MARYLAND HIGHER EDUCATION COMMISSION

Application for Initial Approval for Out-of-State Degree-Granting Institutions to Operate in Maryland

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

PROPOSED LOCATION IN MARYLAND.

Please provide the full mailing address below. If a specific facility is yet to be identified, please provide as a minimum, the county or city in which you plan to operate:

Rye Street Market, 301 Mission Boulevard, Baltimore, MD 21230

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

PROPOSED START DATE: February 1, 2025 (classes to begin next available academic quarter after approval)

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

INSITUTION APPLYING FOR APPROVAL.

Name of Institution: Strayer University

Does the institution currently have an Extended Approval? (If yes, when is the end date) Yes; 8/31/2026

Web Address: www.strayer.edu

OPEID Code: 00145900
U.S. Department of Education, Office of Postsecondary Education, ID Code -- Title IV eligibility.

Chief Executives Officer: Dr. Antoinette Farmer-Thompson, University President

Mailing Address: 1133 15th Street, Suite 300, Washington, D.C. 20005

Telephone: 202-261-1647 **Email:** antoinette.farmer-thompson@strayer.edu

Institutional Liaison: Name and title of the individual who will serve as liaison to the Maryland Higher Education Commission:

Name: Lisa Sincere

Title: Associate General Counsel

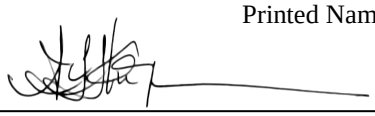
Mailing Address: 2303 Dulles Station Boulevard, 6th Floor, Herndon, VA 20171

Telephone: 703-713-1849 **Email:** Lisa.Sincere@strategiced.com

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

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

Dec. 19, 2024	Dr. Antoinette Farmer-Thompson
Date	Printed Name of Chief Executive Officer



Signature of Chief Executive Officer

Electronic applications are preferred for initial and renewal applications. You can send you application to oosauthorization.mhec@maryland.gov

All payments should be mailed to: Maryland Higher Education Commission Director of Academic Affairs
6 N. Liberty St., 10th Floor Baltimore, Maryland 21201

A copy of these regulations can be found on the Maryland Higher Education Commission's web site (mhec.maryland.gov) along with an application form.

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I. SUPPORTING DOCUMENTATION.

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

☒ Cover letter from the Chief Academic Officer addressed to the Secretary of Higher Education requesting approval to operate in Maryland.

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

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

☒ Copies of the awards to be granted COMAR 13B.02.01.07D(3)(h)

Include one copy of each award to be granted.

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

The institution shall submit a non-refundable application fee in the amount of (a) $7,500 for up to two degree programs and (b) an additional $850 for each degree program over two programs. The institution's check should be made payable to: Maryland Higher Education Commission.
** Check #0000266981 in the amount of $16,000 was mailed on 12/6/2024 for twelve programs.**

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

Provide a copy of the most recent letter of approval (notification) from an organization recognized as an accrediting agency by the U.S. Department of Education. Along with your most recent notification of institutional accreditation, please provide evidence that you are in compliance with that organization's policies and procedures related to off-campus educational activities. If any of your proposed programs require program accreditation provide evidence of that accreditation.

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

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

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

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

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

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

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

Please provide copies of the promotional materials including social media accounts, websites and printed materials.

☒ Faculty Compliance Report for each program COMAR 13B.02.01.16C

At least 1/3 of the classes offered shall be taught by full-time faculty of the parent institution. Submit a Faculty Compliance Report[1] for each previously approved and newly proposed program.

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

The institution must provide a copy of its teach-out plan[2] allowing enrolled students to complete their programs if the institution decides to cease operation in Maryland. This plan may vary by program.

[1] Requirements and forms for a Faculty Compliance Report are available on the Out-of-State Degree Granting Institutions page of our website: mhec.maryland.gov

[2] A teach-out plan is an institution's written plan to ensure its students are treated fairly with regard to finishing their programs of study. Minimum requirements for a teach-out plan are available on the Out-of-State Degree Granting Institutions page of our website: mhec.maryland.gov

II. APPLICATION QUESTIONAIRE

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

SECTION 1: Institutional Information

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

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

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

Strayer University meets the COMAR standard for administrative staff at its Baltimore Peninsula location in the same manner it has met the standard at its White Marsh location for the past 25 years; the White Marsh location is relocating to the Baltimore Peninsula location, including the administrative staff. Please see attached responses to the Application Questionnaire for additional information.

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

The Senior Manager, Admissions Operations for the existing White Marsh campus is Shawne Scott. She will be relocating with the campus to the Baltimore Peninsula location and will continue to be the Senior Manager, Admissions Operations. Her curriculum vitae is attached.

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

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

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

Strayer University meets the COMAR standard for library resources related to its Baltimore Peninsula location in the same manner it has met the standard at its White Marsh location for the past 25 years; the White Marsh location is relocating to the Baltimore Peninsula location. Please see attached responses to the Application Questionnaire for additional information.

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

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

application the following:

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

N/A

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

N/A

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

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

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

Strayer University is implementing the Student Services requirements related to its Baltimore Peninsula location in the same manner it implemented and has maintained the requirements at its White Marsh location for the past 25 years; the White Marsh location is relocating to the Baltimore Peninsula location. Please see attached responses to the Application Questionnaire for additional information.

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

Please see attached responses to the Application Questionnaire.

(c) Does the institution have a published statement of rights, privileges, and responsibilities of students?

☒ **Yes** ☐ **No**

How will it make this available to its students at the proposed instructional site? The published statement of student rights and responsibilities is available online in the Student Handbook.

If this statement is in the Catalog you submitted with the application, please indicate the page number: 15

If not in the Catalog you submitted, please provide us with a copy of the statement.

(d) Does the institution have a published student grievance procedure? ☒ **Yes** ☐ **No**

If this procedure is in the Catalog you submitted with the application, please indicate the page number: 25

Strayer's published student grievance procedures are available online in the Student Handbook.

If not in the Catalog you submitted, please provide us with a copy of the grievance procedure and the name of the

administrator (name, title, contact information), and identify where the procedure is available for students to view.

4. Facilities. (See COMAR 13B.02.01.19).

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

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

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

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

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

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

Please see attached responses to the Application Questionnaire.

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

Please see attached responses to the Application Questionnaire.

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

Please see attached responses to the Application Questionnaire.

5. Distance Education. COMAR 13B.02.01.03(8). "Distance education" means education that uses one or more of the following technologies to deliver instruction to students who are separated from the instructor, and to support regular and substantive interaction between the students and the instructor synchronously or asynchronously:

(a) Internet;
(b) One-way and two-way transmissions through open broadcasts, closed circuit, cable, microwave, broadband lines, fiber optics, satellite or wireless communication devices;
(c) Audio conferencing; and
(d) Video cassette, DVDs, and CD-ROMs, if the cassette, DVDs, and CD-ROMs are used in a course in conjunction with a technology listed in (a) – (c).

An institution operating in Maryland and delivering instruction in Maryland by distance education shall provide evidence to the Secretary of compliance with the standards of good practice found in COMAR 13B.02.01.21.

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

SECTION 2: Program Information

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

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

Program Title	Degree	Mode of Instruction	Total Credit Hours	Offered on Main Campus Yes / No
Example: Organizational Management	*M.S.*	*Classroom*	*36 sem*	*Yes*
Example: BUS 101 Intro to Business Administration		*Distance Ed.*	*3 sem*	*Yes*
Please see attached responses to the Application Questionnaire.				

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

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

(c) Will these programs/classes be offered in affiliation with a Maryland Regional Higher Education Center?

☐ Yes ☒ No

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

(d) Provide a course schedule for the proposed location.

For each program complete an **Out-of-State New Program and Sub Mod Cover Sheet with all required signatures** and provide the following information.

A/B. Pursuant to COMAR 13B.02.01.06A, the institution shall present evidence demonstrating the educational need to establish operations, offer programs, and award the degrees in question in the State. This shall include the evidence required by COMAR 13B.02.01.06B and listed below.

(1) The degree to be awarded (if applicable);

(2) The area of specialization;

(3) The purpose or objective of the program or course of study to be offered (Please include a program description and identify all learning outcomes);

(4) Specific academic content of the program or course of study (Please include all program requirements);

(5) The quality of the proposed program in comparison to existing programs;

(6) An analysis of the market for the program; Include information on the student population that will be served by the program, the roles or pathways for which this program will prepare students, and what distinguishes the proposed program from similar programs in the state.

(7) The State's equal educational opportunity obligations under State and federal law.

C. In addition, the out-of-State institution shall demonstrate that the proposed program, for which the institution is making application:

(1) Meets a critical and compelling regional or Statewide need;
Demonstrate demand and need for the program in terms of meeting present and future needs of the region and the State in general based on one or more of the following:
(a) The need for the advancement and evolution of knowledge
(b) Societal needs, including expanding educational opportunities and choices for minority and educationally disadvantaged students at institutions of higher education
(c) The need to strengthen and expand the capacity of historically black institutions to provide high quality and unique educational programs.
(d) Occupational and professional needs relative to upgrading vocational/technical skills or meeting job market requirements.

(2) Is consistent with the current Maryland State Plan for Postsecondary Education.
Demonstrate how the program serves one of the three goals of the State Plan: access, success, innovation.

D. The out-of-State institution shall clearly state the demand and need for a program, for which the institution is making application, in terms of meeting present and future needs of the region and the State in general. Two kinds of need may be identified:

(1) Societal needs, including the tradition of liberal arts education, which provides immeasurable returns to the State in part by instilling in citizens a capacity for advanced learning and individual and societal benefits regardless of workforce or market demand considerations and/or expanding educational opportunities and choices for minority and educationally disadvantaged students at institutions of higher education; and

(2) Occupational needs relative to meeting workforce requirements or upgrading vocational or technical skills.

E. Market Demand Data

(1) The out-of-State institution shall present data projecting market demand and the availability of openings in the job market to be served by the new program for which the institution is making application. The type of information submitted will vary, depending on the program, but may include workforce and employment projections prepared by the federal and State governments as well as professional and trade associations.

(2) With the exception of programs in the liberal arts, recently collected, existing, or new market surveys shall be used which clearly provide quantifiable and reliable data from prospective employers on the educational and training needs, and the anticipated number of vacancies, expected over the next 5 years.

(3) In assessing demand for a new program, for which the institution is making application, an institution shall also present data showing the current supply of graduates in that program area in the State and region.

