
ELPG 048 Advanced Grammar	6

ENGLISH LANGUAGE BRIDGE

COURSE DESCRIPTIONS

ELPG 030 High Intermediate Listening and Speaking - 6 Credits

This course is designed to give advanced ESL students an opportunity to strengthen their conversational skills in casual as well as formal settings. Students master conversation strategies through multiple listening and speaking activities. Students also acquire new vocabulary and learn advanced grammar and complex sentence structure via theme related reading and writing exercises. By the end of the course, students are able to carry on extended conversations on a variety of topics such as sports, food preparation, fashion, entertainment, relationships, personal background, social behavior, technology, and international landmarks.

Prerequisite/Placement: Completion of ELPG 020, ELPG 021, or ELPG 022 or EPT placement score of 41 to 52.

ELPG 031 High Intermediate Reading - 6 Credits

The goal of this course is to provide students with advanced ESL reading instruction. Students focus on interpreting meaning by learning to use techniques such as skimming and previewing conclusions to get the gist, as well as to scan for specific information. Vocabulary work is expanded at this level as Latin and Greek word parts are introduced. Students who successfully complete the course are able to understand and extract meaning from advanced texts in educational and academic contexts.

Prerequisite/Placement: Completion of ELPG 020, ELPG 021, or ELPG 022 or EPT placement score of 41 to 52.

ELPG 032 High Intermediate Writing - 6 Credits

The goal of ELPG 032 is to provide students with advanced instruction in the writing process and begin the bridge from writing sound paragraphs to connecting them in order to write coherent essays. Students learn to use increasingly complex transitional structures, to create thesis statements and conclusions as well as to edit their work for completeness, logic, and balance. Students who successfully complete the course are able to use pre-writing strategies such as brainstorming and mind mapping, to draft and revise their compositions, and to use more advanced structures such as passive voice, quotations, and reported speech to make their writing more interesting. Compositions are developed through the process of peer critiquing and editing.

Prerequisite/Placement: Completion of ELPG 020, ELPG 021, or ELPG 022 or EPT placement score of 41 to 52.

ELPG 040 Advanced Listening and Speaking - 6 Credits

The goal of this course is to help students achieve advanced - level fluency and listening comprehension in order to communicate confidently with native and non-native speakers

within diverse settings. Students expand their vocabularies, refine communication strategies, and improve their pronunciation while listening to and practicing conversations on a wide variety of relevant, high interest topics. In addition, students learn to identify important information and organize effective notes through practice in listening to broadcasts, viewing videos, and conducting research.

Students work independently and in groups using their notes to create effective oral presentations

Prerequisite/Placement: Completion of ELPG 030, ELPG 031, or ELPG 032 or EPT placement score of 53 to 61.

ELPG 041 Advanced Reading - 6 Credits

The goal of this course is to provide ESL reading instruction that will bridge students to a level that will allow them to understand educational and training texts in academic and career contexts. Students focus on making inferences, differentiating fact from opinion, understanding main and supporting ideas, and identifying rhetorical purpose. Vocabulary is further expanded through lexical study of collocation and expression. Students who successfully complete the course are able to understand postsecondary level texts in general subject contexts.

Prerequisite/Placement: Completion of ELPG 030, ELPG 031, or ELPG 032 or EPT placement score of 53 to 61.

ELPG 042 Advanced Writing - 6 Credits

The goal of ELPG 042 is to provide students with instruction in the writing process and in the production of written compositions in academic and professional contexts that will prepare them for post-secondary education in English. Students learn to narrate events, to explain cause and effect relations, to present an idea and support a position, and to use chronological order to explain natural phenomena and to give instructions. Students who successfully complete the course are able to conceive, organize, write, and edit essays of 250 - 500 words that are the basis for academic and professional writing. Students are introduced to three forms of essay writing. Peer critiquing and editing are used throughout the process from conception, through organization and finally to drafting and revising the essays.

Prerequisite/Placement: Completion of ELPG 030, ELPG 031, or ELPG 032 or EPT placement score of 53 to 61.

