

2020-2021



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, building on a strong foundation in general education, utilizes flexible campus-based teaching and learning models that feature small classes emphasizing learning through technology. Instruction is delivered by professionally and academically qualified faculty committed to student success.

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.

University of the Potomac places primary emphasis on instruction and is not a research institution. The University's programs are consistent with its purpose, as stated in its mission, to provide career enhancement in the areas of business and technology.

History

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 as 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 three Doctoral degrees, nine Master's degrees, twelve Bachelor of Science degrees, six Associate of Science degrees, 16 certificate programs and four diploma programs. Management, information technology, and business are the primary areas of education at the DC and Virginia campuses. English as a Second Language and Medical Assistant programs are offered at the Chicago campus.

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. UOTP Chicago offers English as a Second Language instruction and a Medical Assistant diploma program in Chicago.

Accreditation, Licensure and Approvals

University of the Potomac DC and Virginia campuses are 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 Higher Education Licensure Commission of the DC Office of the State Superintendent of Education (formerly District of Columbia Education Licensure Commission in the Office of the State Superintendent of Education). University of the Potomac's

Virginia campus, located at 7799 Leesburg Pike, 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's 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 a 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 has either on or off-site parking.

All campuses offer broadband Wi-Fi Internet access, computers with access to a variety of software platforms and packages as well as laboratory space.

ADMISSIONS

General Requirements

Admission is open to all persons 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.

- Submit proof 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 of University of the Potomac (if applicable).

Official acceptance letters will be provided to those prospective students meeting all admissions requirements. Denial letters will be provided to those prospective students explaining which admissions requirements were not met and any next steps.

English Language Students take an English placement test and are placed based on the test results. To ensure accurate placement, additional assessment may be required.

Academic Calendar

Academic Calendar 2019-2021 A Session Track	Degree		Non-credit
	on-campus (8-week)	online (8-week)	ESL (8-week)
2020			
New Student Orientation for 2020-02A	Jan 6, 2020	Jan 6, 2020	Jan 6, 2020
2020-02A Begins	Jan 6, 2020	Jan 6, 2020	Jan 6, 2020
Last Day to Add/Drop - NEW STUDENT	Jan 11, 2020	Jan 11, 2020	N/A
<i>Martin Luther King Day, UOTP is closed</i>	Jan 20, 2020	N/A	Jan 20, 2020
<i>President's Day, UOTP is closed</i>	Feb 17, 2020	N/A	Feb 17, 2020
New Student Orientation for 2020-04A	Feb 26, 2020	Feb 26, 2020	Feb 26, 2020
2020-02A Ends	Mar 1, 2020	Mar 1, 2020	Feb 27, 2020
2020-04A Begins	Mar 2, 2020	Mar 2, 2020	Mar 2, 2020
Last Day to Add/Drop - NEW STUDENT	Mar 7, 2020	Mar 7, 2020	N/A
New Student Orientation for 2020-06A	Apr 22, 2020	Apr 22, 2020	Apr 22, 2020
2020-04A Ends	Apr 26, 2020	Apr 26, 2020	Apr 23, 2020
2020-06A Begins	Apr 27, 2020	Apr 27, 2020	Apr 27, 2020
Last Day to Add/Drop - NEW STUDENT	May 2, 2020	May 2, 2020	May 2, 2020
<i>Memorial Day, UOTP is closed</i>	May 25, 2020	N/A	May 25, 2020
2020-06A Ends	Jun 21, 2020	Jun 21, 2020	Jun 18, 2020
<i>Summer Break - no classes</i>		Jun 22 - 28, 2020	
New Student Orientation for 2020-08A	Jun 24, 2020	Jun 24, 2020	Jun 24, 2020
2020 Graduation	Jun 25, 2020	Jun 25, 2020	N/A
2020-08A Begins	Jun 29, 2020	Jun 29, 2020	Jun 29, 2020
<i>Independence Day, UOTP is closed</i>	Jul 4, 2020	N/A	Jul 4, 2020
Last Day to Add/Drop - NEW STUDENT	Jul 3, 2020	Jul 3, 2020	N/A
2020-08A Ends	Aug 23, 2020	Aug 23, 2020	Aug 20, 2020
<i>Summer Break - no classes</i>		Aug 24 - 29, 2020	
New Student Orientation for 2020-10A	Aug 26, 2020	Aug 26, 2020	Aug 26, 2020
2020-10A Begins	Aug 31, 2020	Aug 31, 2020	Aug 31, 2020
Last Day to Add/Drop - NEW STUDENT	Sep 5, 2020	Sep 5, 2020	N/A
<i>Labor Day, UOTP is closed</i>	Sep 7, 2020	N/A	Sep 7, 2020
New Student Orientation for 2020-12A	Oct 21, 2020	Oct 21, 2020	Oct 21, 2020
2020-10A Ends	Oct 25, 2020	Oct 25, 2020	Oct 22, 2020
2020-12A Begins	Oct 26, 2020	Oct 26, 2020	Oct 26, 2020
Last Day to Add/Drop - NEW STUDENT	Oct 31, 2020	Oct 31, 2020	N/A
<i>Veterans Day, UOTP is closed</i>	Nov 11, 2020	N/A	Nov 11, 2020
<i>Thanksgiving Break, UOTP is closed</i>		Nov 26 - 27, 2020	
2020-12A Ends	Dec 20, 2020	Dec 20, 2020	Dec 17, 2020
<i>Winter Break - no classes</i>		Dec 21, 2020 - Jan 2, 2021	
<i>Holiday Break - UOTP is closed</i>		Dec 24 - 26, 2020	
<i>New Year Break - UOTP is closed</i>		Dec 31, 2020 - Jan 2, 2021	

2021			
2021-02A Begins	Jan 4, 2021	Jan 4, 2021	Jan 4, 2021
New Student Orientation for 2021-02A	Jan 4, 2021	Jan 4, 2021	Jan 4, 2021
Last Day to Add/Drop - NEW STUDENT	Jan 9, 2021	Jan 9, 2021	N/A
<i>Martin Luther King Day, UOTP is closed</i>	Jan 18, 2021	N/A	Jan 18, 2021
<i>President's Day, UOTP is closed</i>	Feb 15, 2021	N/A	Feb 15, 2021
New Student Orientation for 2021-04A	Feb 24, 2021	Feb 24, 2021	Feb 24, 2021
2021-02A Ends	Feb 28, 2021	Feb 28, 2021	Feb 25, 2021
2021-04A Begins	Mar 1, 2021	Mar 1, 2021	Mar 1, 2021
Last Day to Add/Drop - NEW STUDENT	Mar 6, 2021	Mar 6, 2021	N/A
New Student Orientation for 2021-06A	Apr 21, 2021	Apr 21, 2021	Apr 21, 2021
Graduation Application Deadline	Apr 24, 2021	Apr 24, 2021	Apr 24, 2021
2021-04A Ends	Apr 25, 2021	Apr 25, 2021	Apr 22, 2021
2021-06A Begins	Apr 26, 2021	Apr 26, 2021	Apr 26, 2021
Last Day to Add/Drop - NEW STUDENT	May 1, 2021	May 1, 2021	N/A
<i>Memorial Day, UOTP is closed</i>	May 31, 2021	N/A	May 31, 2021
2021-06A Ends	Jun 20, 2021	Jun 20, 2021	Jun 17, 2021
<i>Summer Break - no classes</i>		Jun 21 - 26, 2021	
New Student Orientation for 2021-08A	Jun 23, 2021	Jun 23, 2021	Jun 23, 2021
2021 Graduation	Jun 26, 2021	Jun 26, 2021	N/A
2021-08A Begins	Jun 28, 2021	Jun 28, 2021	Jun 28, 2021
Last Day to Add/Drop - NEW STUDENT	Jul 3, 2021	Jul 3, 2021	N/A
<i>Independence Day, UOTP is closed</i>	Jul 4, 2021	N/A	Jul 4, 2021
2021-08A Ends	Aug 22, 2021	Aug 22, 2021	Aug 19, 2021
<i>Summer Break - no classes</i>		Aug 23 - 28, 2021	
New Student Orientation for 2021-10A	Aug 25, 2021	Aug 25, 2021	Aug 25, 2021
2021-10A Begins	Aug 30, 2021	Aug 30, 2021	Aug 30, 2021
Last Day to Add/Drop - NEW STUDENT	Sep 4, 2021	Sep 4, 2021	N/A
<i>Labor Day, UOTP is closed</i>	Sep 6, 2021	N/A	Sep 6, 2021
New Student Orientation for 2021-12A	Oct 20, 2021	Oct 20, 2021	Oct 20, 2021
2021-10A Ends	Oct 24, 2021	Oct 24, 2021	Oct 21, 2021
2021-12A Begins	Oct 25, 2021	Oct 25, 2021	Oct 25, 2021
Last Day to Add/Drop - NEW STUDENT	Oct 30, 2021	Oct 30, 2021	N/A
<i>Veterans Day, UOTP is closed</i>		Nov 11, 2021	
<i>Thanksgiving Break, UOTP is closed</i>		Nov 25-26, 2021	
2021-12A Ends	Dec 19, 2021	Dec 19, 2021	Dec 16, 2021
<i>Winter Break - no classes</i>		Dec 20, 2021 - Jan 2, 2022	
<i>Holiday Break - UOTP is closed</i>		Dec 24-25, 2021	
<i>New Year Break - UOTP is closed</i>		Dec 31, 2021 - Jan 1, 2022	

ACADEMIC POLICIES

Add/Drop Period

Students may drop a course within the ADD/DROP period of their semester without incurring an academic penalty or financial obligation. The ADD/DROP period is defined as the first week of their semester (the first six days of the 16-week semester).

Administrative Course Drops – No Attendance

If a student fails to attend a course during the ADD/DROP period of his/her session, the Registrar will drop the student from the course and he/she may not attend the course during that session.

Administrative Course Withdrawals – Excessive Absences

If a student fails to attend a course during any 14 calendar-day period (14 consecutive days) throughout the semester, the Registrar will withdraw him/her from the course. Please see the Institutional Refund Policy for financial obligations.

Course Withdrawals

If a student has attended beyond the ADD/DROP period of their semester, but subsequently wishes to withdraw from a course in that semester they must complete a Student Status Change Request (SSCR) form with Student Services, the

Registrar or an academic advisor. Please see the Institutional Refund Policy for financial obligations.

Grade Assigned for Withdrawal from a Course

When a student is withdrawn from a course, whether due to lack of attendance or because they chose to withdraw from the course and submitted an SSCR form requesting the withdrawal, he/she will receive a grade of W or WF. Please see Payment and Refund Policies for financial obligations.

Administrative Withdrawal

If students are dropped or withdrawn from all courses in a given session and do not request and receive a Leave of Absence, the Registrar will administratively withdraw them from the University. (See Payment and Refund Policies for financial obligations incurred when withdrawing or being withdrawn from the University.)

Official Withdrawal

To withdraw officially from the University of the Potomac, a student must complete a Withdrawal form with Student Services, the Registrar or an academic advisor. Only an approved Withdrawal form constitutes an official withdrawal. (See Payment and Refund Policies for financial obligations incurred when withdrawing from the University.) Students will be asked to complete an exit interview.

Attendance Policy

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. Absenteeism, late arrivals, and early departures are recorded. Missed courses may affect a student's academic standing and result in failure of the course. Students who have missed 14 consecutive calendar days will be considered withdrawn from the course and will receive a W or a WF grade on their transcript.