Some potential data sources are:

- Education Crosswalk
  https://www.onetonline.org/crosswalk/CIP/
- Maryland Occupational Projections
  https://www.dllr.state.md.us/lmi/iandoproj/maryland.shtml
- Maryland Workforce Exchange
  https://mwejobs.maryland.gov/vosnet/Default.aspx
- Health Professional Shortage Area Search Tool
  https://data.hrsa.gov/tools/shortage-area/hpsa-find

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

☐ **Yes** ☒ **No**

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

F. Faculty Information

Commission authorization is by academic program; therefore, each program is reviewed independently to determine compliance with COMAR 13B.02.01.16. In addition to the Faculty Compliance Report included with your supporting documentation, please provide the following information:

(a) List all faculty that are to teach in the first year (or cycle) of the program at this location. For each faculty member provide the following information: COMAR 13B.02.01.16A, B, and C.

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

(2) the degrees the individual holds

(3) the degrees areas of specialization; and

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

A full-time faculty member is defined as an employee: "(a) whose primary professional responsibility is instruction, research, scholarship, or service; (b) who performs those functions normally expected of a full-time faculty member at an institution of higher education, including curriculum development, student

advising, and institutional service; (c) who is employed on an annual or renewable contract of at least 9 months long that stipulates an annual salary; and (d) who is not employed full-time by another employer." COMAR 13B.02.01.03(10)

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

Will more than 1/3rd of the classes offered be taught by full-time faculty of the parent institution?

☒ Yes ☐ No

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

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

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

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

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

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

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

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

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

STRAYER UNIVERSITY

December 19, 2024

VIA ELECTRONIC MAIL

Secretary of Higher Education
Maryland Higher Education Commission
6 N. Liberty Street
Baltimore, MD 21201
Attn: Dr. Sanjay Rai

Dear Dr. Rai,

Enclosed please find Strayer University's initial application for the relocation of its existing White Marsh campus in the Baltimore area to the Baltimore Peninsula neighborhood. Strayer has offered programs in Maryland under MHEC's jurisdiction since 1997. It has been successfully operating at its present White Marsh/Baltimore Campus location, at 9920 Franklin Square Drive, Suite 200, Baltimore, MD 21236 since 1999. The University is planning to move from this location to improved campus space in downtown Baltimore in February 2025. We would greatly appreciate the prioritization of review of this initial application for the relocation.

Also, enclosed please find a check which serves as payment for the fees associated with the application and existing approved programs.

Thank you for your consideration. If you have any questions or require additional information, please feel free to call me at 202-261-1647 or by email at antoinette.farmer-thompson@strayer.edu or Lisa Sincere, Esq. at 703-713-1849 or by email at Lisa.Sincere@strategiced.com.

Sincerely,

Dr. Antoinette Farmer-Thompson
Strayer University President

2024–2025

Course Catalog

STRAYER UNIVERSITY®

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2024-2025 Catalog

Strayer University

Accreditation

Strayer University is an accredited institution and a member of the Middle States Commission on Higher Education (MSCHE or the Commission) www.msche.org. Strayer University's accreditation status is accreditation reaffirmed. The Commission's most recent action on the institution's accreditation status in June 2017 was to reaffirm accreditation. MSCHE is recognized by the U.S. Secretary of Education to conduct accreditation and pre-accreditation (candidate status) activities for institutions of higher education including distance, correspondence education, and direct assessment programs offered at those institutions. The Commission's geographic area of accrediting activities is throughout the United States.

Title IX Notice of Nondiscrimination

Title IX Notice of Nondiscrimination Strayer University does not discriminate on the basis of sex and prohibits sex discrimination in any education program or activity that it operates, as required by Title IX and its regulations, including in admission and employment.

Inquiries about Title IX may be referred to Strayer's Title IX Coordinator, the U.S. Department of Education's Office for Civil Rights, or both. Strayer's Title IX Coordinator can be contacted through the Office of Student Affairs as follows:

1. Email: studentaffairs@strayer.edu
2. U.S. Postal Service: 1133 15th St NW, Suite #200, Washington, DC 20005
3. Phone: 1-877-261-6908
4. By submitting a report online (including anonymous reports) through http://titleix.cusu.ethicspoint.com/

Strayer's nondiscrimination policy can be located by clicking here (p.60), and Strayer's grievance procedures can be located by clicking here.

To report information about conduct that may constitute sex discrimination or make a complaint of sex discrimination under Title IX, please refer to the Office of Student Affairs contact methods described above.

Change Notice

The information in the catalog is accurate as of July 2024 and contains information relating to the 2024 and 2025 academic years. Strayer University reserves the right to make corrections and changes affecting policies, fees, curricula or any other matters contained in this and subsequent issues of the catalog or in any of its other publications. Students will be notified of any changes made at the institution. For the most current version of the catalog, please see the online version at catalog.strayer.edu.

Trademarks

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2024 Academic Calendar

Winter Quarter	
Winter Quarter Begins	Tuesday, January 2
Add/Drop Period	Tuesday, January 2–Monday, January 8
Martin Luther King, Jr. Day (University Closed)	Monday, January 15
Financial Aid Census Date*	Monday, January 22
Last Day to Drop without Academic Penalty	Friday, February 16
Winter Quarter Ends	Monday, March 18
Mini-Session I	**Tuesday, January 2–Monday, February 5**
Mini-Session II	**Monday, February 12–Monday, March 18**

Spring Quarter	
Spring Quarter Begins	Monday, April 1
Add/Drop Period	Monday, April 1–Monday, April 8
Financial Aid Census Date*	Monday, April 22
Last Day to Drop without Academic Penalty	Friday, May 17
Memorial Day (Observed – University Closed)	Saturday, May 25–Monday, May 27
Spring Quarter Ends	Monday, June 17
Mini-Session I	**Monday, April 1–Monday, May 6**
Mini-Session II	**Monday, May 13–Monday, June 17**

Summer Quarter	
Summer Quarter Begins	Monday, July 1
Add/Drop Period	Monday, July 1–Monday, July 8
Independence Day (University Closed)	Thursday, July 4
Financial Aid Census Date*	Monday, July 22
Last Day to Drop without Academic Penalty	Friday, August 16
Labor Day (Observed – University Closed)	Saturday, August 31–Monday, September 2
Summer Quarter Ends	Monday, September 16
Mini-Session I	**Monday, July 1–Monday, August 5**
Mini-Session II	**Monday, August 12–Monday, September 16**

Fall Quarter	
Fall Quarter Begins	Tuesday, October 1
Add/Drop Period	Tuesday, October 1–Monday, October 7
Financial Aid Census Date*	Monday, October 21
Veteran's Day (No Classes)	Monday, November 11
Last Day to Drop without Academic Penalty	Friday, November 15
Thanksgiving (Observed – University Closed)	Thursday, November 28–Sunday, December 1
Fall Quarter Ends	Monday, December 16
Mini-Session I	**Tuesday, October 1–Monday, November 4**
Mini-Session II	**Tuesday, November 12–Monday, December 16**

**The census date is the date the university uses to determine enrollment status when either recalculating Federal Pell Grant awards or assessing satisfactory academic progress (SAP).*

Note: President's Day and Columbus Day are not Strayer University holidays. Any scheduled classes will be held on those days.

Please visit commencement.strayer.edu for commencement dates and deadlines.

2025 Academic Calendar

Winter Quarter

Winter Quarter Begins	Monday, January 6
Add/Drop Period	Monday, January 6 - Monday, January 13
Martin Luther King, Jr. Day (University Closed)	Monday, January 20
Financial Aid Census Date*	Monday, January 27
Last Day to Drop without Academic Penalty	Friday, February 21
Winter Quarter Ends	Monday, March 24
Mini-Session I	Monday, January 6 – Monday, February 10
Mini-Session II	Monday, February 17 – Monday, March 24

Spring Quarter

Spring Quarter Begins	Monday, April 7
Add/Drop Period	Monday, April 7 - Monday, April 14
Financial Aid Census Date*	Monday, April 28
Last Day to Drop without Academic Penalty	Friday, May 23
Memorial Day (Observed - University Closed)	Saturday, May 24 - Monday, May 26
Juneteenth (University Closed)	Thursday, June 19
Spring Quarter Ends	Monday, June 23
Mini-Session I	Monday, April 7 – Monday, May 12
Mini-Session II	Monday, May 19 – Monday, June 23

Summer Quarter

Summer Quarter Begins	Monday, July 7
Add/Drop Period	Monday, July 7 - Monday, July 14
Independence Day (University Closed)	Friday, July 4
Financial Aid Census Date*	Monday, July 28
Last Day to Drop without Academic Penalty	Friday, August 22
Labor Day (Observed - University Closed)	Saturday, August 30 – Monday, September 1
Summer Quarter Ends	Monday, September 22
Mini-Session I	Monday, July 7 – Monday, August 11
Mini-Session II	Monday, August 18 – Monday, September 22

Fall Quarter

Fall Quarter Begins	Monday, October 6
Add/Drop Period:	Monday, October 6 - Monday, October 13
Financial Aid Census Date*	Monday, October 27
Veteran's Day (No Classes)	Tuesday, November 11
Last Day to Drop without Academic Penalty	Friday, November 21
Thanksgiving (Observed - University Closed)	Thursday, November 27 – Sunday, November 30
Fall Quarter Ends	Monday, December 22
Mini-Session I	Monday, October 6 – Monday November 10
Mini-Session II	Monday, November 17 – Monday, December 22

**The census date is the date used by the University to determine enrollment status when either recalculating Federal Pell Grant awards or assessing satisfactory academic progress (SAP).*

Note: President's Day and Columbus Day are not Strayer holidays. Any scheduled classes will be held on those days.