ELPG 048 Advanced Grammar - 6 Credits

The goal of this course is to provide students with advanced grammar instruction that will enhance their ability to accurately communicate in professional and academic contexts. Students focus on grammatical nuances of language and mastering grammatical points that are often challenging for ESL learners. Vocabulary and writing are further expanded through activities engaging multiple skills. Students who successfully complete the course are able to use complex grammatical structures such as perfect tenses and conditionals in oral and written communication and are ready to transition to the English Language Test Preparation program.

Prerequisite/Placement: Completion of ELPG 030, ELPG 031, ELPG 032, or EPT placement score of 53 to 61

ENGLISH LANGUAGE TEST PREPARATION

Program: 6 courses 36 Credits

Full-Time Completion Length: 16 months

The English Language Test Preparation Program provides students seeking admission to a college or a university with the skills necessary to achieve their goals. The instruction in this program focuses on developing proficiency in the language skills commonly measured by standardized English language exams such as the TOEFL iBT® and the IELTS™. These skills are also relevant for students who need to take graduate and post graduate exams such as GRE® and GMAT®; and professional exams such as USMLE and NCLEX. The program consists of six intensive eight-week courses at Levels 5 and 6. Each course contains fourteen Academic English lectures, eight computer-based Test Taking Skills labs, and seven English for Specific Purposes workshops. Students at Level 5 are introduced to test-taking strategies and focus on building their Academic English skills. Students at Level 6 apply test-taking strategies to refine test-taking skills and achieve desired test scores on simulated TOEFL iBT® and IELTS™ exams. The Test Preparation Program Certificate of Completion satisfies the English language requirements for admission to UOTP's partner colleges and universities in the US and Canada. A full listing of partnering institutions is available on UOTP website.

ELPT 050 Academic Preparation Listening and Speaking	6
ELPT 051 Academic Preparation Reading	6
ELPT 052 Academic Preparation Writing	6
ELPT 053 Gateway to Standardized Testing	6
ELPT 064 IELTS™ Testing Practice	6
ELPT 065 TOEFL iBT® Testing Practice	6

ENGLISH LANGUAGE TEST PREPARATION COURSE DESCRIPTIONS

ELPT 050 Academic Preparation Listening and Speaking - 6 Credits

This course is designed to help students master listening comprehension and oral response skills as well as provide students authentic practice that prepares them for the TOEFL iBT®, IELTS™, and other similar tests. Students focus on developing the listening and speaking skills needed to understand the spoken American idiom in academic and professional settings. These skills include listening for specific information, pragmatic understanding of main ideas, understanding the implied stance of speakers, understanding the organization of information, and identifying relationships among speakers and content. Emphasis is placed on effective note-taking skills and on giving appropriate spoken responses. Students who successfully complete this course can expect to effectively understand spoken English in variety of settings and to raise their scores on the listening and speaking sections of the TOEFL iBT®, IELTS™, and other similar exams.

Prerequisite/Placement: Completion of Level 4 or EPT placement score of 62. An equivalent TOEFL iBT® or IELTS™ score may be used in lieu of placement exam.

ELPT 051 Academic Preparation Reading - 6 Credits

This course is designed to refine professional and academic reading skills. Learners develop commonly measured reading skills such as using context to understand vocabulary, locating main ideas and supporting facts, inferring meaning, and understanding rhetorical purpose. The course focuses on developing students' abilities to quickly locate essential information and to extract meaning from written sources in order to facilitate systematic learning. Students who successfully complete this course can expect to become better readers as well as see measurable improvements in their scores on the reading sections of the TOEFL iBT®, IELTS™, and other similar tests.

Prerequisite/Placement: Completion of Level 4 or EPT placement score of 62. An equivalent TOEFL iBT® or IELTS™ score may be used in lieu of placement exam.

ELPT 052 Academic Preparation Writing - 6 Credits

This course is designed to refine written communication for professional and academic settings. Students focus on learning the skills necessary to quickly plan and write logical and cohesive comparative, process, and argumentative written responses. Students work in small groups and use peer editing techniques in order to effectively analyze their own writing and correct common errors. Students who successfully complete this course can expect to become competent in practical written English forms and to gain measurable increases in their scores in the written sections of the TOEFL iBT®, IELTS™, and other similar tests.