Students are expected to maintain 80 percent attendance in each course in which they are enrolled.

Attendance records are available for students to view on their 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

Students receive a grade in each course for which they are registered and attend. Each course syllabus indicates the relationship between course components and assignments in determining a final grade. Quality points, used in determining a grade average, are assigned as follows:

GRADE	QUALITY POINTS	DESCRIPTION
A	4.00	Excellent level of subject matter proficiency
B	3.00	Consistently exceeds many requirements and expectations in one or more ways; demonstrates creativity and originality.
C	2.00	Meets all requirements and expectations.
D	1.00	Fails to meet many aspects of requirements or expectations.
F	0.00	Failure to demonstrate an acceptable level of subject matter proficiency.

Note: Grades A, B, C, D, and F are counted as attempted credits, calculated into the GPA, and are recorded on the transcript.

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.

Additional course designators are:

I Indicates special circumstances that delay course completion; only issued if the completed work can result in a passing grade; not included in determining grade average and does not represent satisfactory progress toward the degree but does count toward credits attempted when determining satisfactory progress.

R Indicates a course that has been repeated; only the higher grade is used for computing grade point average.¹

TR Denotes transfer credit; not included in determining grade point average (for Medical Assistant Program Only)

W Withdrew. Indicates withdrawal after add/drop period; not included in determining grade average but does count toward hours attempted when determining satisfactory progress.

WF Withdrawn Failing. Indicates that a student was administratively withdrawn from the course and was failing at that time. The grade WF is for those students who have not officially withdrawn from the class, have ceased attending, and have failed to complete the requirements of the course. This grade carries the same academic penalty as a grade of "F" and is computed as a part of the Grade Point Average.

¹ R denotes a class retake. It is not a course grade.

Courses end at midnight on Sunday of the last week of a session. Grades are submitted within 72 hours (by midnight of the next Wednesday). Grade reports are normally available on the Student Portal by the following day (Thursday).

Incompletes. A grade of "I" (Incomplete) may be used on those occasions when circumstances are beyond a student's control, such as a documented illness or family emergency and completion of the incomplete work can result in a passing grade. Course work must be completed within two weeks following the end of a session in which an "I" grade was assigned. The instructor will submit the final grade by midnight on Wednesday of the week following the two-week period. At the end of the third week following the end of a session, the Registrar will change all remaining "I" grades to "F". Under extenuating circumstances, the Academic Dean may make an exception to this policy.

Registration

Registration is the process of enrolling in courses at University of the Potomac. All students are registered for a full semester (16 weeks or two 8-week sessions). The process of registration occurs prior to the beginning of each semester and continues each semester of the student's program. Registration for a course that requires a prerequisite will not be completed until the prerequisite has been satisfied. By registering at University of the Potomac, students agree to all rules and regulations of the University.

UOTP makes reasonable efforts to offer a sufficient selection of courses in every semester but reserves the right to cancel or postpone any course due to insufficient enrollment.

Repeating a Course

Students may repeat a course when they receive a failing grade. The highest grade earned is used in the calculation of the grade point average. Both course attempts are considered in the calculation of quantitative progress (maximum time frame). Course repeats are priced at current tuition rates. Third attempts to repeat a failing grade can only be approved by the Dean of Academics or their designee.

Course Load

The standard course load for ESL students is six scheduled courses per semester. Medical Assistant students are required to complete 4 courses per semester. On occasion the University may be required to certify a student's course load for the purpose of financial assistance eligibility (for Medical Assistant Program Only-WIOA).

Satisfactory Academic Progress

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 at the end of each semester.

Qualitative Standard: Grade Point Average (GPA)

UOTP measures qualitative progress on the basis of a 4.0 scale. If a course is taken more than once, only the highest grade is calculated towards a student's GPA.

**Satisfactory Academic Progress
Quantitative and Qualitative Standards**

Students enrolled at the University of the Potomac must meet the University's minimum standards of achievement with regard to grade point average (GPA) and successful course completion. A student's academic progress is evaluated at the end of each semester. The University's Satisfactory Academic Progress (SAP) consists of two measurements:

A quantitative measurement that determines the student's course completion rate within a maximum time frame of 150% of the program length; and

A qualitative measurement that determines the student's satisfactory GPA status in their program of study.

The required program GPA and percentage of Completed Credits relative to Attempted credits is:

Evaluation Period <i>(End of Each Semester)</i>	Quantitative Measure <i>(Percentage of Completed Credits Out of Cumulative Attempted Credits; SAP Ratio)</i>	Qualitative Measure <i>(GPA per Semester)</i>
1 st	50%	1.00
2 nd	60%	1.50
3 rd	66.66%	2.00

Note: In order to graduate and receive a certificate, the CUMULATIVE GPA must be 2.0 or higher.

Quantitative Standards: Progress toward Graduation and Maximum Credits toward Graduation

Each student must successfully complete the percentage of courses that corresponds with their Evaluation Period.

To make progress toward graduation (PTG), at each evaluation, a student must successfully complete attempted credits as outlined in the table above. PTG is calculated by dividing the number of successfully completed credits by the number of credits attempted.

To maintain SAP, students may not attempt more than 150 percent of the program required for completion.

All program courses that have final grades, retaken courses, and courses with a W and WF indicator are counted toward the maximum credits towards graduation.

Academic Warning

At the end of each Evaluation Period, a student who does not meet the above SAP will receive written notification stating that they are 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 the Warning Period is released from Academic Warning.

Academic Probation

If the student has not met SAP requirements while on academic warning, the student will be placed on academic probation for the following evaluation period. The student will receive written notification stating that they are being placed on Academic Probation for the following Evaluation Period. Standards of Academic Progress (SAP) Committee will develop and provide an academic plan for the student. If the student has not met the probationary requirements as outlined, additional steps may be taken including dismissal from the program.

Appeals Process and Mitigating Circumstances

Students who fail to meet University of the Potomac standards of Satisfactory Academic Progress (SAP) and are dismissed from the University have an opportunity to appeal the action. Appeals must be made in writing to the Academic Dean or designee within ten (10) days of notification of any SAP determination. Each appeal judgment is based on that student's record and personal circumstances. The appeal must include an explanation of what has changed to improve the student's situation. A decision is made within five (5) business days of submission of the written petition. The student is informed in writing of the decision. Mitigating circumstances for which an appeal may be made are illness, death of a family member, or other extenuating circumstances. Appropriate written documentation must accompany an appeal. Students whose appeals are approved, may continue their studies at the University under an academic plan as described earlier.

Leave of Absence

Students in good standing who find it necessary to interrupt their education may apply for a Leave of Absence (LOA) for up to one semester (two consecutive eight-week sessions) per academic year. Students are encouraged to consult both an academic advisor and Financial Services staff before taking a leave. Students needing a period of time longer than 16 weeks are required to withdraw from the University.

Leave of Absence – International Students

Students in good standing who find it necessary to interrupt

their education may apply for a Leave of Absence for a maximum of one semester (two consecutive eight-week terms) once they have successfully completed two semesters (four consecutive terms of 8 weeks) per academic year. A leave of absence does not adversely affect satisfactory progress toward program completion.

Students must complete a Leave of Absence (LOA) Request Form by the designated deadline. The request must be approved by the Academic Department, Student Finance Department, and International Student Services Department (if applicable) before submission to the Registrar's Office. The Student Retention and Services Department will file the request and keep track of students on LOA. Failure to return at the end of an approved leave of absence results in a student's being withdrawn from the University. The effective date of the withdrawal is the last day of an approved leave of absence. A medical leave of absence may be granted for emergency situations such as a serious illness or debilitating injury. Request for medical leave of absence, must be accompanied with proper documentation.

Re-entry

Re-admissions / Re-entry Students seeking re-admissions or re-entry to the University of the Potomac should contact:

- Admissions Department if they have been withdrawn for over one year (Re-admissions)
- Student Retention and Services Department if they have been withdrawn for less than one year (Re-entry)

If a student has enrolled in another institution after withdrawing from the University of the Potomac, they may be required to provide official transcripts prior to readmission to the University. Please contact Admissions for further details on re-entry.

Students are required to comply with any new program requirements, policies and procedures, textbook changes or changes in tuition and fees that are delineated in the catalog in effect at the time of their re-entry.

Grievance Policy

The University has a grievance policy that provides a process for all students to discuss issues of concern with management and to receive careful consideration and a prompt resolution of their problem in an open and constructive manner.

This procedure is intended to supplement, rather than discourage or replace informal discussion between students and faculty. A faculty member should make every reasonable effort to resolve concerns outside the formal Grievance Process. Students should refer to Student Academic Grievance Procedures and Grievance Procedures (Non-Academic) below.

Student Academic Grievance Procedures

The University of the Potomac carefully considers student academic grievances and makes adjustments when appropriate. Students submitting a grievance are not subject to unfair action or treatment as a result of their initiation of such a grievance. It is the University's objective to maintain good communications and to assure that concerns of all members of the University community (students, staff, and faculty) are addressed fairly. To accomplish this, the following process should be used in seeking resolution of a student's concerns:

- Step 1: Discuss with course instructor (if appropriate)
- Step 2: Discuss with Program Chair
- Step 3: If necessary, submit a written appeal to the Academic Dean or designee

Following Step 2, a grievance must be submitted in writing to the Academic Dean or designee no later than 10 days following the academic session in which the action being appealed occurred. The Academic Dean or designee appoints an Academic Grievance Committee (usually within 24 hours) to review the facts. The Grievance Committee shall make a determination of the facts and communicate its decision to the student within 48 hours of its assembly and the hearing of the facts. The Committee consists of a member from Student Services, Faculty, and Academic leadership. The Academic Dean has the final decision on recommendations resulting from Grievance Committee deliberations. When a final decision has been reached, the Academic Dean notifies all relevant parties in writing. If a grade change or other record revision is required, the Academic Dean or designee notifies the Registrar. The Registrar makes appropriate change(s) to the student's records. The decision of the Academic Dean or designee is final. If a student has a complaint or grievance and it cannot be resolved after exhausting Potomac's grievance procedures, a complaint may be filed with the:

Illinois Board of Higher Education Private Business and Vocational Schools,
1 N. Old State Capital Plaza, Suite 333
Springfield, Illinois 62701-1377
217.782.2551
www.ibhe.org
Email: info@ibhe.org

Grievance Procedures (Non-Academic)

The grievance procedure described below is applicable to non-academic student complaints.

Level 1: Because grievances should be raised and settled promptly, a grievance shall be raised as soon as the event occurs or the student gains knowledge of it and in no event more than 60 days after the event occurred. If a complaint cannot be resolved informally, the student may file a written grievance. The written grievance is filed with Student Services and shall contain the name of the complainant, the date of the filing, and a brief, specific description of the grievance and the redress sought. Students will receive a written response typically within thirty days of receipt, unless the situation requires additional research or investigation. All sexual discrimination, sexual harassment or sexual assault matters

should be brought immediately to the attention of the Campus Director. All disabilities discrimination matters should be brought to the attention of the Campus Director.