Campuses and Locations

ALABAMA

Birmingham Campus
2 20th Street N, Suite 150
Birmingham, AL 35203
205.453.6300
birmingham@strayer.edu

Huntsville Campus
4955 Corporate Drive NW, Suite 105
Huntsville, AL 35805
256.665.9800
huntsville@strayer.edu

Mobile Campus
3 Dauphin Street
Mobile, AL 36602
251.288.6000
mobile@strayer.edu

Montgomery Campus
79 Commerce Street, Suite C
Montgomery, AL 36104
334.523.3670
montgomery@strayer.edu

ARKANSAS

Little Rock Campus
322 Main Street, Suite 501
Little Rock, AR 72201
501.708.0600
littlerock@strayer.edu

DELAWARE

Wilmington Campus
800 North King Street, Suite 101
Wilmington, DE 19801-3544
302.292.6100
wilmington@strayer.edu

FLORIDA

Jacksonville Campus
220 Riverside Avenue, Suite 110
Jacksonville, FL 32202
904.538.1000
jacksonville@strayer.edu

Miramar Campus
14479 Miramar Parkway
Miramar, FL 33027
954.378.2400
miramar@strayer.edu

Orlando Campus
20 N Orange Avenue, Suite 102B
Orlando, FL 32801
407.926.9555
downtownorlando@strayer.edu

Tallahassee Campus
699 W Gaines Street, Suite 106
Tallahassee, FL 32304
850.629.3250
tallahassee@strayer.edu

Tampa East Campus
5650 Breckenridge Park Drive, Suite 300
Tampa, FL 33610
813.663.0100
tampaeast@strayer.edu

GEORGIA

Augusta Campus
1330 Augusta West Parkway
Augusta, GA 30909
706.855.8233
augusta@strayer.edu

Chamblee Campus
2965 Flowers Road South, Suite 100
Atlanta, GA 30341
770.454.9270
chamblee@strayer.edu

Cobb County Campus
3101 Towercreek Parkway SE, Suite 700
Atlanta, GA 30339
770.612.2170
cobbcounty@strayer.edu

Columbus, GA Campus
408 12th Street, Suite 102
Columbus, GA 31901
706.225.5300
columbusga@strayer.edu

Lithonia Campus
3120 Stonecrest Boulevard, Suite 200
Lithonia, GA 30038
678.323.7700
lithonia@strayer.edu

Macon Campus
520 Martin Luther King Jr. Boulevard, Suite 300
Macon, GA 31201
478.254.5825
macon@strayer.edu

Morrow Campus
3000 Corporate Center Drive, Suite 100
Morrow, GA 30260
678.422.4100
morrow@strayer.edu

Savannah Campus
8001 Chatham Center Drive, Suite 300
Savannah, GA 31405
912.921.2900
savannah@strayer.edu

MARYLAND

Anne Arundel Campus
1520 Jabez Run, Suite 100
Millersville, MD 21108
410.923.4500
annearundel@strayer.edu

Prince George's Campus
5110 Auth Way
Suitland, MD 20746
301.505.3300
princegeorges@strayer.edu

Rockville Campus
1803 Research Boulevard, Suite 110
Rockville, MD 20850
301.838.4700
rockville@strayer.edu

White Marsh Campus
9920 Franklin Square Drive, Suite 200
Baltimore, MD 21236
410.238.9000
whitemarsh@strayer.edu

MISSISSIPPI

Jackson Campus
100 East Capitol Street, Suite 100
Jackson, MS 39201
601.718.5900
jackson@strayer.edu

NEW JERSEY

Piscataway Campus
242 Old New Brunswick Road, Suite 220
Piscataway, NJ 08854
732.743.3800
piscataway@strayer.edu

NORTH CAROLINA

Greensboro Campus
4900 Koger Boulevard, Suite 400
Greensboro, NC 27407
336.315.7800
greensboro@strayer.edu

North Charlotte Campus
845 Church Street N
Suite 107
Concord, NC 28025
704.886.6500
northcharlotte@strayer.edu

North Raleigh Campus
5221 Capital Boulevard
Raleigh, NC 27616
919.301.6500
northraleigh@strayer.edu

South Charlotte Campus
9101 Kings Parade Boulevard, Suite 200
Charlotte, NC 28273
704.499.9200
southcharlotte@strayer.edu

South Raleigh Campus
3421 Olympia Drive
Raleigh, NC 27603
919.890.7500
southraleigh@strayer.edu

OKLAHOMA

Oklahoma City Campus
1100 N Broadway Avenue, Suite 103
Oklahoma City, OK 73103
405.416.7030
oklahomacity@strayer.edu

PENNSYLVANIA

Allentown Campus
520 Hamilton Street, Suite 100
Allentown, PA 18101
484.809.7770
allentown@strayer.edu

Center City Campus
1601 Cherry Street, Suite 100
Philadelphia, PA 19102
267.256.0200
centercity@strayer.edu

Lower Bucks County Campus
3800 Horizon Boulevard, Suite 100
Trevose, PA 19053
215.354.2700
lowerbuckscounty@strayer.edu

SOUTH CAROLINA

Charleston Campus
601 Meeting Street, Suite 170
Charleston, SC 29403
843.746.5100
charleston@strayer.edu

Columbia Campus
200 Center Point Circle, Suite 300
Columbia, SC 29210
803.750.2500
columbia@strayer.edu

Greenville Campus
823 S Church Street
Suite B
Greenville, SC 29601
864.250.7000
greenville@strayer.edu

TENNESSEE

Knoxville Campus
800 S Gay Street, Suite P330
Knoxville, TN 37929
865.291.9660
knoxville@strayer.edu

Nashville Campus
617 3rd Avenue S
Nashville, TN 37210
615.871.2260
nashville@strayer.edu

Shelby Campus
7275 Appling Farms Parkway
Memphis, TN 38133
901.251.7100
shelby@strayer.edu

Thousand Oaks Campus
2650 Thousand Oaks Boulevard, Suite 1120
Memphis, TN 38118
901.370.5200
thousandoaks@strayer.edu

TEXAS

Cedar Hill Campus
610 Uptown Boulevard, Suite 3500
Cedar Hill, TX 75104
469.454.3400
cedarhill@strayer.edu

El Paso Campus
221 N Kansas Street, Suite 110
El Paso, TX 79901-1477
915.955.3100
elpaso@strayer.edu

Fort Worth Campus
100 Throckmorton Street, Suite 120
Fort Worth, TX 76102
817.984.0550
fortworth@strayer.edu

Killeen Campus
218 E Avenue D
Killeen, TX 76541
254.415.4050
killeen@strayer.edu

North Dallas Campus
2711 LBJ Freeway, Suite 450
Farmers Branch, TX 75234
972.773.8300
northdallas@strayer.edu

Northwest Houston Campus
10343 Sam Houston Park Drive, Suite 110
Houston, TX 77064
281.949.1800
northwesthouston@strayer.edu

San Antonio Campus
40 NE Loop 410, Suite 500
San Antonio, TX 78216
210.202.3700
sanantonio@strayer.edu

VIRGINIA

Information on the Campus Director and their credentials, along with their authority,
duties, and responsibilities for the campus are available by contacting or visiting the campus**.**

Alexandria Campus
2730 Eisenhower Avenue
Alexandria, VA 22314
703.329.9100
alexandria@strayer.edu

Arlington Campus
2121 15th Street N
Arlington, VA 22201
703.892.5100
arlington@strayer.edu

Chesterfield Campus
15521 Midlothian Turnpike, Suite 401
Midlothian, VA 23113
804.794.2033
chesterfield@strayer.edu

Fredericksburg Campus
150 Riverside Parkway, Suite 100
Fredericksburg, VA 22406
540.374.4300
fredericksburg@strayer.edu

Loudoun Campus
45150 Russell Branch Parkway, Suite 100
Ashburn, VA 20147
703.729.8800
loudoun@strayer.edu

Newport News Campus
11805 Fountain Way, Suite 100
Newport News, VA 23606
757.881.5100
newportnews@strayer.edu

Virginia Beach Campus
222 Central Park Avenue, Suite 210
Virginia Beach, VA 23462
757.493.6000
virginiabeach@strayer.edu

WASHINGTON, D.C.

Washington Campus
1133 15th Street NW, Suite 200
Washington, D.C. 20005
202.408.2400
washington@strayer.edu

WEST VIRGINIA

Teays Valley Campus
135 Corporate Center Drive, Suite 531
Scott Depot, WV 25560
304.760.1700
teaysvalley@strayer.edu

STRAYER ONLINE PROGRAMS

1550 West Digital Drive, Suite 400
Lehi, UT 84043
888.360.1588
strayeronline@strayer.edu

General Information

Mission

Through Strayer University's innovative approach to an exceptional educational experience and our commitment to student success, we empower our students to achieve their personal and professional aspirations.

The core values of our institution include:

- Educational Access: We provide affordable postsecondary educational opportunities to a diverse population of eligible learners using multiple modalities and flexible approaches to enable students to earn credentials and degrees.
- Academic Quality: We provide innovative, engaging and professionally relevant academic programs and experiences for our students.
- Stakeholder Success: We provide opportunities and supportive learning environments to equip students, alumni and the Strayer University community with the tools to achieve academic, personal and professional success.

University Core Competencies

Core competencies are the learning outcomes that all Strayer University graduates are expected to demonstrate. These competencies align with the university's mission, central values and the program goals and course objectives of all Strayer University degree offerings. By providing adult learners with the core competencies needed to enhance their lives and their places of work, the university contributes to the intellectual, social, cultural and economic well-being of its graduates.

Among the outcomes expected for student learning are the following core competencies:

- Professional competence – the ability to apply the knowledge and skills of their disciplines to real-world settings for the benefit of their professions;
- Communication skills – the ability to effectively interpret, compose and articulate ideas and information in a variety of formats and presentation methods;
- Critical thinking – the ability to analyze, evaluate and construct arguments based on their merits;
- Analytical reasoning – the ability to identify, evaluate and solve problems using quantitative and qualitative information;
- Information literacy – the ability to locate, critically evaluate and effectively use information for purposes intended to include decision-making and problem-solving;
- Ethical behavior – the ability to evaluate complex issues and situations and make informed ethical choices.

Institutional Philosophy

Strayer University aspires to offer high-quality and relevant academic programs, certificates and degrees to students and learners so that they may be successful in their chosen professions. Strayer University opens the doors of higher education and future opportunities to its learners, most of whom are working adults who study part-time.

The university is focused on providing a supportive learning environment and cutting-edge technology to enable students to acquire the knowledge and skills needed in the workplace in convenient online or classroom-based courses. Faculty are experienced in their fields and dedicated to ensuring student academic success. Staff provide exceptional personal support, guidance and assistance to every Strayer University student.

Committed to continuous improvement and to the applicability of the content we teach, Strayer's academic offerings are rigorously evaluated and benchmarked to industry standards. Understanding the dynamic nature of education in a global environment, Strayer University completes periodic evaluations of its courses and program offerings, as well as the university's progress toward achieving its mission and goals.

Since its founding in 1892, Strayer University has focused on helping its students build their futures. We create innovative academic programs and services that will serve as the foundation for the personal and professional growth of our alumni.

History

As the business world began to expand toward the end of the nineteenth century, Dr. S. Irving Strayer opened the doors of Strayer Business College in Baltimore, MD, in 1892. He was joined in this endeavor by Thomas W. Donoho.

The institution quickly became popular and, in 1904, Dr. Strayer and Mr. Donoho opened a second location in Washington, D.C. With the passage of federal income tax laws in 1913 and the resulting growth in the accounting field, the Washington branch of Strayer Business College assumed a leading role in graduating qualified professionals.

After World War I, the Strayer College of Accountancy was established as a separate institution in 1928, and the emphasis of study shifted to preparation for the Certified Public Accountant examination. By 1959, Strayer began to incorporate the new accounting curriculum with various courses offered by the business college. Consequently, Strayer was licensed to grant the Bachelor of Science degree 10 years later and was renamed Strayer College.

Strayer continued offering more program options and, by 1987, the school received permission to confer master's degrees. In 1996, the university launched a groundbreaking online learning program that remains popular among working adults. The school's name officially changed to Strayer University in 1998.