Prerequisite/Placement: Completion of Level 4 or EPT placement score of 62. An equivalent TOEFL iBT® or IELTS™ score may be used in lieu of placement exam.

ELPT 053 Gateway to Standardized Testing - 6 Credits

This course provides an overview of standardized testing in academic settings and introduces students to the IELTS™ and TOEFL iBT® exams. Students become familiar with the structure and format of the exams, analyze the types of questions asked, learn effective test-taking strategies, and participate in practice exercises in all sections of the exams: reading, listening, speaking and writing. Students who successfully complete this course are ready to enroll in TOEFL iBT® and IELTS™ Testing Practice courses that feature rigorous practice for standardized testing and academic study.

Prerequisite/Placement: Completion of Level 4 or EPT placement score of 62. An equivalent TOEFL iBT® or IELTS™ score may be used in lieu of placement exam.

ELPT 064 IELTS™ Testing Practice - 6 Credits

This course is designed to provide timed practice in four language areas commonly measured by the IELTS™ paper-based standardized English language test. The course features

a rigorous schedule of practice and gives students the opportunity to increase their speed and accuracy in identifying correct responses to all types of test items in all sections of the IELTS™ test. Additional focus is placed upon the types of questions from each section that have been shown to be most problematic for a majority of students. Students are given opportunities to take simulated tests using authentic test materials in order to recreate the experience of taking complete tests. It is suggested that students take the IELTS™ test as soon as possible following the completion of this course.

Prerequisite/Placement: Completion of Level 5 or EPT placement score of 75 or higher. An equivalent TOEFL iBT® or IELTS™ score may be used in lieu of placement exam.

ELPT 065 TOEFL iBT® Testing Practice - 6 Credits

This course is designed to provide timed practice in four language areas measured by the TOEFL iBT® test. The course features a rigorous schedule of practice and gives students the opportunity to increase their speed and accuracy in identifying correct responses to all types of test items in all sections of the test. Additional focus is placed upon the types of questions from each section that have been shown to be most problematic for a majority of students. Students take two complete simulated computer-based tests analogous to the TOEFL iBT® test in order to recreate the experience of taking complete tests. It is suggested that students take the TOEFL iBT® test as soon as possible following the completion of this course.

Prerequisite/Placement: Completion of Level 5 or EPT placement score of 75 or higher. An equivalent TOEFL iBT® or IELTS™ score may be used in lieu of placement exam.

MEDICAL ASSISTANT DIPLOMA PROGRAM (MADP)

Medical Assistants complete administrative and clinical tasks in the offices of physicians, hospitals, and other healthcare facilities. Their duties may vary with the specialty and size of the practice. This occupational field is projected to grow due to a number of factors, including an increase in the aging baby-boom population and the increasing demand for preventative medical services. The Medical Assistant program is designed to train students to acquire the skills and competency necessary to work in a variety of healthcare settings. Training in both administrative and clinical skills produces a well-rounded graduate with the flexibility to meet these growing healthcare needs.

MED111- Module A - Introduction to Medical Assisting- 3 credits

This course begins the study of Medical Assistant practices with an emphasis on medical terminology and basic anatomy and physiology. This course will encompass professionalism in healthcare and vital signs. Students will begin basic vital sign practice and charting. Students will gain the concept of an EHR/EMR by using a simulation that will teach competencies in the charting and practice management tasks required of a modern medical office assistant.

MED112- Module B - Clinical Assisting- 3 credits

This course is composed of the study of Medical Assistant practices with an emphasis on medical terminology, anatomy and physiology (Musculoskeletal, Integumentary, and Digestive systems) and infection control. Students will continue vital signs practice and charting. Students will gain the concept of the analysis of urine via hand's on objectives and procedures practiced in the school's laboratory.

Students will gain the concept of an EHR/EMR by using a simulation that will teach competencies in telephone techniques and scheduling along with technology and written communication. Charting and practice

management tasks required of a modern medical office assistant will continue to be a focus.

MED114 -Module C - Patient Care- 3 credits

This course is composed of the study of Medical Assistant practices with an emphasis on medical terminology, anatomy and physiology (Blood and Lymphatic & Immune systems), the physical examination and geriatrics. Students will continue vital signs practice and charting. Students will gain the concept of the blood collection via hand's on objectives and procedures practiced in the school's laboratory.