Level 2: If not satisfied with the grievance disposition at Level 1, students may file a written grievance with the Campus Director within thirty days of receipt of the written decision from the Level 1 official. The written grievance contains the name of the complainant, the date of the filing, a brief, specific description of the grievance and the redress sought, and the results of the disposition of the grievance at Level 1. The student is contacted upon receipt of the written grievance and receives a written response typically within thirty days of receipt unless the situation requires additional research or investigation. Personnel who review the appeal at this level include the Campus Director and any additional person the Campus Director deems relevant to the appeal, e.g., the Chief Operating Officer or the Registrar. The Campus Director replies in writing typically within thirty days after receipt of the written request. The decision of the Campus Director is final.

Level 3: If a student has a complaint or grievance and it cannot be resolved after exhausting Potomac's grievance procedures, a complaint may be filed with:

Illinois Board of Higher Education Private Business and
Vocational Schools,
1 N. Old State Capital Plaza, Suite 333
Springfield, Illinois 62701-1377
217.782.2551
www.ibhe.org
Email: info@ibhe.org

CREDENTIALS

General policies for advancement and graduation:

Students are bound by the catalog under which they matriculated as well as satisfied non-academic obligations (e.g., tuition and fees payment, book and materials obligations and damages) before being issued a certificate or official transcript. UOTP issues the following credentials:

Program Certificate

A Program Certificate is awarded to 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.

Transcript

A transcript is a record of a student's program status, coursework, and grades. Each official transcript is signed and sealed by the Registrar.

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 term to the address in the Student Profile.

A replacement certificate or transcript may be ordered by submitting a request via the University website. Credentials can be released to a third party only per student request. UOTP will withhold all credits, issuance of transcripts and certificates from any person whose financial obligations to the school (including delinquent student accounts).

Privacy of Student Records

Policies and procedures concerning the privacy of student records are governed by the Family Education Rights and Privacy Act of 1974 (Public Law 93-380). Student records are maintained by the University. Files that are accessed by outside personnel are documented with date and the name of the person or entity accessing the file. Files are maintained in a locked room, in fire resistant cabinets.

Students have the right to inspect and review their educational records, request amendment of their educational records, consent to disclosure of their educational records and file a complaint with the US Department of Education.

Students age 18 or over have access to their personal record files kept by University of the Potomac. All authorized Potomac personnel have access to student records for official purposes. A student (or in some cases an eligible parent or student designee is given access to his/her record within a reasonable time after submitting a written request signed by the student to the Registrar. Students should allow three business days for a written request to be fulfilled.

If the content of a record is believed to be in error, inaccurate, discriminatory, or in violation of student rights or otherwise inappropriate, it may be challenged, and students may submit a written explanation to be included in the record.

Student information is released to persons, agencies or legal authorities as required by subpoena/legal process or by consent of a student, eligible parent or student designee. Information is released on a consent basis in cases where a student, eligible parent or a student designee has provided a written consent, signed, dated and specifying the information to be released and name(s) of persons to whom the information is to be released.

Directory Information

Colleges and universities may disclose, without consent, "directory" information. University of the Potomac designates the following items as directory information: Student name, address, telephone number, date and place of birth, major field of study, participation in officially recognized activities, dates of attendance, degrees, certificates and awards received, e-mail address, and the most recent previous educational institution attended.

If a student does not want any or all of the above information released, he/she should inform the Registrar's Office in writing by the fifth calendar day following the start of classes.

Right of Refusal to Provide Copies

University of the Potomac reserves the right to deny transcripts or copies of records not required to be made available under FERPA regulations in any of the following situations:

- A student has an unpaid financial obligation to the University
- There is an unresolved disciplinary action against a student

INTERNATIONAL STUDENTS

International Student Admissions Requirements

University of the Potomac welcomes international students. For admissions purposes, University of the Potomac defines and categorizes an international student as any individual who is a citizen or legal permanent resident of any nation other than the United States. Citizens and legal permanent residents of the United States are excluded from this definition regardless of country of birth, dual or former citizenship status, or ethnicity. Residents of US territories are not considered international students.

For purposes of classroom-based enrollment, international students are additionally defined by University of the Potomac as nonimmigrant aliens residing in the United States on a temporary basis through the auspices of a nonimmigrant visa. In order to attend school, international students typically utilize a nonimmigrant alien student visa, though all nonimmigrant aliens who attend University of the Potomac are considered international students regardless of their specific nonimmigrant alien classification.

International Student Admissions Requirements

1. Completed international students' application for admission
2. U.S. \$100 non-refundable application fee
3. Official academic evidence of completion of secondary education (high school or equivalent), translated into English language
4. English Placement Test
5. Proof of sufficient finances shown in U.S. currency/dollar (one or more of the documents listed below):
 - i. Personal funds - official bank statement (dated no older than 6 months from the date of the application)
 - ii. Sponsors – affidavit of support accompanied with official bank statement
6. A copy of the front and back of the passport (photo page and signature page), and if currently in the U.S., a copy of current visa and most recent I-94 card (front and back). Students outside of the United States who have not yet acquired a passport may submit a copy of their birth certificate.

Maintenance of Status

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

1. Be a full-time student (ESL students must be

scheduled for a minimum of 18 hours per week)

2. Maintain Satisfactory Academic Progress (SAP).
3. Report changes in address or legal name within 10 calendar days of the change. A Designated School Official (DSO) must be notified.
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. Keep a valid passport and Form I-94 at all times.

Payment and Payment Plans

Students pay tuition according to the options outlined below:

1. One Payment: 100 percent of a course's tuition is due no later than the end of add-drop period.
2. Two Payment: tuition is payable in two equal installments. The first installment is due by the end of add-drop period of week one of the term. The second payment is due by Saturday of week four of the term.

Institutional Refund Policy

University of the Potomac adheres to the refund policy as published in this catalog. This refund policy is in accordance with the guidelines prescribed by the District of Columbia and other states as noted in the enrollment agreement or addenda, and by the Department of Education.

Students shall have the option to withdraw from the school at any time by giving notice of their intent to terminate enrollment in writing. In the absence of the student giving written notification, a student is dismissed after 14 consecutive calendar days from the last date of attendance, or upon the failure to return from an approved Leave of Absence.

All fees are non-refundable. The institutional refund policy generally allows the institution to earn 100% of the institutional charges from students who complete 60% or more of the semester. The student's withdrawal date is the date the institution determined the student was no longer attending. The institution takes 14 days from the last date of attendance to make the determination that the student was no longer attending.

If applicable, refunds to agencies, private loans, scholarships, and to the student will be made within 30 days of the date the student is determined to have withdrawn. Notification will be sent to the students of all refunds made.

Although the staff cannot advise students on when to withdraw from their program the students are encouraged to become familiar with the refund policies, make their own decisions and take the appropriate actions.

Upon request, the institution will make readily available to enrolled and prospective students copies of this Institutional Refund Policy.

Tuition Refund	
Last date of attendance as a percent of the payment period for which the student was obligated	Portion of tuition and fees obligated and paid to be returned
Less than 10%	100% refund
10% up to but not including 20%	80% refund
20% up to but not including 30%	60% refund
30% up to but not including 40%	40% refund
40% up to but not including 60%	20% refund
60% or more	No refund

Refund will be submitted by the same method the original payment was made. Student will be notified of all refunds made.

International Student Refund Policy

A student who has been denied a visa to enter the United States to study at the University of the Potomac may apply for a refund of the enrollment deposit. Supporting documentation must be provided with the application and no other reason will be accepted for providing a refund. The refund application deadline for international students is 15 days prior to the start of their first session. Refund processing may take up to 30 days.

FINANCIAL ASSISTANCE

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

Grants

Workforce Innovation and Opportunity Act (WIOA) Training Voucher is a training grant for unemployed or low-income students. State and local agencies determine eligibility and administer this funding.

Code of Student Conduct

University of the Potomac's code of conduct defines the rights and responsibilities of students and establishes a structure by which to hold students accountable for violations of the code and other rules and regulations of the University. University of the Potomac expects its students to conduct themselves as business professionals as they progress toward their goals of academic achievement and career success. Conduct subject to disciplinary action includes, but is not limited to, the following:

1. Academic dishonesty such as cheating, fabrication and plagiarism.
2. Forgery, alteration and/or misuse of University documents, financial instruments, or identification cards with intent to defraud.

3. Unprofessional conduct, such as, but not limited to:
 - i. Obstructing or acting in a manner disruptive or disturbing to the normal educational functions of the University, administration of the University, disciplinary procedures or other authorized activities on University property;
 - ii. Disrespect of or insubordination to University personnel;
 - iii. Use of oral or written profanity;
 - iv. Physical and/or psychological abuse or the threat of such abuse of any person on or in the vicinity of University property or at University-sponsored or University-supervised functions, or conduct that threatens or endangers the health or safety of any such person; or
 - v. Sexual harassment of other students, faculty, or staff.
4. Misuse of University property, such as, but not limited to:
 - a. Unauthorized use of, damage to, theft or seizure of any property or facilities of the University, or located within the boundary of University premises, threat to do so, or refusal to depart from any property or facilities of the University upon direction by officials or other persons authorized to represent the University;
 - b. Littering, defacing, destroying, or damaging property of the University or property under its jurisdiction;
 - c. Unauthorized entry into, presence in, or use of any University building or facility;
 - d. Violation of the computer use policy; or
 - e. Violation of the University's policy on solicitation and sales.
5. Improper use of resource center materials, including damage to materials and failure to return materials when due.
6. Alcohol and drug violations, such as, but not limited to:
 - a. Use of alcoholic beverages, including the purchase, consumption, possession, or sale of such items on campus property;
 - b. Possession, use, sale, or distribution of any type of drugs for illegal purposes; or
 - c. Violation of the University's policy pertaining to smoking.
7. Criminal activity and violent or dangerous behavior, such as, but not limited to:
 - a. Violation of any local, state, or federal law;
 - b. Possession on University property or at any University activity of weapons, such as knives, firearms, or any dangerous chemical or explosive elements or their component parts;
 - c. Physical detainment or restraint of another person or the removal of such person from any place where he and/or she is authorized to remain or to in any way obstruct the free movement of persons on University premises or at University activities;
 - d. Threatening of any member of the University of the Potomac community;
 - e. Tampering with fire protection apparatus or failure to comply with emergency evacuation procedures;
 - f. Gambling or holding of a raffle or lottery on University premises; or
 - g. Participation in unauthorized and/or disorderly assembly or incitement of a riot.
8. Other violations.
 - a. Violation of any other University rule or policy not contained in official publications but announced by a University official or other person authorized by the President or Chief Operating Officer (COO).
 - b. Willful encouragement of others to commit any of the acts herein prohibited.

Sanctions

The following sanctions may be imposed:

- **Warning:** An oral or written statement to a student that he/she is violating or has violated University rules and may be subject to more severe disciplinary action.
- **Probation:** Exclusion from the participation in privileges or activities set forth by the University, including the holding of any office, for a specified period of time.
- **Interim Suspension:** If, in the opinion of the President, COO and/or the Disciplinary Committee, the presence of a student poses a serious threat to others, the President or his designee may, pending a hearing, suspend the student immediately. In such a situation, a hearing shall be held at the earliest reasonable time.
- **Suspension:** Exclusion from the University (to include classes and other University related activities) for a definite period of time. If a student, while on suspension, violates the Code of Conduct while on University property or in relation to a University-sponsored activity, he/she shall be subject to further discipline in the form of dismissal or expulsion.
- **Dismissal:** Termination of student status for an indefinite period. The conditions of readmission, if any, will be stated in the order of dismissal. If a dismissed student violates the Code of Conduct while on University property or in relation to a University-sponsored activity, he/she shall be subject to further discipline in the form of expulsion.
- **Expulsion:** Permanent termination of student status without possibility of readmission to any campus of the University.
- **Revocation of Degree:** If, in the opinion of the President, COO and/or the Disciplinary Committee, a student has committed gross violations of the University's Academic Integrity and Ethics Policy, the President or his designee may, after a hearing, revoke a student's degree.
- **Restitution:** In addition to any of the above sanctions, reimbursement for damage to or misappropriation of property may be required. This may take the form of appropriate services or other compensation.