In 2011, the Jack Welch Management Institute became a part of Strayer University to offer executive education programs based on the leadership principles of Jack Welch, the former chairman and chief executive officer of General Electric.

In 2019, Devmountain became part of Strayer University to offer high quality, accessible and affordable non-credit/non-degree coding programs. Devmountain's non-credit/non-degree coding programs are offered online and at the Lehi, UT campus. Through Devmountain non-credit/non-degree programs, Strayer University brings hands-on education focused on the technical skills needed for today's fast-paced high-tech industries. For more information about Devmountain's non-credit/non-degree programs and policies, please see the Devmountain course catalog.

In 2021, Hackbright Academy became part of Strayer University. Hackbright Academy was founded in 2012 with the mission to improve gender diversity in the engineering and technology industry. Since its founding, Hackbright has remained open to all, regardless of sex, as it continues to focus on empowering students to master the skills and knowledge they need to begin a new career in tech. For more information about Hackbright's non-credit/non-degree programs and policies, please see the Hackbright course catalog.

With students enrolling at conveniently located campuses in more than 15 states and Washington, D.C., or via the internet, Strayer University is now one of the most well-known adult-focused universities in America.

Accreditation

Accreditation assures that the university meets specified standards for accreditation, requirements of affiliation, policies and procedures, and applicable federal regulatory requirements in areas that include, but are not limited to, courses of study, competent faculty and staff, adequate facilities and equipment, and an appropriate and stable organizational structure.

Strayer University is an accredited institution and a member of the Middle States Commission on Higher Education (MSCHE or the Commission) www.msche.org. Strayer University's accreditation status is accreditation reaffirmed. The Commission's most recent action on the institution's accreditation status in June 2017 was to reaffirm accreditation. MSCHE is recognized by the U.S. Secretary of Education to conduct accreditation and pre-accreditation (candidate status) activities for institutions of higher education including distance, correspondence education, and direct assessment programs offered at those institutions. The Commission's geographic area of accrediting activities is throughout the United States.

Designated Strayer University business degree programs are accredited by the Accreditation Council for Business Schools and Programs (ACBSP), 11520 West 119th Street, Overland Park, KS 66213, 913.339.9356.

State Licensure and Approvals

District of Columbia

Strayer University's main campus is located in the District of Columbia. Strayer University is licensed by the Higher Education Licensure Commission of the District of Columbia (DCHELC). DCHELC has granted approval for Strayer University to offer all the courses and degree, diploma and certificate programs currently listed in the Strayer University Catalog. DCHELC does not object to Strayer University offering these courses and degree, diploma and certificate programs outside of the District of Columbia and, in particular, in the Commonwealth of Virginia. Credits for courses taken at any Strayer University campus, including its Virginia campuses, may be transferred to any other Strayer University location, including those in the District of Columbia, or to the online campus, as part of an existing degree, diploma or certificate program. The District of Columbia also serves as our home state for participation in the State Authorization Reciprocity Agreement (SARA) (p. 13), as outlined in the subsequent section.

State Authorization Reciprocity Agreement (SARA)

Strayer University is an institutional participant in the State Authorization Reciprocity Agreement (SARA), a voluntary and regional method that oversees distance education. Strayer University is also approved to participate in SARA by its home state, the District of Columbia. As a result of Strayer's participation in SARA and approval by its home state, Strayer may offer distance education programs in SARA member states without further approval from the individual state. SARA only applies to distance education and does not cover instruction provided on-ground at any Strayer campus.

Alabama

Strayer University is licensed to do business in Alabama by the Private School Licensure Division of the Alabama Community College System and is exempt from programmatic review by the Alabama Commission on Higher Education.

Arkansas

Those programs offered by Strayer University in Arkansas have been certified by the Arkansas Higher Education Coordinating Board. Arkansas Higher Education Coordinating Board certification does not constitute an endorsement of any institution or program. Such certification merely indicates that certain criteria have been met as required under the rules and regulations implementing institutional and program certification as defined in Arkansas Code §6-61-301.

California

Strayer University is registered with the California Bureau for Private Postsecondary Education (BPPE) as an out-of-state private postsecondary educational institution; however, Strayer University's online programs are not subject to the jurisdiction of the California BPPE.

Delaware

Strayer University is authorized by the Delaware Department of Education to operate in the state of Delaware.

Florida

Strayer University is licensed in Florida by the Commission for Independent Education, Florida Department of Education. Additional information may be obtained by contacting the Commission at:

325 West Gaines Street, Suite 1414
Tallahassee, FL 32399-0400
Toll-free telephone: 888.224.6684

Georgia

Strayer University is authorized to operate in the state of Georgia by the Georgia Nonpublic Postsecondary Education Commission.

Maryland

Strayer University is authorized by the Maryland Higher Education Commission (MHEC) to offer programs at its Maryland locations and is registered with MHEC to enroll Maryland students in its fully online distance education programs.

Massachusetts

Strayer University's online programs are not subject to the jurisdiction of the Massachusetts Board of Higher Education. However, at this time, Strayer University is not permitting new enrollments into its online programs for Massachusetts with the exception of students who are part of the FCA partnerships. For FCA employees who reside in Massachusetts, please navigate to https://www.strayer.edu/content/dam/strayer/pdf/Massachusetts_Disclosures.pdf for required Massachusetts disclosures.

Mississippi

Strayer University is authorized to offer approved courses and programs at its Jackson Campus by the Mississippi Commission on College Accreditation.

New Jersey

Strayer University is licensed by the New Jersey Secretary of Higher Education to offer programs in New Jersey.

North Carolina

Strayer University is approved by the North Carolina Board of Governors to offer programs in North Carolina.

Oklahoma

Strayer University is authorized as a degree granting institution in Oklahoma by the Oklahoma State Regents for Higher Education.

Pennsylvania

Strayer University is approved by the Pennsylvania Department of Education to offer programs in Pennsylvania.

South Carolina

Strayer University is licensed by:

South Carolina Commission on Higher Education
1122 Lady Street, Suite 300
Columbia, SC 29201
803.737.2260

Licensure by this commission indicates only that minimum standards have been met, and it is not an endorsement or guarantee of quality. Licensure is not equivalent to or synonymous with accreditation by an accrediting agency recognized by the U.S. Department of Education.

Tennessee

Strayer University is authorized by the Tennessee Higher Education Commission. This authorization must be renewed each year and is based on an evaluation of minimum standards concerning quality of education, ethical business practices, health and safety and fiscal responsibility.

Texas

Strayer University is legally authorized to operate and grant degrees in Texas as an exempt institution under the rules of the Texas Higher Education Coordinating Board.

Utah

Strayer University has been issued a Certificate of Postsecondary State Authorization by the Utah Division of Consumer Protection.

Virginia

Strayer University is certified to operate campuses in Virginia by the State Council of Higher Education for Virginia. Each course and all degree, diploma and certificate programs that Strayer University offers in Virginia have been approved by the Strayer University Board of Trustees.

West Virginia

Strayer University is authorized by the West Virginia Higher Education Policy Commission to offer programs in West Virginia.

Transfer of Credit and Articulation

Although Strayer University is an institutionally accredited institution of higher education, Strayer University, like any other college or university, cannot guarantee that credit earned will transfer to another institution. Transfer of credit is regulated by the criteria established by the receiving institution. It is the student's responsibility to confirm whether credits will be accepted by another institution of the student's choice. All Strayer University officials are required to accurately represent the transferability of any courses, programs, diplomas and certificates offered by Strayer University. None of the associate degrees offered by Strayer University are considered terminal degrees.

Students enrolled in the associate degree programs in North Carolina should be aware that the University of North Carolina

and the North Carolina Community College System have developed a Comprehensive Articulation Agreement to guide the transfer of students from associate programs to upper-division university programs within the state. Strayer University does not currently meet the requirements for transfer under this Articulation Agreement. For more information, please visit www.ncccs.cc.nc.us/Articulation.

A complete list of articulation agreements by state can be found under the Admissions section (p. 27) of this catalog.

Other Approvals

Veterans

Strayer University is approved for the enrollment of students using veterans education benefits. To determine if a program of study is approved for veterans benefits at a Strayer campus location, please visit the VA's online approval portal. Strayer University participates in the Yellow Ribbon program under the Post 9/11 GI Bill®* (Chapter 33). Contact your local campus for more information.

** GI Bill® is a registered trademark of the U.S. Department of Veterans Affairs (VA). More information about education benefits offered by VA is available at the official U.S. government website at www.benefits.va.gov/gibill.*

International Students

Most of the programs offered by Strayer University and most campus locations are authorized by the Student Exchange Visitor Program (SEVP) of the Department of Homeland Security to host F-1 visa holders as international students. Please visit www.strayer.edu/admissions/international for more information.

American Council on Education (ACE)

Strayer University is a member of the American Council on Education.

Guaranty Bonds

Tuition guaranty bonds are on file with various state government authorities as required under applicable state law.

Ownership

Strayer University is a wholly owned subsidiary of Strategic Education, Inc.: 703.247.2500, www.strategiceducation.com. The principal office of Strategic Education, Inc. is located at 2303 Dulles Station Boulevard, Herndon, VA 20171. The following persons are currently members of the Board of Directors of Strategic Education, Inc.: Robert S. Silberman (Chairman), Karl McDonnell, Charlotte F. Beason, Ed.D., Rita D. Brogley, John T. Casteen III, Ph.D., Robert R. Grusky, Jerry L. Johnson, Michael A. McRobbie, Ph.D., William J. Slocum, Michael J. Thawley, and G. Thomas Waite III.

Principal Office of the University

The principal office of the university is located at:

Washington Campus
1133 15th Street NW, Suite 201
Washington, D.C. 20005
202.408.2400
washington@strayer.edu
www.strayer.edu

Revisions

The university reserves the right to revise tuition rates and fees without advance notice and to make other necessary changes in the catalog, the student handbook, and the curricula. The most current version of the university's publications, tuition and other policies can be found on the university website, located at www.strayer.edu.

The Learning Environment

At Strayer University, we pride ourselves on ensuring that students are central to learning. We also recognize that interactions between a professor and student are critical to the student's success. In such an atmosphere, where questions are encouraged and ideas are valued, a person learns not only technical skills, but also respect for ideas and for individuals.

Learning at Strayer University is not restricted to formal instruction within the classroom. Strayer University students can enjoy a wide variety of activities, ranging from membership in a number of nationally recognized honor societies and student clubs, as well as participation in student chapters of professional associations. Learn more about clubs and associations in the Student Services and Activities (p. 69) section of the catalog.

In addition, we recognize that Strayer students come to the classroom with a wide variety of experiences that can help inform the learning process. We encourage a rich exchange so that students learn as much from each other as they do from the faculty and the content.

Faculty

The criteria for faculty selection at Strayer University includes academic credentials, professional competence in the area of instruction, proven ability as a teacher, a passion for teaching and learning and a true commitment to the educational aspirations of a diverse student body.