Students will gain the concept of an EHR/EMR by using a simulation that will teach competencies in reception and daily operations of the medical office. Charting and practice management tasks required of a modern medical office assistant will continue to be a focus.

MED117 -Module D- Medical Billing & Coding for the Medical Assistant- 3 credits

This course is composed of the study of Medical Assistant practices with an emphasis on medical terminology and anatomy and physiology (Reproductive, Respiratory, and Nervous systems). Students will continue vital signs practice, patient interaction through role play, and charting. Students will gain the concept of assisting in obstetrics and gynecology along with microbiology and immunology via hand's on objectives and procedures practiced in the school's laboratory.

MED118 -Module E – Pharmacology- 3 credits

This course is composed of the study of Medical Assistant practices with an emphasis on pharmacology and assisting in the clinical laboratory. Students will continue vital signs practice, patient interaction through role play, and charting. Students will gain the concept of how to administer medicine via hand's on objectives and procedures practiced in the school's laboratory. Students will continue to practice billing and coding concepts while gaining the concept of an EHR/EMR by using a simulation that will teach competencies in charting and practice management tasks required of a modern medical office assistant will continue to be a focus.

MED121 Module F- Obstetrics and Gynecology- 3 credits

This course is composed of the study of Medical Assistant practices with an emphasis on medical terminology and anatomy and physiology (Reproductive, Respiratory, and Nervous systems). Students will continue vital signs practice, patient interaction through role play, and charting. Students will gain the concept of assisting in obstetrics and gynecology along with microbiology and immunology via hand's on objectives and procedures practiced in the school's laboratory.

MED123 Module G – Pediatric Care & Minor Surgery 3 credits

This course is composed of the study of Medical Assistant practices with an emphasis on medical terminology and anatomy and physiology (Sensory, Urinary, and Endocrine systems). Students will continue vital signs practice and charting. Students will gain the concept of how to care for pediatric patients along

with how to assist in minor surgery via hands on objectives and procedures practiced in the school's laboratory

MED126- Module H-Cardiovascular & CPR

3 credits

This course is composed of the study of Medical Assistant practices with an emphasis on the Cardiovascular System and Cardiopulmonary Resuscitation. Students will continue vital signs practice, patient interaction through role play, and charting. Students will gain the concept of CPR and become certified through the American Heart Association via hands on skills assessments.

Students will gain the concept of an EHR/EMR by using a simulation that will teach competencies in charting and practice management tasks required of a modern medical office assistant will continue to be a focus.

MED200- Module X – Externship- 3 credits

This course provides experience in a selected physician's office or health care facility. The student is supervised and evaluated by qualified medical personnel. The student must have an opportunity for an equal balance of administrative and clinical experience. The student must complete a minimum of 160 hours at the externship site. There is no remuneration for an externship.

TOTAL CREDITS: 27 credits

**COMPLETION AND
PLACEMENT(used as UOTP was
approved for WIOA mid 2019)**

Reporting Period: July 1, 2018 - June 30, 2019

DISCLOSURE REPORTING CATEGORY	Program Name						Medical Assisting		English Language Bridge	English Language Test Introductory	English Language Test Preparation	
	CIP Code						51.0801		13.1401	13.1401	13.1401	
							51.0902					
							51.1009					
	SOC Code						31-9092.00		25.3011	25.3011	25.3011	
							29-2031.00					
							31-9097.00					
The number of students who were admitted in the program as of July 1st of this reporting period.												
a) New starts						0		89	0	227		
b) Re-enrollments						0		20	3	33		
c) Transfers into the program from other programs at the school						0		0	0	0		
The total number of students admitted in the program.						0		109	3	260		
a) Transferred out of the program and into another program at the school						0			0			
b) Completed or graduated from a program.						0		0	3	6		
c) Withdrew from the school						0		58	0	142		
d) Are still enrolled						0		28	0	112		
a) Placed in their field of study						N/A	N/A	N/A	N/A	N/A		
b) Placed in a related field						N/A	N/A	N/A	N/A	N/A		
c) Placed out of the field						N/A	N/A	N/A	N/A	N/A		
d) Not available for placement due to personal reasons						N/A	N/A	N/A	N/A	N/A		
e) Not employed						N/A	N/A	N/A	N/A	N/A		
The number of students who took a professional certification examination during the reporting period.						N/A	N/A	N/A	N/A	N/A		
The number of students who took and passed a professional certification examination during the reporting period.						N/A	N/A	N/A	N/A	N/A		
The average starting salary for graduates employed during reporting period.						N/A	N/A	N/A	N/A	N/A		

1) None of the career programs require state licensure.