Disciplinary Procedures (Non-Academic)

A warning or probation may be administered by the President, CEO or designee without further consultation.

All cases involving suspension, dismissal, expulsion, revocation of degree or restitution of students are referred by the President, CEO or designee to the Academic Dean or designee, who convenes a Disciplinary Committee for a hearing.

Any academic or administrative official, faculty member, or student may file a complaint with the Academic Dean or designee against any student for violations of University policies and procedures.

1. Written notice will be given to a student charged with violating the policies set out in this document.
2. If a student requests a hearing, the Academic Dean or designee will schedule a disciplinary hearing via teleconference, giving the student reasonable time to prepare

his/her defense. If the student does not request a hearing, the Academic Dean or designee will still convene the Disciplinary Committee, who will make a written determination, which the student may petition for appeal within ten working days following receipt of the decision.

3. A written decision is issued within ten working days after the hearing.
4. The student is advised in writing of appeal procedures.
5. The student may petition for appeal within ten working days of receipt of the decision by writing a letter to the Academic Dean or designee. The appeal must outline the reasons the student objects to the decision of the Disciplinary Committee and provide any written evidence supporting the student's position. The Academic Dean or designee forwards the student's petition for appeal, along with the summary of the disciplinary hearing and the Disciplinary Committee's written decision, to the President, who reviews all evidence and issues a written decision within thirty days. The decision of the President is final. The University does not accept further appeals from the student. Procedures for Dealing with Disruptive Behavior

If a student's behavior, in addition to disrupting an instructional area, presents a threat to the safety of those present, the instructor should:

1. Order the student to stop the disruptive behavior and leave the area.
2. Call, or assign someone to call, the police to remove, and if necessary, arrest the student.
3. Notify the Academic Dean or designee and file a charge under the Code of Conduct.
4. If the instructor feels that the student's presence at the University presents an immediate threat to the safety of the University community, the instructor should request through the Academic Dean or designee that the student be placed on interim suspension.
5. A student on suspension is required to meet with the Academic Dean or designee prior to being permitted to return to class. The meeting is held at the earliest time practicable, but in no event later than three working days subsequent to the instructor's action. The meeting is informal in nature. The official conducting the meeting seeks to determine whether the student should be permitted to return to class or should be excluded pending resolution of the matter, and provides the student with an explicit warning as to the consequences of any future disruption. The instructor should also be present unless specifically excused for good cause by the Academic Dean or designee.

First Violation

The first time a particular student causes a disruption, the instructor, depending on the seriousness of the infraction, should:

- Order the student to immediately stop the disruptive behavior and give the student a verbal warning.
- Make written note of the warning for the instructor's files, and
- Talk with the student after class to explain the consequences of any further disruption.

Second Violation

The second time a particular student causes a disruption, the instructor, depending on the seriousness of the infraction, should:

- Inform the student of the infraction and order the student to leave the instructional area.
- If the student leaves voluntarily, the instructor shall permit the student to return the next class period. If the student refuses to leave, the instructor shall advise the student that the failure to leave voluntarily renders the student liable for immediate suspension, dismissal, or expulsion as well as criminal prosecution for trespassing. If the student still refuses to leave, the instructor shall call, or assign someone to call, the police to remove, and if necessary, arrest the student.
- If the student refused to leave, the instructor must file a charge under the Code of Conduct, and unless interim suspension has been imposed, the student will be required to meet with the Academic Dean or designee or the Academic Dean prior to being permitted to return to class. The meeting is held at the earliest time practicable, but in no event later than three working days subsequent to the instructor's action. The meeting is informal in nature. The official conducting the meeting seeks to determine whether the student should be permitted to return to class or should be excluded pending resolution of the matter, and provides the student with an explicit warning as to the consequences of any future disruption. The instructor should also be present unless specifically excused for good cause by the Academic Dean or designee.

Third Violation

The third time a particular student causes a disruption, the instructor, depending on the seriousness of the infraction, shall:

- File a charge under the code of conduct (mandatory).
- Inform the student of the infraction and order the student to leave the instructional area. If the student still refuses to leave, the instructor shall call, or assign someone to call, the police to remove, and if necessary, arrest the student.
- Notify the Academic Dean or designee and bar the student from attending further classes until the matter has been resolved. The student is required to meet with the Academic Dean or designee prior to being permitted to return to class. The meeting is held at the earliest time practicable, but in no event later than three working days subsequent to the instructor's action. The meeting is informal in nature. The official conducting the meeting seeks to determine whether the student should be permitted to return to class or should be excluded pending resolution of the matter, and provides the student with an explicit warning as to the consequences of any future disruption. The instructor should be present unless specifically excused for good cause by Academic Dean or designee. The conditions for readmission to class, if permitted at all, are determined by the Academic Dean or designee and communicated to the instructor.

STUDENT AND RETENTION SERVICES

The Department of Student and Retention Services focuses on student success and ensuring a quality educational experience at University of the Potomac. They work collaboratively with students, faculty, community members, administration and staff to create a culture that challenges students intellectually and supports them academically while enhancing their personal discovery, learning and engagement.

In partnership with members of the campus community, Student and Retention Services department promotes efforts to achieve educational equity and multiculturalism. It strives to improve retention and graduation rates of Potomac students, while empowering them to develop skills that assist them in making effective educational and career decisions and help them achieve personal and professional success. Staff at University of the Potomac is committed to guiding students through their academic discovery of unique gifts and talents and how they choose to integrate them into meaningful lives. The Department maintains regular weekly office hours. Appointments can be scheduled in advance and the office also operates on a "drop-in" basis.

Student Services supports students throughout their lifecycle at UOTP. It is a resource that helps move students toward program completion. After initial enrollment, students attend New Student Orientation to acclimate them to school procedures and provide information they will need to succeed at UOTP. Students placed on academic warning or probation may receive advice and encouragement to improve academic performance. This office handles general appeals, and various student requests. After program completion, Student Services assists in organizing the graduation.

New Student Orientation

New students are required to attend an orientation session prior to the start of their first semester. The orientation session familiarizes new students with the University's academic policies, teaching philosophies, curriculum and related services, including the online learning management system (LMS). Orientation is mandatory. Dedicated faculty and staff throughout the University are committed to developing valuable programs that prepare students with knowledge, skills and tools to achieve ultimate success in their university and educational careers. New Student Orientation helps students:

- Navigate the campus and identify available resources.
- Identify the University's academic advisors.
- Facilitate connections with other students, faculty and staff.
- Navigate the Learning Resource Center to take advantage of its offerings.
- Learn about academic expectations and intellectual opportunities.
- Become knowledgeable about Potomac's history and contributions to local and global communities.
- Understand the meaning and importance of getting involved and becoming a proud member of the Potomac

community.

- Appreciate the diversity of culture, opportunities and experiences at Potomac.
- Navigate the Student Portal and familiarize themselves with the University facilities, student parking and public transportation and student finance options
- Understand the grading system and the satisfactory academic progress requirements.

New students are required to complete the Policy and Procedure Form and the Computer Usage and Electronic Communication Policy Form indicating they have reviewed required guidelines set forth by the University and officiating agencies.

Student Activities

Student Services executes a variety of University-sponsored student activities throughout the year including seminars, guest-speaker presentations, movie night, and volunteering opportunities.

Academic Integrity and Ethics

The goal of the Academic Integrity and Ethics Policy is to provide assurance that each student is able to work in an atmosphere free of intellectual dishonesty. Breaches of the Academic Integrity and Ethics Policy may result in course failure and/or dismissal from the University. Academic dishonesty may take many forms, and each is considered a serious offense. The more common forms of academic dishonesty are:

- Cheating
 - Cheating includes the intentional giving or receiving (or attempts thereof) of any assistance not authorized in advance by an instructor, including the use of notes, copying or prior knowledge of examination materials.
- Fabrication
 - Fabrication includes the falsification or invention of any information for inclusion in a written paper or project.
- Plagiarism
 - Plagiarism includes the use or representation of the thoughts, ideas, or words of another as one's own work in any assignment including the paraphrasing of information, the duplication of an author's words or ideas without identifying the source, and the failure to cite quoted material properly.
- Duplication of Materials
 - Academic integrity extends to the appropriate duplication of the materials of others that are under copyright protection. Faculty and students are required to comply with all copyright restrictions in the use of materials within the classroom and in reports and presentations.
 - Students, faculty, and staff must also be cognizant of and avoid copyright infringement. Copyright infringement is using someone else's ideas or material, which may include a song, a video, a movie clip, a piece of visual art, a photograph, and other creative works, without authorization or compensation, if compensation is appropriate. The use of copyright material without permission is against federal law, and penalties may include fines and/or imprisonment.

As a consequence of expanded availability of digitized files and computing, peer-to-peer file sharing has become commonplace. However, making copyrighted material available to others using file sharing networks (e.g., Shareaza, Kazaa, BitTorrent, eMule, or the like) is also prohibited by University of the Potomac and is considered copyright infringement. In addition to the aforementioned potential for federal penalties, University of the Potomac reserves the right to revoke the Information Technology privileges of those using or contributing to the use of file sharing networks to either access or provide use of or access to copyrighted material.

The concept of "Fair Use" applies, and the limited reproduction of copyrighted works for teaching and research purposes may be permitted. Multiple copies for classroom use may be produced provided the copies are not sold or distributed beyond classroom use and provided such duplication is specifically for a direct educational purpose. This statement does not restrict the limited duplication of copyrighted materials through the University's purchased online databases. Should questions exist regarding the duplication of materials, academic advice should be sought before materials are copied.

Faculty and students may face civil or criminal charges if they are found to be illegally printing and/or downloading copyrighted material.

While intent is a component of academic dishonesty, a lack of knowledge of the specifics as to what constitutes a violation of the University's standards is not accepted as an excuse. Any questions regarding the specific application of the Academic Integrity Policy should be directed to an instructor.

In cases involving charges of academic dishonesty made either by an instructor or another student, the instructor shall present the evidence in the case to the Academic Dean, or Academic Dean or designee, as appropriate. If there is any sound reason for believing that there has been an act of academic dishonesty, the Academic Dean or designee consults with the student involved. The Academic Dean or designee imposes the appropriate penalty and notifies the student in writing. The student, in writing, will acknowledge the penalty. At a minimum, a grade of "F" is assigned to any assignment, paper or test on which a violation of the Academic Integrity Policy has occurred. Repeated violations may result in the student being dismissed from the institution.