Strayer University faculty possess academic expertise and years of professional experience, including many currently working in the fields they teach. They are dedicated to the mission, philosophy and core competencies of Strayer University, knowledgeable in various fields and interested in teaching relevant, professional skills to their students. Faculty teach courses in their major or minor fields of specialization and competence. Quarterly student evaluations of instructors, university observations, and tools used to measure faculty performance all assist Strayer University in maintaining a world-class faculty, as does the university's emphasis on continued professional development.

Program Design and Development

Strayer University offers academic programs consistent with its mission and core competencies: professional competence, communication skills, critical thinking, analytic reasoning, information literacy and ethical behavior.

The University Policy and Curriculum Committee reviews new academic program proposals and presents them to the board of trustees. New academic program proposals approved by the Board of Trustees are then reviewed externally by state licensing agencies and accreditors.

Academic Program Review

The university regularly reviews all degree-granting programs to ensure quality, effectiveness and relevance, as well as develop plans for future enhancements. Faculty, students and alumni play an important role in shaping the curriculum by participating in academic program review, surveys and focus groups, and by providing individual feedback.

Student Learning Outcomes Assessment

We measure mastery of student learning outcomes on a regular cycle using direct and indirect measures that are designed to gauge student learning against the outcomes. These measures are tightly aligned to the knowledge, skills and abilities that are implicit in the student learning outcomes statements. The methods used are chosen to provide both breadth and depth of measurement to the student learning outcomes. Student learning outcomes assessment empowers us to make changes that enhance student learning and improve our programs.

Class Size

Class size varies based on the objectives of the course being taught and the teaching demands on faculty. Strayer University aims to provide an exceptional educational experience for our students and faculty using innovative approaches to empower our students to achieve success.

Student Body Diversity

The student body at Strayer University reflects the cultural diversity of the metropolitan areas where the campuses are located. Through its online program, the university attracts students across the United States and worldwide.

As of fall quarter 2023, the university's student body was 71% female, 68% students of color, and the average age was 37. Additionally, 92% of students were enrolled part-time and approximately three quarters of students were receiving financial aid.

Active Duty Military and Veteran Students

Strayer University, including the Jack Welch Management Institute, values its service member and veteran student population. As such, the university is fully committed to compliance with the Principles of Excellence for Educational Institutions Serving Service Members, Veterans, Spouses, and Other Family Members established by executive order of the President of the United States, the rules and regulations listed in the Department of Defense Voluntary Education Partnership Memorandum of Understanding, and all applicable instructions and directives issued by the Department of Defense, the different service branches and state regulatory agencies regarding voluntary education programs.

Strayer University's comprehensive sets of services and resources are available to all Strayer students inclusive of active duty service members, veterans, spouses and other family members. In further fulfillment of the university's commitment to the military families who choose Strayer for their higher education, Strayer has implemented the following veteran and service member-specific policies that can be found throughout the catalog:

General Information

Veterans (p. 15)*: Veterans educational benefits and university enrollment approvals*

Admission to the University

Undeclared Program Admission (p. 20)*: Veterans educational benefits and undeclared program status*

Awarding of Transfer Credit – Undergraduate Programs (p. 22)

Service School Credit (p. 23)

Financial Information

Books and Fees (p. 35)

Add/Drop Policy and Course Withdrawal (p. 37)*: Notes included for processes impacting ArmyIgnitEd, veteran and Iowa military student spouses*

Special Refund Notice (p. 40)

Veteran and Military Benefits Programs (p. 42)*: Educational benefits for veteran and active duty military students*

Policies and Procedures

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Facilities

As the university's general student population is composed of working adults attending college on a part-time basis at night and/or on the weekend, Strayer University does not provide on-campus housing. However, campuses are designed with space for appropriate academic services and administrative support and most include, but are not limited to, a quiet study area, classrooms, consultation space, and a student collaboration area that includes online learning resource center resources and mobile computing space.

Mobile computing is increasing, and the university is evolving its campuses for mobile computing. The university is making noticeable, qualitative improvements in our students' learning experience, including modernizing the learning environment and style of various campuses. Mobile computing campuses have a modern look and feel, including:

- Ample meeting and collaboration spaces
- Mobile furniture for more configurable space
- Wi-Fi to help you connect to your online resources and with instructors and fellow students
- Plenty of USB and power outlets to plug in your mobile devices and laptop computers

As our mobile computing campuses evolve, they won't contain a traditional classroom computer lab or an open computer lab. On-site class offerings vary by location; however, students attending classes at a mobile computing campus with a computer lab component will need to bring their own personal laptops.

All facilities, including mobile computing campuses, are specifically designed to support the educational mission and objectives of the educational programs offered by the university. On-ground campuses in Florida are substantially similar to most of the other on-ground campuses operated by Strayer University.

Credit Designation

Strayer University credits are expressed in quarter hours. One quarter hour of credit is the amount of credit granted for the successful completion of 10 contact hours per course. Quarter hours apply to both regular and mini-session courses.

The standard requirement for a 4.5 credit hour course is for students to spend 13.5 hours in weekly work, which includes in-classroom and out-of-classroom work regardless of delivery mode. For each week of a quarter, one hour of classroom or online course activity and a minimum of two hours of outside study/preparation time per credit hour are built into the design of each course. Using this formula, Strayer course design meets applicable regulatory standards. This includes preparation, activities and evaluation over 10 weeks for a total of 135 hours of student work.

Quarter System

Strayer University operates on a quarter system, providing courses for students on a year-round basis. There are four quarters of classes offered during the year: fall, winter, spring and summer. Each quarter is approximately 11 weeks long. Courses vary in the number of class meetings per week but generally meet at least once a week.

	Quarter Hour Credits	Semester Equivalent
One Course	4.5	3.0
Diploma	54.0	36.0
Associate Degree	90.0	60.0
Bachelor's Degree	180.0	120.0
Undergraduate Certificate (3-course)	13.5	9.0
Undergraduate Certificate (5-course)	22.5	15.0
12-Course Master's Degree	54.0	36.0
10-Course Master's Degree	45.0	30.0
Graduate Certificate	13.5	9.0

Some courses may be offered as mini-sessions. A course taught in a mini-session is compressed into a five-week period. Mini-session courses are equivalent to regular quarter courses in regard to the number of class hours students attend and the number of credits awarded for completion of each course. Mini-sessions generally have more class meetings per week than regular quarter classes. There are two mini-session terms available per quarter. Students receiving federal financial aid should refer to the Student Handbook regarding mini-session courses and Title IV funds.

The word "term," as used in this catalog, is defined as the period of time that covers the beginning to the end of a course and is used interchangeably with the word "quarter."

Course Numbering System

Courses numbered 100–499 denote undergraduate-level courses. Courses designated by 100–199 indicate introductory level coursework. Coursework and concepts progress at each subsequent 100-level sequence. Courses numbered 499 are the baccalaureate-level capstone for the designated program. Courses numbered 500 or above denote a graduate or master's-level course. Courses numbered 599 identify the master's-level capstone for the designated program.

International Programs

Strayer University prepares graduates to think critically and adapt to an ever-changing world. Currently, hundreds of international students from around the world are pursuing master's, bachelor's and associate degrees in programs that are in demand in the workplace, such as business administration, information

technology and more. Students may be able to attend class either from their home country through our online program or at one of Strayer's campus locations. See Additional Admission Requirements for International Students (p. 26) under the Admission to the University (p. 20) section of the catalog at catalog.strayer.edu.

Classes

Students enrolled at Strayer University in undergraduate or graduate academic programs may choose to take courses online, in a classroom, or in a hybrid model.

Students must have access to the appropriate hardware, software, and Internet connections that are compatible with Strayer's online environment to take any course at Strayer. All course modalities have the same academic requirements and are taught by Strayer faculty. During a course, faculty assess students, respond to inquiries, and interact with the students to support their learning efforts. Student assessment typically includes discussions, videos, written exams, quizzes, projects, presentations, research papers and case studies.

Students are able to contact their instructors outside the scheduled online sessions by email, telephone or by scheduling personal meetings. A constant academic dialogue is maintained as students submit their assignments throughout the quarter and receive feedback from the instructor.

Students who live in states where Strayer has a campus and who enroll online must follow the curriculum requirements and policies of their home state unless otherwise indicated. Students should check with virtualadvisingcenter@strayer.edu for confirmation on program availability.

Students studying in all modalities must meet the same academic, admission and financial aid requirements; must observe the same policies and procedures; and must have the same access to student services and activities.

Online Classes

Synchronous and asynchronous courses are taught online and begin and end on the same dates as ground-based classes, as shown in the Strayer University academic calendar. Synchronous real-time courses are conducted through regular class meetings, where instructors and students are online at the same time. During the scheduled class periods offered synchronously, each class member accesses the university's learning management system and is online in a conversational mode with the instructor and other class members. Students in synchronous classes must meet during the posted time in order to post attendance.

Asynchronous courses use a delivery platform that allows independent online study within weekly modules, where students can access course content and interact with the instructor at different times. During asynchronous courses, each class member accesses the university's learning management system and completes weekly work. There are no specific real-time class meeting times. Students should refer to the attendance policy regarding posting attendance for asynchronous classes.

Hybrid Classes

Strayer offers hybrid classes that include two hours of classroom time at a campus each week during the quarter with the remaining class content taught online.

For hybrid courses with discussion question requirements, the discussion and review of difficult concepts should occur in the physical classroom or synchronous method in addition to other learning activities the faculty member has planned. Students should complete all other coursework online (e.g., lectures, readings, content viewing, etc.).

For hybrid courses that do not have discussion question requirements, in-class time should be spent covering difficult concepts, joining class discussions around the topics, spending time in the lab environment (if applicable), and participating in group activities (if applicable).

Attendance in hybrid classes is based on weekly in-person attendance. Students should refer to the attendance policy (p. 45) for more information.

Additionally, for F-1 students, hybrid classes do not count toward the distance-learning limit on credits that are counted toward the full course of study requirement. So, for purposes of the full course of study requirement, hybrid classes will be treated similarly to any traditional on-ground classes.

Effective August 15, 2019, for students using veteran's benefits to pay tuition costs, hybrid classes do meet the requirements to be classified as in-residence training for purposes of meeting the requirements for the full monthly housing allowance.

Ground Classes

Ground classes meet each week for four hours of classroom time at a campus, during which students will participate in discussions and instruction.

Attendance is based on in-person attendance. Students should refer to the attendance policy (p. 45) for more information.