2) All career programs have a course in career development, thus students who complete career programs receive assistance in finding employment through the school.

STAFF ROSTER BY DEPARTMENT

Academic Affairs

Dr. Arthur Smith, Dean, Academic Affairs

Dr. Feliks Kravets, Associate Program Manager

Operations

Rosanna DePinto, Campus Director

Ezella Montgomery, Registrar

Finance and Accounting

Tiffany Metts, Finance

Business Office

Grace Zwierzchowska, Student Records Coordinator

Compliance and Institutional Research

Dr. Clinton Gardner, President and Chief Executive Officer

Andrea Ford, Chief Operating Officer

Dr. Tony Johnson, Provost and Chief Academic Officer

Marketing and Outreach

Brandi Morris, Marketing Manager

Admissions Department

Yen Au, Admissions Representative

My Truc Haisler, Admissions Representative

Student and Retention Services

Krystyna Tymchuk, Student Services Coordinator

Iwona Rzeznik, Student Services Coordinator

Information Technology & Infrastructure

Mark Jiidee, Director, IT

INSTRUCTORS

Barajas, Sheryl

Blackwell, Kelsey

Brennan, Patrick

Bruhnev, Peter

Callese, Roger

Dunleavy, Carolyn

Dworkin, Shoshana

Erenberg, Shalisha

Feldman, Stephanie

Gates, Claudia

Hester, Joseph

Ibrahim, Shaimaa

Lawerence, Trent

Lowe, Amy

Mccullough, Lynette

Meno, Alicia

Minardi, Nichole

Nieves, Stephnaie

Sanders, Melvin

Shirley, Bob

Sotak, Eileen

Tate, Shamek

APPENDIX A

Academic Offerings

Career Programs	Fulltime Length		Fulltime Credits Earned		Break Time between First and Second Year in Months
	In Semesters	In Months	After First Year	At Completion	
Medical Assisting (MAP)	2.5	10		27	N / A
English Language Programs					
English Language Introductory (ELPi)	3.5	14	30	42	4
English Language Bridge (ELPb)	3.5	14	30	42	4
English Language Test Preparation (ELPt)	3	12	30	36	4

Career students who complete 24 credit hours of study during one year are considered full -time and to have completed their first year of study. These students may opt to take a 1-trimester break.

English language students who complete 30 credit hours of study during one year are considered full -time and to have completed their first year of study. After completing one year of study, these students may opt to take a 1-trimester break.

The chart above only considers full-time study. The completion time for individual students will vary depending on course load, length of breaks, etc.