ENGLISH AS A SECOND LANGUAGE

University of the Potomac offers three ESL Certificate Programs:

Introduction to English as a Second Language Program

Total credits: 45. Levels: 1 & 2

Intermediate English as a Second Language Program

Total credits: 45. Levels: 3 & 4

Test Preparation English as a Second Language Program

Total credits: 45. Levels: 5 & 6

Programs/Courses of Study

Introduction to English as a Second Language Program

Level 1 Courses

ELPG-010 Beginning Listening and Speaking	3
GRAM-010 Beginning Grammar I	2.5
ELPG-011 Beginning Reading	3
GRAM-011 Beginning Grammar II	2.5
ELPG-012 Beginning Writing	3
GRAM-012 Beginning Grammar III	2.5
3 Language Immersion Labs – 2 credits Each	6

Total credits: 22.5

Level 2 Courses

ELPG-020 Intermediate Listening and Speaking	3
GRAM-020 Intermediate Grammar I	2.5
ELPG-021 Intermediate Reading	3
GRAM-021 Intermediate Grammar II	2.5
ELPG-022 Intermediate Writing	3
GRAM-022 Intermediate Grammar III	2.5
3 Language Immersion Labs – 2 credits Each	6

Total credits: 22.5

Intermediate English as a Second Language Program

Level 3 Courses

ELPG-030 High Intermediate Listening and Speaking	3
GRAM-030 High Intermediate Grammar I	2.5
ELPG-031 High Intermediate Reading	3
GRAM-031 High Intermediate Grammar II	2.5
ELPG-032 High Intermediate Writing	3
GRAM-032 High Intermediate Grammar III	2.5
3 Language Immersion Labs – 2 credits Each	6

Total credits: 22.5

Level 4 Courses

ELPG-040 Advanced Listening and Speaking	3
GRAM-040 Advanced Grammar I	2.5
ELPG-041 Advanced Reading	3
GRAM-041 Advanced Grammar II	2.5
ELPG-042 Advanced Writing	3
GRAM-042 Advanced Grammar III	2.5
Language Immersion Labs – 2 credits Each	6

Total credits: 22.5

Test Preparation English as a Second Language Program

Level 5 Courses

ELPT-050 Academic Preparation Listening and Speaking	3
GRAM-050 Academic Preparation Grammar I	2.5
ELPT-051 Academic Preparation Reading	3
GRAM-051 Academic Preparation Grammar II	2.5
ELPT-052 Academic Preparation Writing	3
GRAM-052 Academic Preparation Grammar III	2.5
ELPT-053 Gateway to Standardized Testing	3
GRAM-053 Test Preparation Grammar I	2.5
4 Language Immersion Labs – 2 credits Each	8

Total credits: 30

Level 6 Courses

ELPT-064 IELTS™ Testing Practice	3
GRAM-064 Test Preparation Grammar II	2.5
ELPT-065 TOEFL Testing Practice	3
GRAM-065 Test Preparation Grammar III	2.5
2 Language Immersion Labs – 2 credits Each	4

Total credits: 15

Business English Concentration Courses

ELPA-102 Introduction to Communication in a Global Society	3
GRAM-102 Communication Skills for Business	2.5
ELPA-104 Business Communication and Correspondence	3
GRAM-104 Writing Skills for Business	2.5
ELPA-106 Introduction to Public Speaking	3
GRAM-106 Vocabulary for Business 1	2.5
ELPA-109 Foundations of Digital Marketing	3
GRAM-109 Vocabulary for Business 2	2.5
ELPA-203 Global Marketing Strategies	3
GRAM-203 Grammar for Business 1	2.5
ELPA-204 Applied Business Communication Capstone	3
GRAM-204 Grammar for Business 2	2.5
6 Language Immersion Labs – 2 credits Each	12

Total credits: 45

Course Description

Level 1 Courses

ELPG-010 Beginning Listening and Speaking - 3 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.

GRAM-010 Beginning Grammar 1 – 2.5 credits

This course is designed to provide students with instruction and practice of grammar points necessary for effective oral and written communication within academic settings. The course includes in-depth analysis of the passive voice, conditionals, and indirect speech and embedded questions. By the end of the course students are able to use the highlighted grammatical structures accurately in oral and written communication for academic purposes.

ELPG-011 Beginning Reading - 3 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.

GRAM-011 Beginning Grammar II – 2.5 credits

This course is designed to provide students with instruction and practice of grammar points necessary for effective oral and written communication within academic settings. The course includes in-depth analysis of the passive voice, conditionals, and indirect speech and embedded questions. By the end of the course students are able to use the highlighted grammatical structures accurately in oral and written communication for academic purposes.

ELPG-012 Beginning Writing - 3 credits

The goal of ELP 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.

GRAM-012 Beginning Grammar 3 – 2.5 credits

This course is designed to provide students with instruction and practice of grammar points necessary for effective oral and written communication within academic settings. The course includes in-depth analysis of the passive voice, conditionals, and indirect speech and embedded questions. By the end of the course students are able to use the highlighted grammatical structures accurately in oral and written communication for academic purposes.

3 Language Immersion Labs Required - 2 credits each (6 credits total).

Level 2 Courses

ELPG-020 Intermediate Listening and Speaking - 3 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.

GRAM-020 Intermediate Grammar 1 – 2.5 credits

This course is designed to provide intermediate English language students with instruction and practice of grammar points necessary for effective oral and written communication. Featured grammar points include descriptive adjectives, prepositions, and nouns, determiners and pronouns. Each point is introduced within authentic, real world context. Students have multiple opportunities to practice application of the grammar points in speaking and writing within interactive,

collaborative settings.

ELPG-021 Intermediate Reading - 3 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 connections 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.

GRAM-021 Intermediate Grammar II – 2.5 credits

This course is designed to provide intermediate English language students with instruction and practice of grammar points necessary for effective oral and written communication. Featured grammar points include descriptive adjectives, prepositions, and nouns, determiners and pronouns. Each point is introduced within authentic, real world context. Students have multiple opportunities to practice application of the grammar points in speaking and writing within interactive, collaborative settings.

ELPG-022 Intermediate Writing - 3 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.

GRAM-022 Intermediate Grammar II – 2.5 credits

This course is designed to provide intermediate English language students with instruction and practice of grammar points necessary for effective oral and written communication. Featured grammar points include descriptive adjectives, prepositions, and nouns, determiners and pronouns. Each point is introduced within authentic, real world context. Students have multiple opportunities to practice application of the grammar points in speaking and writing within interactive, collaborative settings.

3 Language Immersion Labs Required - 2 credits each (6 credits total).

Level 3 Courses

ELPG-030 High Intermediate Listening and Speaking - 3 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.

GRAM-030 High Intermediate Grammar 1 – 2.5 credits

This course is designed to provide high intermediate English language students with instruction and practice of grammar points necessary for effective oral and written communication. Featured grammar points include comparative and superlative adjectives, gerunds and infinitives, and clauses and conjunctions. Each point is introduced within authentic, real world context. Students have multiple opportunities to practice application of the grammar points in speaking and writing within interactive, collaborative settings.

ELPG-031 High Intermediate Reading - 3 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.

GRAM-031 High Intermediate Grammar 2 – 2.5 credits

This course is designed to provide high intermediate English language students with instruction and practice of grammar points necessary for effective oral and written communication. Featured grammar points include comparative and superlative adjectives, gerunds and infinitives, and clauses and conjunctions. Each point is introduced within authentic, real world context. Students have multiple opportunities to practice application of the grammar points in speaking and writing within interactive, collaborative settings.

ELPG-032 High Intermediate Writing - 3 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.

GRAM-032 High Intermediate Grammar 3 – 2.5 credits

This course is designed to provide high intermediate English language students with instruction and practice of grammar points necessary for effective oral and written communication. Featured grammar points include comparative and superlative adjectives, gerunds and infinitives, and clauses and conjunctions. Each point is introduced within authentic, real world context. Students have multiple opportunities to practice

application of the grammar points in speaking and writing within interactive, collaborative settings.

3 Language Immersion Labs Required - 2 credits each (6 credits total).

Level 4 Courses

ELPG-040 Advanced Listening and Speaking - 3 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.

GRAM-040 Advanced Grammar I – 2.5 credits

This course is designed to provide advanced level students with instruction and practice of grammar points necessary for effective oral and written communication. The course features the passive voice, relative clauses, conditionals and conjunctions introduced within authentic context. Students often work in pairs and in small groups in order to apply mastered grammar points in speaking and writing.

ELPG-041 Advanced Reading - 3 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.

GRAM-041 Advanced Grammar II – 2.5 credits

This course is designed to provide advanced level students with instruction and practice of grammar points necessary for effective oral and written communication. The course features the passive voice, relative clauses, conditionals and conjunctions introduced within authentic context. Students often work in pairs and in small groups in order to apply mastered grammar points in speaking and writing.

ELPG-042 Advanced Writing - 3 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.

GRAM-042 Advanced Grammar III – 2.5 credits

This course is designed to provide advanced level students with instruction and practice of grammar points necessary for effective oral and written communication. The course features the passive voice, relative clauses, conditionals and conjunctions introduced within authentic context. Students often work in pairs and in small groups in order to apply mastered grammar points in speaking and writing.

3 Language Immersion Labs Required - 2 credits each (6 credits total).

Level 5 Courses

ELPT-050 Academic Preparation Listening and Speaking- 3 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, 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 a variety of settings and to raise their scores on the listening and speaking sections of the TOEFL, IELTS™, and other similar exams.

GRAM-050 Academic Preparation Grammar I – 2.5 credits

This course is designed to provide students preparing to transition to university-level studies with instruction and practice of grammar points necessary for effective oral and written communication within academic settings. The course includes in-depth analysis of the passive voice, conditionals, and indirect speech and embedded questions. By the end of the course students are able to use the highlighted grammatical structures accurately in oral and written communication for academic purposes.

ELPT-051 Academic Preparation Reading - 3 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, IELTS™, and other similar tests.

GRAM-051 Academic Preparation Grammar II – 2.5 credits

This course is designed to provide students preparing to transition to university-level studies with instruction and practice of grammar points necessary for effective oral and written communication within academic settings. The course includes in-depth analysis of the passive voice, conditionals, and indirect speech and embedded questions. By the end of the course students are able to use the highlighted grammatical structures accurately in oral and written communication for academic purposes.

ELPT-052 Academic Preparation Writing - 3 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, IELTS™, and other similar tests.

GRAM-052 Academic Preparation Grammar III – 2.5 credits

This course is designed to provide students preparing to transition to university-level studies with instruction and practice of grammar points necessary for effective oral and written communication within academic settings. The course includes in-depth analysis of the passive voice, conditionals, and indirect speech and embedded questions. By the end of the course students are able to use the highlighted grammatical structures accurately in oral and written communication for academic purposes.

ELPT-053 Gateway to Standardized Testing - 3 credits

This course provides an overview of standardized testing in academic settings and introduces students to the IELTS™ and TOEFL 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 and IELTS™ Testing Practice courses that feature rigorous practice for standardized testing and academic study.

GRAM-053 Test Preparation Grammar I – 2.5 credits

This course is designed to provide students preparing to take standardized college entrance exams with an opportunity to practice supporting grammar, vocabulary, and study skills necessary for standardized testing and academic study. The course features a review of key grammatical structures as well as vocabulary study skills. Additionally, students practice

essential test preparation skills such as notetaking, paraphrasing, and summarizing.

4 Language Immersion Labs Required - 2 credits each (8 credits total).

Level 6 Courses

ELPT-064 IELTS™ Testing Practice - 3 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.