Independent Study Classes

An independent study class is one that offers a student an individualized education experience for the same academic credit as offered in a hybrid or online version of the class. Academic credit is awarded when the student demonstrates mastery of the course outcomes through satisfactory fulfillment of requirements set by the academic department. The amount of work completed by the student must be equivalent to the amount of work completed in a class with the same amount of credit hours. To satisfy attendance requirements in hybrid independent studies, the student must attend all weekly pre-scheduled meetings with their assigned instructor on campus. Similarly, in online independent studies, students must, each week and as determined by their instructor, submit an academic assignment, submit a quiz or exam, or actively participate in a posted online academic discussion.

Practicum Classes

A practicum class is a supervised, practical application course monitored by an on-site supervisor as well as a class instructor. Students complete a minimum of 6.5–8 hours per week of practicum work, 3 hours and 45 minutes per week of classroom time, and a minimum of 4–6 hours per week of outside assignments.

Technical Requirements

Strayer students can connect and learn on desktops, laptops, and multiple mobile devices. Before you begin your first course, review the following technical requirements to make sure you have full access to Strayer's learning tools. A desktop or laptop in addition to the appropriate software and an Internet connection are the primary means of participating in courses and thus are significant contributors to academic success. Strayer students should make sure that hardware, software, and Internet connections are compatible with Strayer's online environment. Strayer provides students with the opportunity to purchase Microsoft Office products at a significant discount (see Software, Discounts and Downloads section in iCampus for exact pricing). These requirements are subject to change at any time.

Internet connection: Strayer University's technical support staff strongly recommends a broadband (Cable or DSL) Internet connection. Other high-speed and broadband connections, such as a satellite connection, hotspot, or a shared/community Internet connection, may work but may not provide the best performance of the tools and resources used in Strayer University courses.

Mobile: Mobile devices may also be used with Strayer sites but for most academic programs, unless otherwise noted, a desktop or laptop with a full operating system like Windows or Mac will be needed to ensure access to all sites, tools, and resources used by Strayer University and Strayer courses.

iCampus Student Portal

Looking for iCampus?

Visit the iCampus sign-in page at icampus.strayer.edu.

Strayer University maintains iCampus, an interactive student portal that is available to all enrolled students and alumni. iCampus offers academic and account dashboards, support resources, and connections to the Strayer community, student services and more.

Students can also use iCampus to perform a number of important functions, such as:

- Registering for classes
- Connecting with your coach and other Strayer teams
- Applying for financial assistance and scholarships
- Checking grades
- Accessing career services and resources
- Accessing the Strayer Library and online research portal
- Register for university events
- Getting support through tutoring, mentorship, and wellness resources
- Applying for a degree or diploma
- Registering for commencement ceremonies
- Reading motivational and inspiring content
- Connecting with other students in student communities

Career Services

The Strayer University Career Center website offers support and professional development resources to all students and alumni. The site can be accessed directly at careercenter.strayer.edu or through the iCampus portal. These resources include fundamental instruction about resumes, job searching, interviews and cover letters. The Career Center also offers innovative tools that include an interactive career and education planning tool, AI resume review tool and on-demand career advice videos. We focus on providing support to actively engage students in the career development process. For 1:1 support, you also have access to schedule a consultation with one of our experienced Career Coaches.

Participation in the career activities and/or completion of any Strayer program does not guarantee a student will find employment.

Center for Well-Being

Strayer's Center for Well-Being (CFW) is a virtual space for students providing tools and resources to support the whole you. Whether you need academic support, financial resources, mind and body resources, social connection, basic needs resources, or career exploration tools, we've got you covered. Visit CFW in iCampus to discover resources to help you unlock your full potential at Strayer and beyond.

Strayer University Alumni

You are a student today, a graduate next, and Strayer alumni forever! Our commitment to you doesn't end at graduation. The Strayer University Alumni Association seeks to enhance the personal and professional lives of alumni through engagement, education and empowerment.

Visit the Alumni Association website to discover:

• Lifetime access to the Career Center where you can search job listings; get help with your resume, cover letter, and LinkedIn profile; and attend career development workshops and webinars;
• Networking and event opportunities, both in-person and online (Join the Facebook alumni group);
• Alumni success stories on the Scholar Stories blog; and
• Resources for transcripts, diplomas and scholarships.

Admission to the University

General Admission Information

Strayer University seeks students who have a desire for education in the fields of business, accounting, criminal justice, education, healthcare administration, human resource management, management, information technology or public administration. The university is committed to a policy of equal opportunity in the recruitment and admission of students, access to student financial assistance and other student services and activities. Strayer University does not discriminate on the basis of age, sex, gender identity, race, color, religion, disability, sexual orientation, marital status, veteran status, national origin or any other basis, as specified by federal, state or local laws and regulations.

Prospective students are encouraged to contact the university to speak with an admissions officer.

Undeclared Program Admission

A student who wishes to take selected courses for personal and/or professional improvement may apply as a nondegree-seeking student with an undeclared major at the undergraduate or graduate level. Every effort will be made to accommodate such students, subject to prerequisites and enrollment limitations. Undeclared undergraduate program students may not enroll in English or math courses unless they meet the proficiency requirements (outlined in the Undergraduate Admissions section). An academic administrator will determine, based on a personal interview with the student, whether students who wish to take courses at the graduate level have the potential to meet the course learning outcomes.

Undeclared program students are not eligible to participate in federal financial aid programs. F-1 visa students are not eligible to enroll with an undeclared program status. Per Strayer University policy, veterans enrolling in undergraduate courses in an undeclared program status are entitled to receive veteran's educational benefits for no more than one academic year. Undeclared program students may apply later for declared program status according to the admissions procedures and must satisfy all admission requirements.

Credit earned by an undeclared program student may be applied toward a degree, subject to the academic policies governing such degree programs effective at the time they are accepted into a degree program. Undeclared program students seeking to transfer credits to another institution must meet the admission requirements of that institution. Students may not remain in an undeclared program status for more than one academic year.

Undergraduate Admission

In order to fulfill its mission, Strayer University is an open access university, and therefore the basic requirement for admission to an undergraduate degree or diploma program is a standard high school diploma that meets the state minimum high school completion standards from an approved high school or its equivalent.

In addition to the basic requirements for admission to an undergraduate program, additional admission requirements to the Bachelor of Applied Science in Management (BASM) program include documentation of an associate of science degree (AS or AAS) in a technical, science, technology, engineering, or math area or a transcript showing at least 54 quarter hours of transferable credit in a technical, science, technology, engineering, or math-related field. The applied science credits must be from a single area of study. An AS or AAS in General Studies is not eligible for the BASM program (however, students with these degrees may enroll in another Strayer program).

For each academic quarter, the deadline for applying to Strayer is the end of the add/drop period as published in the Academic Calendar.

Strayer requires a student's correct identifying number to file certain information returns with the IRS and to furnish a statement to the student. This will be a Social Security number (SSN) or, if not eligible to obtain an SSN, an individual taxpayer identification number. Nonresident aliens who do not have income that is subject to tax are not required to supply this information. Failure to provide the correct identifying number could result in a penalty from the IRS imposed on each incorrect document.

All student applicants must submit to the admissions office:

- Completed application form (https://application.strayer.edu/) available on www.strayer.edu and an enrollment agreement as applicable (varies by state);
- A valid, current, legible, color, government-issued photo identification; and
- Documentation of high school graduation or high school equivalence. Acceptable forms of documentation of high school graduation or high school equivalence for undergraduate admission must include *one* of the following:
    - Copy of a high school transcript indicating the graduation date or a copy of a high school diploma from an approved high school that is recognized by an agency recognized by the U.S. Department of Education and/or certified by the state board of education. (Special rule for South Carolina: applicants in this state must provide an official high school transcript from an approved high school that is recognized by an agency recognized by the U.S. Department of Education and/or certified by the state board of education.)
    - Copy of a GED certificate. (Special rule for South Carolina: applicants in this state must provide an official GED certificate.)
    - Evidence of enrollment in an eligible Title IV program *prior to* July 1, 2012, and evidence that the applicant successfully completed at least 6 semester hours/9 quarter

hours eligible for credit toward a degree or certificate offered by the prior institution (not applicable in South Carolina).

- Proof of home school completion equivalent to high school level graduation and the Home School Completion certificate, (if the home school state issues a completion credential), diploma, or transcript. The home school curriculum must satisfy any home school state laws or requirements. Self-reported credentials, including a home school completion certificate, diploma, or transcript are subject to verification.
- Copy of an associate/bachelor's degree or transcript showing degree completion from an institution accredited by an agency recognized by the U.S. Department of Education. (Special rule for South Carolina: applicants in this state must provide an official college or university transcript indicating the award of an associate/bachelor's degree from an institution accredited by an agency recognized by the U.S. Department of Education.)

- Additional admission requirements apply to International Students. Please refer to the Additional Admission Requirements for International Students (p. 26) section of this catalog.

Application materials submitted become the property of Strayer University. These materials will not be returned to students or forwarded to another university. If unexplained discrepancies appear between statements or documents provided to Strayer University as part of the admission materials and information otherwise obtained, applicants may be rejected for admission, admission may be revoked, or students may be dismissed.

Extraordinary circumstances: In the event that a student's official high school and/or college records are unable to be obtained from the issuing agency due to extraordinary circumstances, including but not limited to, flooding, fire, other natural disaster, pandemic, documented cyberattack (including ransomware attack) affecting the school/school system/institution that is independently verified by the school/institution, or in the case of foreign credentials, if there was governmental failure, civil war or social unrest, the student must provide to the University Registrar for a final admission decision: a copy of the Students With Extraordinary Circumstances Form for Basis of Admission Due to School Closure (Exception Form) or other similar form signed by the student and supporting documentation from the state department of education or other governmental agency verifying the information provided by the student, or documentation that the school/school system/institution is unable to process any requests due to the documented cyberattack. Where possible, students should submit other documentation to support what they select on the Exception Form.

All undergraduate students, excluding students in a stand-alone undergraduate certificate program*, must enroll in WRK 100 (p. 198) in their first term, where they will be assessed for English proficiency. Students who do not earn the university-determined passing algorithmic score on the writing assessment or who do not meet one of the criteria below, must enroll in ENG 090 (p. 179) for their second term. The university's English proficiency standards must be taken/satisfied prior to COM 100 (p. 173) or COM 101 (p. 173), ENG 115 (p. 180) or ENG 116 (p. 180), or any higher-level English course. Proficiency in English must be documented by one of the following methods in accordance with the Developmental English and Foundational Skills Requirements:

1. Score above established minimum level (93 or greater) on the McCann English placement assessment;
2. Passing algorithmic score on the WRK 100 written assessment;
3. Scholastic Aptitude Test (SAT) score of 530 or above in the written/verbal section;
4. American College Test (ACT) score of 22 or above in English;
5. Approved transfer credit for collegiate-level English comparable to ENG 115 (p. 180), ENG 116 (p. 180), COM 100 (p. 173), or COM 101 (p. 173) or higher;
6. Earning 70% or higher in the Sophia Writing Fundamentals (ENG 0001) course;
7. Proof of completion of an equivalent U.S. undergraduate or graduate degree conferred prior to the start of term admittance; or
8. Successful completion of ENG 090 (p. 179) (with a minimum grade of C) at Strayer University.