APPENDIX B
Schedule of Tuition: 2019–2020

ENGLISH LANGUAGE INTRODUCTORY TUITION PER COURSE		\$6,160
ELPG 008	Introduction to English	\$880
ELPG 010	Beginning Listening and Speaking	\$880
ELPG 011	Beginning Reading	\$880
ELPG 012	Beginning Writing	\$880
ELPG 020	Intermediate Listening and Speaking	\$880
ELPG 021	Intermediate Reading	\$880
ELPG 022	Intermediate Writing	\$880
ENGLISH LANGUAGE BRIDGE TUITION PER COURSE		\$6,160
ELPG 030	High Intermediate Listening and Speaking	\$880
ELPG 031	High Intermediate Reading	\$880
ELPG 032	High Intermediate Writing	\$880
ELPG 040	Advanced Listening and Speaking	\$880
ELPG 041	Advanced Reading	\$880
ELPG 042	Advanced Writing	\$880
ELPG 048	Advanced Grammar	\$880
ENGLISH LANGUAGE TEST PREPARATION TUITION PER COURSE		\$5,520
ABC-T21	Oral Com in the Arts 1^	
ELPG 012	Beginning Writing	\$880
ELPG 022	Intermediate Writing	\$880
GRAM 042	Advanced Grammar 3	\$880
ELPT 065	TOEFL iBT Testing Practice	\$880
GRAM 102	Communications Skills for Business	\$880
ELPA 104	Business Communication and Correspondence	\$880
GRAM 106	Vocabulary for Business I	\$880
ELPA 109	Foundation of Digital Marketing	\$880
ELPA 203	Global Marketing Strategies	\$880
GRAM 204	Grammar for Business 2	\$880
ABC-C35	American Issues and Current Events	\$880
ABC-M06	Healthcare Management	\$880
ABC-T20	Creative Writing	\$880
GRAM 032	High Intermediate Grammar 3	\$880
ELPG 042	Advanced Writing	\$880
ELPT 053	Gateway to Standardized Testing	\$880
ELPT 064	IELTS Testing Practice	\$880
ELPA 106	Introduction to Public Speaking	\$880
GRAM 203	Grammar for Business I	\$880
ABC-B08	Creating a Business Plan	\$880
ABC-C12	Innovations in Technology	\$880

ABC-B03	Marketing and Advertising	\$880
GRAM 012	Beginning Grammar 3	\$880
GRAM 022	Intermediate Grammar 3	\$880
GRAM 065	Test Preparation Grammar 3	\$880
GRAM 104	Writing Skills for Business	\$880
ELPA 106	Introduction to Public Speaking	\$880
ELPA 204	Applied Business Communication	\$880
ABC-T25	Introduction to Verbs and Prepositions	\$880
ABC-H04	The Travel Industry	\$880
ABC-C02	English for Computer Users	\$880
ELPG 032	High Intermediate Writing	\$880
GRAM 042	Advanced Grammar 3	\$880
GRAM 053	Test Preparation Grammar 1	\$880
GRAM 064	Test Preparation Grammar 2	\$880
GRAM 065	Test Preparation Grammar 3	\$880
ELPA 102	Introduction to Communication in a Global Society	\$880
GRAM 106	Vocabulary for Business I	\$880
GRAM 109	Vocabulary for Business 2	\$880
ABC-B15	Project Management Basic	\$880
ABC-T24	Vocabulary Development 2	\$880
ABC-C04	Infotech: English for Computer Users	\$880
ABC-T26	Verbs and Prepositions	\$880
GRAM 042	Advanced Grammar 3	\$880
ELPT 065	TOEFL iBT Testing Practice	\$880
ELPA 203	Global Marketing Strategies	\$880
ELPG 042	Advanced Writing	\$880
GRAM 065	Test Preparation Grammar 3	\$880
GRAM 203	Grammar for Business I	\$880
ELPT 050	Academic Preparation Listening and Speaking	\$880
ELPT 051	Academic Preparation Reading	\$880
ELPT 052	Academic Preparation Writing	\$880
ELPT 053	Gateway to Standardized Testing	\$880
ELPT 064	IELTS™ Testing Practice	\$880
ELPT 065	TOEFL IBT® Testing Practice	\$880
MEDICAL ASSISTING TUITION PER COURSE		\$8500
CIT 102	Computer Productivity Tools and Keyboarding	\$1,029
HCP 101	Medical Terminology, Human Anatomy, and Physiology	\$1,029
HCP 201	Medical Office Administration	\$1,029
HCP 204	Pharmacology and Medication Administration	\$1,029
HCP 205	Phlebotomy and Specimen Collection	\$1,029
HCP 206	Medical Assisting and Infection Control	\$1,029
HCP 311	Medical Assisting Externship	\$1,300
HCP 314	Medical Assisting Career Development	\$1,032

APPENDIX C

Schedule of Fees 2019–2020

GENERAL FEES	
Enrollment	\$100
Late payment: for a payment made after the due date	\$100-300
Returned check/cancelled credit card transaction: per item	\$25
Facility use: per module for students engaged in tuition-free activities	\$100
Student ID replacement: per item	\$20
Printing: per 100 pages	\$20

University of the Potomac

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