GRAM-064 Test Preparation Grammar II – 2.5 credits

This course is designed to provide students preparing to transition to university-level studies with instruction and practice of grammar points necessary for effective oral and written communication within academic settings. The course includes in-depth analysis of adjective clauses, adverbs, noun clauses, conditionals and the subjunctive. By the end of the course students are able to use the highlighted grammatical structures accurately in oral and written communication for academic purposes.

ELPT-065 TOEFL Testing Practice - 3 credits

This course is designed to provide timed practice in four language areas measured by the TOEFL 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 test in order to recreate the experience of taking complete tests. It is suggested that students take the TOEFL test as soon as possible following the completion of this course.

GRAM-065 Test Preparation Grammar III – 2.5 credits

This course is designed to provide students preparing to transition to university-level studies with instruction and practice of grammar points necessary for effective oral and written communication within academic settings. The course includes in-depth analysis of adjective clauses, adverbs, noun clauses, conditionals and the subjunctive. By the end of the course students are able to use the highlighted grammatical structures accurately in oral and written communication for academic purposes.

2 Language Immersion Labs Required - 2 credits each (4

credits total).

Business English Concentration Courses

ELPA-102 Introduction to Communication in a Global Society – 3 credits

This course is designed to introduce students to the impact of new technologies on business communication within globalization. The course will help students acquire vital skills using the internet and social media as a foundation for implementing communication strategies. Students will practice e-business correspondence and social media interaction through a variety of case studies. The course will include marketing elements and assist students in presenting their branding solutions for products or services. Students will learn how to employ social media to succeed in a global business arena, personally.

GRAM-102 Communication Skills for Business – 2.5 credits

This course is designed to allow students to master their negotiation techniques needed for a business environment. By the end of the course students will learn characteristics of effective negotiators. Students will be asked to demonstrate skills in practical exercises intended to build their self-confidence to negotiate effectively and concisely.

ELPA-104 Business Communication & Correspondence - 3 credits

This course is designed to help students acquire essential written and oral skills needed in business and professional settings. Students will learn how to write business communications such as e-mails, memos, letters, resumes and reports utilizing business and academic writing techniques including drafting, proofreading, and revising. In addition, students are taught oral skills such as effective interviewing strategies and responding to common interview questions. This course also introduces students to the key components of a business plan and incorporates an overview of grammar, mechanics, structure, and formatting.

GRAM-104 Writing Skills for Business – 2.5 credits

This course is designed to allow students to master their business writing skills needed for developing and maintaining professional relationships in the contemporary business environment. By the end of the course students will learn principles and characteristics of effective business writing. Students will be asked to demonstrate skills in practical exercises intended to build confidence in their ability to write clearly and concisely.

ELPT-106 Introduction to Public Speaking – 3 credits

Interviews, presentations, negotiations, dialogs, and technical exchanges are common forms of business communication. Students learn how to orally communicate their ideas across to others in business situations. Insight into audience analysis, appropriate terminology and vocabulary and qualified support of information needed to plan a professional presentation is provided. Many opportunities are available to prepare and organize written and outline versions of effective speeches, deliver them before the class as well as receive constructive criticism from classmates and the instructor. In this course,

students will have hands-on experience with computer-generated graphics and understand presentation ethics.

GRAM-106 Vocabulary for Business I – 2.5 credits

This course is designed to provide students with essential vocabulary of business areas such as human resources, quality, strategy, logistics, IT, marketing, finance, corporate responsibility and the global economy. The emphasis is on language related to today's important, and sometimes controversial, business issues.

ELPA-109 Foundations of Digital Marketing – 3 credits

The objective of this course is to teach the significance of communicating with a social media audience and consequently, the divergences between writing and editing for the social media on the Web and other media. Students are taught reading comprehension for writing and editing for the Web and how to 'chunk' large amounts of information to increase readability. They will learn how to effectively use the Web for research and the importance of sources other than the Web.

GRAM-109 Vocabulary for Business II – 2.5 credits

This course is designed to provide students with essential vocabulary of business areas such as human resources, quality, strategy, logistics, IT, marketing, finance, corporate responsibility and the global economy. The emphasis is on language related to today's important, and sometimes controversial, business issues.

ELPA-203 Global Marketing Strategies – 3 credits

This course is for those who have mastered basic aspects of writing content for social media. This course will teach concepts of planning and implementing online and social media tactics and strategies. The use of tables, lists, sidebars, as well as hardware and software concepts are introduced. Students learn to write for search engines including researching search terms, using key terms, understanding balanced repetition, and maintaining readability and credibility. Students learn to use social media for business purposes.

GRAM-203 Grammar for Business I – 2.5 credits

This course is designed to provide students with a thorough review of essential grammar points in the context of business. The course includes business talk and writing for business extensions that allow students to apply the featured grammar points to a variety of situations that are the basis of business communication.

ELPA-204 Applied Business Communication – 3 credits

This course is an introduction to the basic concepts and standards underlying preparing and presenting investment pitch deck presentations in the classic 10 Slide Investor Pitch Deck format in MS PowerPoint format. Students will have an opportunity to work in groups and independently to prepare various blocks of presentation. Students will be presenting and describing their ideas in the way entrepreneurs would pitch their ideas to prospective investors.

GRAM-204 Grammar for Business II – 2.5 credits

This course is designed to provide students with a thorough review of essential grammar points in the context of business. The course includes business talk and writing for business extensions that allow students to apply the featured grammar points to a variety of situations that are the basis of business communication.

6 Language Immersion Labs Required - 2 credits each (12 credits total).

Language Immersion Labs

Language Immersion Labs are special purpose courses that focus on learning English in select fields.

ABC-B08 Creating a Business Plan - 2 credits

Learn the essential steps in developing effective business plans. Market research, product development, management teams, and profit/loss analysis are just some of the topics covered.

ABC-B09 Business Publications - 2 credits

In this lab students will use readings from current business publications in order to facilitate conversations about important issues in international business, global finance and monetary policy. The publications used include The Wall Street Journal, The Economist, and Crain's Chicago Business.

ABC-B11 Business Communication Publications - 2 credits

This lab develops written and oral communication skills that are useful in a wide range of business situations. The lab also includes readings from current business publications in order to facilitate conversations about important issues in international business.

ABC-B12 Personal Finance - 2 credits

In this lab students will have an opportunity to learn about budgets, financial literacy, financial health and credit worthiness. We will learn about the power of money and how it affects your personal finances and budgeting.

ABC-B13 Business Information Systems - 2 credits

This lab gives students an opportunity to develop written and oral communication skills while learning Information Systems topics that are useful in a wide range of personal and business situations. The lab also includes readings from various web sources in order to familiarize students with the latest technology.

ABC-B15 Project Management Basics - 2 credits

This lab introduces students to fundamental concepts of planning and executing projects. We will identify factors that lead to project success and learn how to plan, analyze, and manage projects. Students will also learn essential vocabulary associated with project management principles.

ABC-B16 Small Business Administration - 2 credits

This language immersion lab introduces students to fundamental concepts of planning and executing small business projects. We will identify factors that lead to project

success and learn how to plan, analyze, and manage projects. Students will also learn essential vocabulary associated with small business administration principles.

ABC-B17 Marketing in a Digital World - 2 credits

This lab will teach concepts of planning and implementing online and social media tactics and strategies for marketing in a digital world. Students learn about search engines, optimization including researching search terms, using key terms, understanding balanced repetition, and maintaining readability and credibility.

ABC-B18 Social Media for Business Use - 2 credits

The lab enables students to create, collaborate, and communicate; students will evaluate the positive and negative impacts utilizing profiles on Social Media Platforms. Students will explore the possibilities and limitations of social media and will have hands-on experience with several forms of social media technology.

ABC-B19 Entrepreneurship: Launching your Start-Up - 2 credits

Students learn the essential steps in developing effective business plans. Lab includes such topics as market research, product development, management teams, and profit/loss analysis and more.

ABC-B20 Business Ethics in US Corporations - 2 credits

Students study English related to understanding business ethics at American corporations and how small business administration helps the economy.

ABC-B21 Developing your Leadership Skills - 2 credits

Students will learn and evaluate examples of an outstanding impact of leadership on organizational culture, corporate performance and business outcomes. At the end of this course, students should be able to understand what helps you become the most effective leader.

ABC-B22 US Cultures and Social Norms - 2 credits

This lab introduces students to social and cultural norms including personal and business environments which are acceptable in the U.S.

ABC-B23 Intro to Business Vocabulary - 2 credits

Students will examine the types of business-related vocabulary, also known as 'office jargon'. The course will cover useful phrases and terms used in different areas of business. The lab introduces students to fundamental concepts of vocabulary, common words and phrases, with definitions and sample sentences, used in the business world, including verbal and written language. (Part I)

ABC-B24 Business Vocabulary - 2 credits

Students will examine the types of business-related vocabulary, also known as 'office jargon'. The course will cover useful phrases and terms used in different areas of business. The lab introduces students to fundamental concepts of vocabulary, common words and phrases, with definitions and sample sentences, used in the business world, including verbal and written language. (Part II)

ABC-B25 Commonly Used Business English Idioms - 2 credits

In the lab students acquire the most commonly used vocabulary and idioms used in business today and will learn to apply these idioms in real-world business situations. The course will engage in reading and writing practices in addition to oral communication.

ABC-C01 Creating a Website - 2 credits

This lab enables students to learn about various web tools which enable users to create a website. Students will be introduced to critical components of the website design.

ABC-C02 English for Computer Users - 2 credits

Students will be introduced to the types of technology-related vocabulary used on a daily basis by Information Technology professionals and the media covering technology related news.

ABC-C03 Excel - 2 credits

Through lectures and instructor-led practice sessions, students learn Microsoft Excel with emphasis on tools and functions that are most useful in the business environment. This course prepares the student to achieve a basic level of competence in manipulating the standard version of MS Excel. The student will be exposed to the fundamentals of using spreadsheets.

ABC-C05 Intro to Information Technology - 2 credits

This lab will introduce students to the history of the Information Technology industry, from its beginning to the present times. By reading brief articles and participating in group projects and discussions, students will become familiar with the language associated with Information Technology in addition to learning about its pioneers. Topic will include the latest technology development and presenting software applications and/or apps used by students on the daily basis. (Part I)

ABC-C04 Infotech - 2 credits

This lab will introduce students to the history of the Information Technology industry, from its beginning to the present times. By reading brief articles and participating in group projects and discussions, students will become familiar with the language associated with Information Technology in addition to learning about its pioneers. Topic will include the latest technology development and presenting software applications and/or apps used by students on the daily basis. (Part II)

ABC-C08 Presentation Technology - 2 credits

This lab enables students to familiarize themselves with presentations tools allowing create and presentations to engage viewers and communication your ideas to your audience for personal and business use.

ABC-C10 Introduction to Information Security - 2 credits

This lab gives students an opportunity to develop written and oral communication skills while learning Information Security topics that are useful in a wide range of personal and business situations. The lab also includes readings from various web

sources to familiarize students with recently discussed Information Security topics related to cyber-attacks and cyber protection. (Part I)

ABC-C36 Cybersecurity – Cloud Security Basics - 2 credits
This lab gives students an opportunity to develop written and oral communication skills while learning Information Security topics that are useful in a wide range of personal and business situations. The lab also includes readings from various web sources to familiarize students with various Information Security topics related to protecting the cloud-based ecosystem. (Part II)

ABC-C11 Social Engineering and Privacy - 2 credits
This language immersion lab introduces students to a fundamental area of cyber-security covering hackers attempts to attack data sources. Social engineering is the psychological manipulation of people into sharing confidential or private information. This lab will provide students with an opportunity to learn how to protect their information.