*Students enrolled in a stand-alone undergraduate certificate program may satisfy developmental English requirements by meeting any of the above criteria.

Mathematics proficiency is a requirement for continued course registration. Mathematics proficiency must be documented by one of the following methods in accordance with the Developmental English and Foundational Skills requirements:

1. SAT score of 530 or above for Math;
2. ACT score of 21 or above for Math;
3. Approved transfer credits for collegiate-level Math;
4. Proof of completion of an equivalent U.S. undergraduate or graduate degree conferred prior to the start of term admittance; or
5. Successful completion of MAT 104 (p. 191)/MAT 110 (p. 192) (with a minimum grade of C) at Strayer University.

Note: Students in a stand-alone certificate program do not need to complete MAT 104 or MAT 110 unless it is in the certificate program or unless and until the student enrolls in another program at Strayer University which includes MAT 104 or MAT 110 in the curriculum.

Readmission – Undergraduate

A student whose study is interrupted for three or more consecutive quarters must apply for readmission. Students may be subject to the curriculum and other academic requirements and regulations in effect at the time of readmission. Students should seek academic advising prior to registration.

Awarding of Transfer Credit – Undergraduate Programs

Students who have attended other post-secondary educational institutions and transfer to Strayer University may be eligible to receive transfer credit in one of Strayer's degree, diploma or certificate programs, if appropriate. All applicants are considered on their individual merit. All students are required to meet Strayer's academic requirements to be awarded a degree. Transfer students should follow the application procedures outlined in this catalog. Evaluation of transcripts and academic experience is conducted in accordance with university policy.

No more than 126 quarter hours of transfer credit from all sources may be applied toward a bachelor's degree; no more than 63 quarter hours of transfer credit from all sources may be applied toward an associate degree; no more than 22.5 quarter hours of transfer credit from all sources may be applied toward a diploma program; no more than 4.5 quarter hours of transfer credit from all sources may be applied toward an undergraduate certificate program. Credits from courses in accounting and computer-related areas are subject to a 10-year limitation when being evaluated (except for a class equivalent to CIS101, which does not have a 10-year limitation). Students should request evaluation of transcripts and other previous learning immediately following acceptance to Strayer to avoid possible duplication of courses. An official transcript must be submitted prior to evaluation.

For students receiving VA education benefits, all prior transcripts must be on file and evaluated by their second term. VA students may not enroll in or receive credit at Strayer for a course in which they have earned credit at another institution.

Notwithstanding the foregoing, no more than 30% of credit in a student's degree program may be awarded from life or work experience, as follows: No more than 54 quarter hours of credit for a bachelor's degree; no more than 27 quarter hours for an associate degree; no more than 13.5 quarter hours of credit for a diploma degree; and no more than 4.5 quarter hours of credit for a certificate program. No more than 18 quarter hours of transfer credit from the Skills Advantage Program may be applied toward a bachelor's degree.

Incoming courses must be equivalent in content and outcomes to courses at Strayer. Strayer University will examine the content, outcomes and clock/credit hours for each incoming course. Incoming undergraduate courses must meet the following basic criteria in addition to those outlined above:

- For the Major, Concentration, and General Education Core, earned a grade of C or higher, Satisfactory (S), or Pass (P), in the course. A grade of D or higher will be accepted if the student has earned an associate degree from the same institution as the proposed transfer course(s). Must be a minimum of 4.5 quarter hours/3.0 semester hours in length.
- For the Elective area, earned a grade of C or higher, Satisfactory (S), or Pass (P), in the course. A grade of D or higher will be accepted if the student has earned an associate degree from the same institution as the proposed transfer course(s). Must be at least .5 quarter hours/.33 semester hours in length and may be up to 45.0 quarter hours/30 semester hours in length.
- Come from an institution that is accredited by the U.S. Department of Education, or recognized by the American Council on Education, or be a Strayer-approved corporate training course.

Strayer works closely with various employers and their employees to determine if specific corporate or military educational training or other professional credentials can be articulated toward college credit at Strayer. When evaluating previous corporate or military educational training, the university requires that the employer provide the name and description of the course, information about the course duration, learning objectives, learning outcomes, and student assessment. An eligible transfer course must be equivalent to 45 contact hours per 4.5 quarter credit hour course and be similar in content and outcomes to courses offered at Strayer. For elective credit, the course being transferred must be the equivalent number of contact hours for credit awarded. Strayer uses guidelines set forth by the American Council on Education, Council for Adult and Educational Learning, American Association of Collegiate Registrars and Admissions Officers, and other recognized agencies to evaluate corporate and military educational training. Specifically, Strayer examines the course content for subject matter and collegiate level work, course outcomes and outcomes measurements.

Students in residence at Strayer who choose to take a course at another institution in order to transfer those credits into their program are required to submit a Request to Pursue Courses form to an academic administrator prior to enrolling at the outside institution.

Duplicate transfer credit is not permitted and will not be posted. If a student submits transcripts from two institutions or sources that include credit for the same or similar course, credit from only one source will be posted.

Strayer accepts transfer credit from international institutions that is deemed equivalent to coursework in the United States. All international education documents must be reviewed by an approved third-party evaluation provider that is a National Association of Credential and Evaluation Services member and must meet the same criteria as listed above.

Strayer accepts credits from acceptable organizations that have been reviewed by the American Council on Education, National College Credit Recommendation Service, California Law Enforcement Agency or other review bodies deemed appropriate by the university. Students are encouraged to submit transcripts from these organizations for review of credit.

If a student is on disciplinary suspension at Strayer University, any courses taken during the period of suspension at one of Strayer University's affiliates, or at any other institution, will not be accepted as transfer credit towards any Strayer University academic program.

CLEP/DSST

CLEP scores and DSST exams are evaluated for credit toward diplomas and undergraduate degree programs. CLEP and DSST credits do not fulfill residency requirements.

Advanced Placement Program (AP)

Students may submit Advance Placement (AP) exam scores for evaluation for undergraduate college credit in a degree program. AP credit does not fulfill residency requirements. AP exams are given an overall grade of 1, 2, 3, 4 or 5, with 5 indicating a student who is extremely qualified to receive college credit and/or advanced placement based on an AP exam grade. Strayer University does not accept any score lower than 3 for academic credit. Students seeking college credit for AP exams should refer to the Advanced Placement Equivalency Chart located at www.strayer.edu.

Students may request that scores be sent to Strayer directly from the College Board website: https://apstudents.collegeboard.org/score-reporting-services.

To have scores sent to Strayer, students should use school code 5632.

Service School Credit

Strayer University is in partnership with the following institutions:

- Air University Associate to Baccalaureate Cooperative
- American Council on Education
- College of the American Soldier
- Defense Acquisition University
- Defense Activity for Non-Traditional Education Support
- ArmyIgnitED
- Joint Forces Staff College
- Military Spouse Career Advancement Accounts
- Navy College Program Distance Learning Partnership

Strayer University is a member of:

- American Association of Collegiate Registrars and Admissions Officers
- Association of Veterans Education Certifying Officials
- Council of College and Military Educators
- National Association of Veterans' Program Administrators
- Western Association of Veterans Education Specialists

Challenge Exam

Strayer University offers students the opportunity to obtain credit through its Challenge Exam program. Students are encouraged to meet with a coach or advisor to discuss credit options, which may include CLEP/DSST examinations among other options. Students must pass the undergraduate challenge exam by scoring at least 70% on the exam and are allowed only one retake. Challenge exam credits do not fulfill residency requirements. See the Books and Fees section (p. 35) for applicable charges.

Skills Advantage Program

The Skills Advantage Program consists of a one-day assessment that allows undergraduate students enrolled in a bachelor's degree program to participate in an online experience utilizing a video-conferencing platform. Each participant is assessed on their performance against a specific predefined rubric for the various competencies. If a student shows proficiency in at least one competency, they may earn elective transfer credit. Students have the opportunity to earn up to a maximum of 18 quarter credit hours that can only be used to satisfy available undergraduate elective requirements for their undergraduate degree at Strayer. Credits earned through the Skills Advantage Program do not fulfill residency requirements.

Graduate Admission

The basic requirement for admission to a Strayer University graduate certificate or master’s degree program is completion of a baccalaureate degree with a cumulative GPA of 2.50 from an accredited institution. Where the degree has not yet been issued due to institutions only conferring degrees at certain times during the year, a letter from the registrar of the institution confirming that the degree requirements were completed prior to the start of the graduate degree will need to be presented and followed by submission of the degree or transcript showing degree conferral when available. International students applying for graduate admission must hold, at a minimum, the equivalent of a United States baccalaureate degree.

Strayer strives to maintain a diverse student body; all undergraduate academic majors will be considered. Candidates who have not earned degrees from appropriate fields of study or who do not meet professional experience requirements may be required to take additional coursework (undergraduate/graduate) as a prerequisite for completing the program. Program prerequisites will be determined during the evaluation process.

Strayer requires a student's correct identifying number to file certain information returns with the IRS and to furnish a statement to the student. This will be a Social Security number (SSN) or, if not eligible to obtain a SSN, an individual taxpayer identification number. Nonresident aliens who do not have income that is subject to tax are not required to supply this information. Failure to provide the correct identifying number could result in a penalty from the IRS imposed on each incorrect document.

1. Candidates for a master’s degree or a graduate certificate (excluding those applying to the JWMI program) must provide the admissions office with all of the following:
    a. A completed application form (https://application.strayer.edu/) available on www.strayer.edu and an enrollment agreement as applicable (varies by state).
    b. A valid, legible, current, color, government-issued photo identification.
    c. Documentation of completion of a baccalaureate degree from an institutionally accredited institution, or documentation of completion of a master's degree or doctoral degree from an institutionally accredited

institution, or an approved equivalent.

d. Official transcripts from all colleges or universities attended, both undergraduate and graduate.

e. Evidence of graduate potential; a graduate student applicant may demonstrate evidence of graduate potential by satisfactory performance in at least one of the following:

   i. A 2.50 undergraduate grade point average (GPA) on a 4.0 scale in a completed bachelor's degree program from an institutionally accredited institution.

   ii. Completion of a graduate certificate at an institutionally accredited institution or completion of at least 9.0 quarter hours or equivalent of graduate-level coursework at an institutionally accredited institution with a cumulative GPA of 3.0 or higher.

   iii. Successful completion of an Advanced Professional Military Education program for military officers that is accredited for graduate academic credit by the American Council on Education.

   iv. Graduate Management Admission Test (GMAT) – minimum acceptable cumulative score of 450 on the GMAT taken within the past five years. Information about this test can be obtained through the website (www.gmat.org) or by writing to: Graduate Management Admission Test Educational Testing Service, P.O. Box 6103, Princeton, NJ 08541-6103.

   v. Graduate Record Examination (GRE) – minimum acceptable cumulative score of 300 on the GRE taken within the past five years. Information can be obtained through the website (www.ets.org/gre), by writing to: GRE-ETS, P.O. Box 6000, Princeton, NJ 08541-6000, or by calling 1.866.473.4373.

   vi. At least three years of professional experience in a leadership, management, or problem-solving role. Admission on this basis requires approval from a dean after review of a résumé, written statement explaining an applicant's professional experience and acknowledgment of maintaining Strayer's minimum GPA requirements.