ABC-T17 Securing Social Media - 2 credits
This lab gives students an opportunity to develop understanding of social media and how hackers can use social media to collect needed information about users. The lab also includes readings from various web sources in order to familiarize students with recently discussed Social Media Security topics related to cyberattacks and cyber protection.

ABC-C12 Innovations in Technology - 2 credits
The lab will cover use of the latest technology including Artificial Intelligence, Robots, and other the most innovative and potentially game-changing technologies, and how this technology will impact millions of humans in various industries.

ABC-C35 American Issues and Current Events - 2 credits
This lab will provide students with an opportunity to identify and discuss ethical issues related to decisions of small and large US corporations. Students will evaluate and discuss various political and economic influences affecting such decisions. Class discussions will cover corporate social responsibility issues and their effect on a company's image and profitability.

ABC-H01 Hotel and Beverage Management - 2 credits
Food and Beverage lab is designed to familiarize students with language used in common situations within the field of food and beverage management. (Part I)

ABC-H02 Hotel Management - 2 credits
The lab is designed to familiarize students with language used in common situations within the field of hotel management. Students improve their ability to communicate in English as they explore basic principles of customer service, human resources, finance and marketing, as well as practice effective management techniques and problem resolution strategies. (Part II)

ABC-H04 The Travel Industry - 2 credits
The lab is designed to familiarize students with language used

in common situations within the travel industry. Students improve their ability to communicate in English both orally and in writing as they learn how to book packages and individual tours, make car rental and airline reservations, as well as practice effective telephone techniques and problem resolution strategies.

ABC-M01 Health and Nutrition - 2 credits
Through stimulating reading, listening and speaking activities, students will acquire vocabulary related to health, fitness, medicine and nutrition. This is a valuable lab for students who are considering starting a career in the medical field as well as for those who are interested in learning more about their personal health and nutrition.

ABC-M02 Intro to Medical English - 2 credits
Students become familiar with medical vocabulary necessary for learning how to take patient histories, describe symptoms, identify illnesses, read medical documents, and discuss treatment options. This is a valuable lab for students who are considering starting a career in the medical field as well as for those who are interested in learning more about their personal health and bodies.

ABC-M03 Issues in Medicine Today - 2 credits
The lab covers complex medical issues such as beginning of human personhood, informed consent and refusal, diminished decision-making capacity, end-of-life decision making, euthanasia, and the ethics of organ allocation and procurement. Students often work in pairs and in small groups examining and discussing bioethical issues, engaging in informative debates, and analyzing authentic case studies.

ABC-M04 Understanding the Human Body I - 2 credits
It provides students with an introduction to basic anatomy and physiology by focusing on skeletal, muscular, and nervous systems. This lab will also help students develop their vocabularies and critical thinking skills through the study of diagrams, graphs, and readings on physiological processes and common medical disorders. (Part I)

ABC-M05 Understanding the Human Body II - 2 credits
This lab provides students with an introduction to basic anatomy and physiology by focusing on digestive, immune, cardiovascular, respiratory, urinary, and reproductive systems. This lab will also help students develop their vocabularies and critical thinking skills through the study of diagrams, graphs, and readings on physiological processes and common medical disorders. (Part II)

ABC-M06 Healthcare Management - 2 credits
Healthcare Management provides students with an overview of how health care institutions are operated and governed in the United States, the responsibilities of different medical units and staff members.

ABC-M07 Healthy Living In A Changing World - 2 credits
The student will use basic English language concepts to discuss health and nutrition. Students will learn the components of healthy eating, including vitamins and minerals. Students will also discuss popular food dishes around the world.

ABC-T14 Storytelling and Playwriting - 2 credits

In this lab students will have an opportunity to present their stories and write their stories in the 'script for a short play' format. That story should be written down in a special way so that it can be told by several actors working together. (Part I)

ABC-T03 History Through Story and Sound - 2 credits

The history goes back thousands of years. During this lab we will discuss how oral and written stories were transmitted from generation to generation, from community to community, from family to family, in story and sound format. (Part II)

ABC-T05 The Mystery of Verbs and Prepositions - 2 credits

Students will examine a type of vocabulary most often encountered in everyday conversation: phrasal verbs. Students learn the meaning of a phrasal verb, become familiar with when it is used, and then practice using it in a sentence. Students will practice speaking and writing sentences using new phrasal verbs every week in ways that are both fun and engaging.

ABC-T06 American Studies - 2 credits

The lab is designed to familiarize students with common situations within the field of American history, culture and civics. Students learn about pivotal moments in American history and how they connect with citizenship today.

ABC-T07 Law and Safety - 2 credits

This lab gives students an opportunity to understand general guidelines of using emergency and non-emergency services in the United States, including but not limited to police related, fire and/or medical emergencies. Lab will cover additional information needed when communicating to 911 dispatchers, police officers and first responders.

ABC-T09 Poetry - 2 credits

The students will read and listen to a diverse range of poetry and lyrics from different writers to provide a good range of material from which the students can choose. They will explore the play of words, how words transform, transcend, and infuse both chaos and beauty onto our world. They will be introduced to specific terms and concepts like simile, metaphor, rhyme, and mood.

ABC-T10 Better Vocabulary and Better Sentences - 2 credits

Students will examine a type of vocabulary most often encountered in everyday conversation: phrasal verbs. Students learn the meaning of a phrasal verb, become familiar with when it is used, and then practice using it in a sentence. Students will practice speaking and writing sentences using new phrasal verbs every week in ways that are both fun and engaging.

ABC-T11 Critical Thinking - 2 credits

The lab is designed to familiarize students with the basic premises of critical thinking and logical reasoning, as these are skills of extreme importance in today's education and

business. The course will focus on the more practical, rather than theoretical, aspect of these issues, and give students tools to explore and work on their application in their college careers and daily lives.

ABC-T12 Intercultural Communication - 2 credits

The lab is designed to familiarize students with common situations encountered when communicating across cultures on business, educational and personal occasions. The understanding of how cultures work and relate to each other is important in making decisions and contributes to personal and professional success. Students will gain essential techniques they need to ensure they can work effectively with colleagues and business partners.

ABC-T04 English Slang and Idioms - 2 credits

American English speakers use many idioms and expressions on the job and in everyday life. These idioms are as essential to natural sounding English as strong vocabulary, grammar, and pronunciation. (Part I)

ABC-T15 English Slang and Idioms - 2 credits

The primary aim of this course is for students to gain confidence in their ability to listen to and speak English using a variety of informal expressions. Course objectives are based on critical thinking, listening, speaking, vocabulary, grammar and pronunciation. (Part II)

ABC-T16 Government and Policies - 2 credits

This lab will provide students an introduction to local and national government structures, operations, policy, and services.

ABC-T20 Creative Writing - 2 credits

This lab provides students with an opportunity to write and to develop skills as a writer across three genres: poetry fiction and creative non-fiction. (Part I)

ABC-T08 Creative Writing Skills - 2 credits

This lab gives students an opportunity to learn about creating writing. Students will learn ways to get inspired to write. Students will best learn ways to edit their own writing. This lab will allow students to learn professional tips on how to write effectively and where to publish online. (Part II)

ABC-T21 Oral Communication in the Arts I - 2 credits

The human impulse to create art is universal. Art has been a way to communicate beliefs and express ideas about the human experience throughout all stages of civilization and in every region of the world. As cultural documents, works of art provide important insights into past and present cultures, helping us to understand how others have lived and what they valued. (Part I)

ABC-T22 Oral Communication in the Arts II - 2 credits

The human impulse to create art is universal. Art has been a way to communicate beliefs and express ideas about the human experience throughout all stages of civilization and in every region of the world. As cultural documents, works of art provide important insights into past and present cultures, helping us to understand how others have lived and what they

valued. (Part II)

ABC-T23 Introduction to Vocabulary Development - 2 credits

Students will examine vocabulary often used in everyday conversation as well as techniques for learning new vocabulary. They will be introduced to Latin and Greek word parts such as prefixes and suffixes, etymological or root meanings of words. (Part I)

ABC-T24 Vocabulary Development - 2 credits

The course will explore the relationship between synonyms, antonyms, difficult and confusing words to help students derive meaning of new vocabulary from content. They will also be introduced to idioms, proverbs and techniques for remembering words through fun and engaging activities, exercises and exams. (Part II)

ABC-T25 Intro to Verbs and Prepositions - 2 credits

In this lab students will learn to expand their vocabulary, use it in discussion and/or role play and construct dialogues using the idioms learned in class. (Part I)

ABC-T26 Verbs and Prepositions - 2 credits

In this lab students will learn to expand their vocabulary, use it in discussion and/or role play and construct dialogues using the idioms learned in class. (Part II)

ABC-T27 Intro to English Dialects and Colloquialism - 2 credits

In this lab students will familiarize themselves with common spoken expressions, regional dialects and characteristics of specific world regions using English to communicate, specific vocabulary, styles, spelling and proposition. (Part I)

ABC-T19 English Dialect and Colloquialism - 2 credits

In this lab students will familiarize themselves with common spoken expressions, regional dialects and characteristics of specific world regions using English to communicate, specific vocabulary, styles, spelling and propositions. (Part II)

ABC-T18 Creative Writing and Storytelling - 2 credits

MEDICAL ASSISTANT DIPLOMA PROGRAM (MADP)

Total credits: 27

The Medical Assisting Program prepares individuals by developing the necessary skills needed to perform clinical and administrative duties in clinics, urgent care facilities, and other clinical settings. The program is designed to prepare competent entry-level medical assistants in the cognitive (knowledge), psychomotor (skills), and affective (behavior) learning domains. Students will participate in completing 180 hours of unpaid clinical externship under the direct supervision of a physician, clinical evaluator or preceptor. Upon graduation, students are eligible, through the National Center for Competency Testing (NCCT), to take any of the following certification exams:

* National Certified Medical Assistant (NCMA)

* National Certified ECG Technician (NCET)

In this lab students will have an opportunity to apply their abilities in the composition and telling of short stories. Students will practice in groups and individually to write their scripts and to present in the classroom. (Part I)

ABC-T28 Storytelling for Learning - 2 credits

In this lab students will learn to use the narrative tenses appropriately, enhance their speech and writing with descriptive language, convey emotions and suspense with changes in volume and tell personal stories in the first person and third person. (Part II)

ABC-T29 Using Music for Learning - 2 credits

The course aims to look at those questions along with new insights on where, how, and why we listen to music, how music contributes to shaping our identity, how music forms, expresses, and subverts political ideas, and how music affects our norms and values. Students will be expected to collaborate, write, record, and present assignments and a final project that incorporate music.

ABC-T30 Introduction to Basic Coding - 2 credits

This course is covering introduction to computer programming (coding). Students will be introduced to basic understanding of technology terms including, but not limited to operating system, computer language, database, etc.

ABC-T32 Focus on Clear Speech - 2 credits

In this lab students will learn to identify the roots and affixes of English words, decode the meaning of unfamiliar English words by use of contextual clues and distinguish frequently confused words.

ABC-T33 News Reading - 2 credits

In this lab, we will examine how facts and opinions are reported, shared, and interpreted in print, electronic, and social media. Students will also focus on at least one specific story and explore in greater detail how it is interpreted by different groups of people. Students who participate in this class will increase their vocabulary and have the opportunity to practice their reading, listening, and speaking skills.

* National Certified Medical Office Assistant (NCMOA)

* National Certified Phlebotomy Technician (NCPT)

MED-111 - 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.

MED-112 - 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 hands-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.

MED-114 - 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 hands 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.

MED-117 - 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 hands-on objectives and procedures practiced in the school's laboratory.

MED-118 - 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 hands-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.

MED-121 - 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 hands-on objectives and procedures practiced in the school's laboratory.

MED-123 - 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.

MED-126 - 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.

MED-200 - 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 internship.

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

Reporting Period: July 1, 2020 - June 30, 2021

DISCLOSURE REPORTING CATEGORY	Program Name	Medical Assisting Diploma Program	Introduction to English as a Second Language	Intermediate English as a Second Language	Test Preparation English as a Second Language
	CIP Code	51.0801	32.0109	32.0109	32.0109
	SOC Code	31-9092.00			
The number of students who were admitted in the program as of July 1st of this reporting period.	0	6	84	119	
The number of additional students who were admitted in the program during the next 12 months:					
a) New starts	6	6	32	13	
b) Re-enrollments	0	0	0	1	
c) Transfers into the program from other programs at the school	0	0	0	0	
The total number of students admitted in the program.	6	6	32	14	
The number of students enrolled in the program during the 12-month reporting period who:					
a) Transferred out of the program and into another program at the school	0	0	0	0	
b) Completed or graduated from a program.	0	2	5	37	
c) Withdrew from the school	0	2	31	52	
d) Are still enrolled	6	8	80	44	
The number of students enrolled in the program or course of instruction who were:					
a) Placed in their field of study	N/A				
b) Placed in a related field	N/A				
c) Placed out of the field	N/A				
d) Not available for placement due to personal reasons	N/A				
e) Not employed	N/A				
The number of students who took a professional certification examination during the reporting period.					
The number of students who took a professional certification examination during the reporting period.	N/A				
The number of students who took and passed a professional certification examination during the reporting period.					
The number of students who took and passed a professional certification examination during the reporting period.	N/A				
The average starting salary for graduates employed during reporting period.					
The average starting salary for graduates employed during reporting period.	36,000				

STAFF DIRECTORY

Academic Affairs

Dr. Arthur Smith, Dean, Academic Affairs

Dr. Feliks Kravets, Associate Program Manager

Operations

Rosanna DePinto, Campus Director

Crystal Savage, Community Admissions and Business Development

Ezella Montgomery, Registrar

Grace Zwierzchowska, Office Assistant

Finance and Accounting

Tiffany Metts, Finance

Compliance and Institutional Research

Dr. Clinton Gardner, President and Chief Executive Officer

Andrea Ford, Chief Operating Officer

Admissions Department

Yen Au, Assistant Director of Admissions

My Truc Haisler, Assistant Director of Admissions

Student and Retention Services

Khrystyna Tymchuk, Student Services Coordinator

Iwona Rzeznik, Student Services Coordinator

Information Technology & Infrastructure

Mark Jiidee, Director, IT

Anand Kutty, IT Assistant

INSTRUCTORS

Backovic, Sara

Bruhnev, Peter

Brennan, Patrick

Dunleavy, Carolyn

Dworkin, Shoshana

Feldmann, Stephanie

Ibrahim, Shaimaa

Dr. Kravets, Feliks

Lawrence, Trent

Leopoldo, Geraldine

Lowe, Amy

Dr. McCullough, Lynette

Dr. Meno, Alicia

Nieves, Stephanie

Sanders, Melvin

Shirley, Bob

Slaughter, LaRita

Sotak, Eileen

Tate, Shameka

Dr. Tims, Charm

APPENDIX A

Schedule of Tuition: 2020–2021

INTRODUCTION TO ENGLISH AS A SECOND LANGUAGE		\$5,280
ELPG-010	Beginning Listening and Speaking	\$880
GRAM-010	Beginning Grammar I	-
ABC-000	Language Immersion Lab	-
ELPG-011	Beginning Reading	\$880
GRAM-011	Beginning Grammar II	-
ABC-000	Language Immersion Lab	-
ELPG-012	Beginning Writing	\$880
GRAM-012	Beginning Grammar III	-
ABC-000	Language Immersion Lab	-
ELPG-020	Intermediate Listening and Speaking	\$880
GRAM-020	Intermediate Grammar I	-
ABC-000	Language Immersion Lab	-
ELPG-021	Intermediate Reading	\$880
GRAM-021	Intermediate Grammar II	-
ABC-000	Language Immersion Lab	-
ELPG-022	Intermediate Writing	\$880
GRAM-022	Intermediate Grammar III	-
ABC-000	Language Immersion Lab	-

INTERMEDIATE ENGLISH AS A SECOND LANGUAGE		\$5,280
ELPG-030	High Intermediate Listening and Speaking	\$880
GRAM-030	High Intermediate Grammar I	-
ABC-000	Language Immersion Lab	-
ELPG-031	High Intermediate Reading	\$880
GRAM-031	High Intermediate Grammar II	-
ABC-000	Language Immersion Lab	-
ELPG-032	High Intermediate Writing	\$880
GRAM-032	High Intermediate Grammar III	-
ABC-000	Language Immersion Lab	-
ELPG-040	Advanced Listening and Speaking	\$880
GRAM-040	Advanced Grammar I	-
ABC-000	Language Immersion Lab	-
ELPG-041	Advanced Reading	\$880
GRAM-041	Advanced Grammar II	-
ABC-000	Language Immersion Lab	-
ELPG-042	Advanced Writing	\$880
GRAM-042	Advanced Grammar III	-
ABC-000	Language Immersion Lab	-

TEST PREPARATION ENGLISH AS A SECOND LANGUAGE		\$5,280
ELPG-050	Academic Preparation Listening and Speaking	\$880

GRAM-050	Academic Preparation Grammar I	-
ABC-000	Language Immersion Lab	-
ELPT-051	Academic Preparation Reading	\$880
GRAM-051	Academic Preparation Grammar II	-
ABC-000	Language Immersion Lab	-
ELPT-052	Academic Preparation Writing	\$880
GRAM-052	Academic Preparation Grammar III	-
ABC-000	Language Immersion Lab	-
ELPT-053	Gateway to Standardized Testing	\$880
GRAM-053	Test Preparation Grammar I	-
ABC-000	Language Immersion Lab	-
ELPT-064	IELTS™ Testing Practice	\$880
GRAM-064	Test Preparation Grammar II	-
ABC-000	Language Immersion Lab	-
ELPT-065	TOEFL Testing Practice	\$880
GRAM-065	Test Preparation Grammar III	-
ABC-000	Language Immersion Lab	-
BUSINESS ENGLISH CONCENTRATION		\$5,280
ELPA-102	Introduction to Communication in a Global Society	\$880
GRAM-102	Communication Skills for Business	-
ABC-000	Language Immersion Lab	-
ELPA-104	Business Communication and Correspondence	\$880
GRAM-104	Writing Skills for Business	-
ABC-000	Language Immersion Lab	-
ELPA-106	Introduction to Public Speaking	\$880
GRAM-106	Vocabulary for Business I	-
ABC-000	Language Immersion Lab	-
ELPA-109	Foundations of Digital Marketing	\$880
GRAM-109	Vocabulary for Business II	-
ABC-000	Language Immersion Lab	-
ELPA-203	Global Marketing Strategies	\$880
GRAM-203	Grammar for Business I	-
ABC-000	Language Immersion Lab	-
ELPA-204	Applied Business Communication	\$880
GRAM-204	Grammar for Business II	-
ABC-000	Language Immersion Lab	-

Language Immersion Labs	
ABC-B08	Creating a Business Plan
ABC-B09	Business Publications
ABC-B11	Business Communication Publications

ABC-B12	Personal Finance
ABC-B13	Business Information Systems
ABC-B15	Project Management Basics
ABC-B16	Small Business Administration
ABC-B17	Marketing In A Digital World
ABC-B18	Social Media For Business Use
ABC-B19	Entrepreneurship: Launching Your Start-Up
ABC-B20	Business Ethics in US Corporations
ABC-B21	Developing Your Leadership Skills
ABC-B22	US Cultures and Social Norms
ABC-B23	Intro to Business Vocabulary
ABC-B24	Business Vocabulary
ABC-B25	Commonly Used Business English Idioms
ABC-C01	Creating a Website
ABC-C02	English for Computer Users
ABC-C03	Excel
ABC-C05	Intro to Information Technology
ABC-C04	Infotech
ABC-C08	Presentation Technology
ABC-C10	Introduction to Information Security
ABC-C36	Cybersecurity – Cloud Security Basics
ABC-C11	Social Engineering and Privacy
ABC-T17	Securing Social Media
ABC-C12	Innovations in Technology
ABC-C35	American Issues and Current Events
ABC-H01	Hotel and Beverage Management
ABC-H02	Hotel Management
ABC-H04	The Travel Industry
ABC-M01	Health and Nutrition
ABC-M02	Intro to Medical English
ABC-M03	Issues in Medicine Today
ABC-M04	Understanding the Human Body I
ABC-M05	Understanding the Human Body II
ABC-M06	Healthcare Management
ABC-M07	Healthy Living In A Changing World
ABC-T14	Storytelling and Playwriting
ABC-T03	History Through Story and Sound
ABC-T05	The Mystery of Verbs and Prepositions
ABC-T06	American Studies
ABC-T07	Law and Safety
ABC-T09	Poetry

ABC-T10	Better Vocabulary and Better Sentences
ABC-T11	Critical Thinking
ABC-T12	Intercultural Communication
ABC-T04	English Slang and Idioms I
ABC-T15	English Slang and Idioms II
ABC-T16	Government and Policies
ABC-T20	Creative Writing
ABC-T08	Creative Writing Skills
ABC-T21	Oral Communication and the Arts 1
ABC-T22	Oral Communication and the Arts 2`
ABC-T23	Introduction to Vocabulary Development
ABC-T24	Vocabulary Development
ABC-T25	Intro to Verbs and Prepositions
ABC-T26	Verbs and Prepositions
ABC-T27	Intro to English Dialects and Colloquialism
ABC-T19	English Dialect and Colloquialism
ABC-T18	Creative Writing and Storytelling
ABC-T28	Storytelling for Learning
ABC-T29	Using Music For Learning
ABC-T30	Introduction to Basic Coding
ABC-T32	Focus On Clear Speech
ABC-T33	News Reading

MEDICAL ASSISTING TUITION PER COURSE		\$9,500
MED-111	Introduction to Medical Assisting	
MED-112	Clinical Assisting	
MED-114	Patient Care	
MED-117	Medical Billing and Coding for the Medical Assistant	
MED-118	Pharmacology	
MED-121	Obstetrics and Gynecology	
MED-123	Pediatric Care and Minor Surgery	
MED-126	Cardiovascular and CPR	
MED-200	Externship	

APPENDIX B

Schedule of Fees 2020–2021

GENERAL FEES

Application fee (one time fee)	\$100
Registration fee (one time fee)	\$100
Late payment: for a payment made after the due date	\$100
Transcript Fee	\$10
Additional Transcript Copies	\$10
Returned Check Fee	\$25

**University of the Potomac reserves the right to change the above costs, including tuition, at any time.*

University of the Potomac, Chicago Campus

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