Application materials submitted become the property of Strayer University. These materials will not be returned to students or forwarded to another university. If unexplained discrepancies appear between statements or documents provided to Strayer University as part of the admission materials and information otherwise obtained, applicants may be rejected for admission, admission may be revoked, or students may be dismissed.

Extraordinary circumstances: In the event that a student's official high school and/or college records are unable to be obtained from the issuing agency due to extraordinary circumstances, including but not limited to, flooding, fire, other natural disaster, pandemic, documented cyberattack (including ransomware attack) affecting the school/school system/institution that is independently verified by the school/institution, or in the case of foreign credentials, if there was governmental failure, civil war or social unrest, the student must provide to the University Registrar for a final admission decision: a copy of the Students With Extraordinary Circumstances Form for Basis of Admission Due to School Closure (Exception Form) or other similar form signed by the student and supporting documentation from the state department of education or other governmental agency verifying the information provided by the student, or documentation that the school/school system/institution is unable to process any requests due to the documented cyberattack. Where possible, students should submit other documentation to support what they select on the Exception Form.

2. Candidates for the Jack Welch Management Institute Master of Business Administration program must provide the following for admission:

   a. A completed application (https://application.strayer.edu/) and enrollment agreement, as applicable.

   b. A valid, current, government-issued photo identification.

   c. Documentation of completion of a baccalaureate degree from an institutionally accredited institution with a 3.0 or higher GPA on a 4.0 scale.

   d. Official transcripts from all colleges or universities attended, both undergraduate and graduate.

   e. A minimum of five years professional experience.

   f. A résumé or LinkedIn profile.

   g. A personal essay.

   h. Satisfactory test score from the Graduate Management Admission Test (GMAT) or Graduate Record Examination (GRE) taken within five years prior to enrollment. NOTE**:** This requirement will be automatically waived for applicants with a minimum of five years' professional or business experience.

   i. Evidence of graduate potential – in addition to the above, special consideration may be given to applicants who do not meet minimum GPA requirements but show graduate potential. A personal interview with the dean may be required.

   j. Students transferring from a Strayer graduate degree program to the Jack Welch Management Institute must be in satisfactory standing with the university at the start of the first quarter in which they are enrolled.

Application materials submitted become the property of the Jack Welch Management Institute. These materials will not be returned to students or forwarded to another university. If unexplained discrepancies appear between statements or documents provided to the Jack Welch Management Institute as part of the admission materials and information otherwise obtained, applicants may be rejected for admission, admission may be revoked, or students may be dismissed.

Admission Classifications – Graduate

Full Acceptance – An applicant who meets all requirements for admission to the degree program, including satisfying the undergraduate prerequisite course requirements, is granted full

acceptance status.

Acceptance with Provision – An applicant who meets all admission requirements, except for satisfying the undergraduate prerequisite courses, will be accepted into the degree program with the understanding that they must satisfactorily complete the designated prerequisite courses with a minimum grade of C. Prerequisite courses must be taken prior to the related graduate courses and are taken in addition to the courses required for the master's degree. Graduate students should have a program evaluation completed within the first two terms of enrollment.

Readmission – Graduate

A student whose study is interrupted for three or more consecutive quarters must apply for readmission. Students may be subject to the current catalog and curriculum, and all other academic requirements and regulations in effect at the time of readmission. Graduate course work must be successfully completed within ten years from the student's initial term of attendance in a Strayer graduate degree within five years for a certificate program. This includes both course work taken at Strayer and course work taken elsewhere and transferred in. Courses required in a degree program that were successfully completed at Strayer more than 10 years prior to the term of admission or readmission must be retaken. Students should seek academic advising prior to registration.

Awarding of Transfer Credit – Graduate Programs

Transfer students seeking evaluation of previous graduate-level credit must provide evidence the courses are comparable in content to those offered in the program of study at Strayer University and come from an institution that is recognized by an agency recognized by the U.S. Department of Education or the American Council on Higher Education. Evaluation of transcripts or academic experience is conducted in accordance with university policy. No more than 18 quarter hour credits may be applied to a 12-course master's degree program, no more than 13.5 quarter hour credits may be applied to a 10-course master's degree program, and no more than 4.5 quarter hour credits may be applied to a graduate certificate program. Students must have earned a grade of "B" or higher, Satisfactory (S), or Pass (P) to be accepted in transfer. Individual programs may require specific courses be completed at Strayer and may not be satisfied by a transfer equivalent. The university policy regarding requirements for degree completion is located in the Graduation, Degree Conferral and Commencement (p. 51) information under the Policies and Procedures (p. 44) section of this catalog.

All courses evaluated for transfer credit must have been completed within 10 years of the student's first term of attendance in a Strayer graduate degree program regardless of subject matter. Courses taken more than 10 years prior to the first term of attendance will not transfer in and will need to be retaken. Students in residence at Strayer who choose to take a course at another institution in order to transfer those credits into their program are required to submit a Request to Pursue Courses form to an academic administrator prior to enrolling at the outside institution.

Duplicate transfer credit is not permitted and will not be posted. If a student submits transcripts from two institutions or sources that include credit for the same or similar course, credit from only one source will be posted.

Strayer University accepts transfer credit from international institutions that is deemed equivalent to coursework in the United States. All international education documents are submitted to an approved third-party evaluation provider that is a National Association of Credential and Evaluation Services member and must meet the same criteria as listed above.

If a student is on disciplinary suspension at Strayer University, any courses taken during the period of suspension at one of Strayer University's affiliates, or at any other institution, will not be accepted as transfer credit towards any Strayer University academic program.

Awarding of Transfer Credit – Jack Welch Management Institute (JWMI)

Transfer students seeking evaluation of previous graduate level credit must provide evidence the courses are comparable in content to those offered in the program of study at Strayer University and come from an institution that is recognized by an agency recognized by the U.S. Department of Education or the American Council on Higher Education. Evaluation of transcripts or academic experience is conducted in accordance with university policy.

Upon completion of the transfer evaluation, a student may receive up to 18.0 quarter hours of credit toward the completion of a Jack Welch Management Institute (JWMI) Master of Business Administration program at Strayer and up to 4.5 quarter hours of credit toward the completion of a JWMI graduate certificate. No courses with grades below a B will be accepted in transfer. Undergraduate credits may be accepted only with an Articulation Agreement between JWMI and an approved institutionally accredited university or college. Only those courses determined to be eligible for transfer will be accepted. Students should contact the academic office for the list of courses eligible for transfer.

All courses evaluated for transfer must have been completed within 10 years of the student's first term of attendance in a JWMI degree or certificate program. Courses taken more than 10 years prior to the first term of attendance will not transfer in and will need to be retaken.

JWMI students may earn up to three courses of advanced standing credit if they hold a current and verifiable professional certification. The list of certifications and corresponding courses will be updated as needed and posted on the university website.

Duplicate transfer credit is not permitted and will not be posted. If a student submits transcripts from two institutions or sources that include credit for the same or similar course, credit from only one source will be posted.

If a student is on disciplinary suspension at Strayer University, any courses taken during the period of suspension at one of Strayer University's affiliates, or at any other institution, will not be accepted as transfer credit towards any Strayer University academic program.

Master's-Level Business Programs – BUS 508 Policy

Students enrolled in the 10 or 12-course Master of Science in Management, or the 12-course Master of Business Administration in North Carolina or Pennsylvania, who have earned an undergraduate bachelor's degree, with a cumulative GPA above 2.50, in a business-related program (for example, business administration, management, accounting, marketing, or finance), may seek authorization from an academic advisor to replace BUS 508: Contemporary Business with another graduate business elective course of their choice.

Students enrolled in the 10 or 12-course Master of Science in Management, or the 12-course Master of Business Administration in North Carolina or Pennsylvania, who have earned an undergraduate bachelor's degree in a business-related program but with a cumulative GPA below 2.50 or who have not earned an undergraduate bachelor's degree in a business-related program are required to take BUS 508: Contemporary Business within their first two terms at Strayer.

Students who transfer into the 10-course Master of Business Administration (MBA) program after the spring 2017 quarter who already successfully completed BUS 508: Contemporary Business should note that the credits earned in BUS 508 will not transfer into the 10-course MBA program as an elective and will not satisfy the program's required courses or concentration requirements.

Additional Admission Requirements for International Students

All international students, regardless of visa type, are individually responsible for ensuring that they are in good standing with the U.S. immigration authorities. International students applying for admission must meet the same admission requirements (p. 20) as other students. Transcripts sent from any educational institution recorded in a language other than English must be accompanied by a certified translation from a National Association of Credential and Evaluation Services member. All documents must be a certified copy of the original. Original documents will not be returned to the student unless otherwise stated.

Regardless of program and visa type, all students whose native language is not English must provide evidence that they are able to use the English language with sufficient facility to do college-level work in an English-speaking institution. Prospective international students residing both in and out of the U.S. may obtain evidence of their English proficiency by one of the following methods:

- Provide qualifying scores from the Duolingo exam, the Test of English as a Foreign Language (TOEFL), the International English Language Testing System (IELTS), or the Cambridge English Exam.
- Graduates from a college or high school where English is the primary language of instruction. (To satisfy basis of admission requirements, students must provide documentation as outlined in the basis of admission requirements (p. 20) (p. 24)section of the catalog.)
- Students who completed college level coursework at an accredited institution in the United States, where the coursework is eligible for transfer credit for ENG 115 (p. 180) or ENG 116 (p. 180) or ENG 201 (p. 180) or ENG 215 (p. 180), may use those transfer credits to satisfy the equivalent English requirements at Strayer. (Note: transfer credit for graduate-level coursework may not be used as a waiver for undergraduate level English prerequisites.)
- Complete an ESL program at an institution that is recognized by a body recognized by the U.S. Department of Education. Completion of an ESL program may only waive the ENG 090 (p. 179) requirement.

International students enrolled in a graduate program may also be required to take ENG 115 (p. 180) or ENG 116 (p. 180) and ENG 201 (p. 180) or ENG 215 (p. 180) at Strayer, in addition to providing evidence of English proficiency as an admission requirement.

The university evaluates official Duolingo, TOEFL, IELTS, and/or Cambridge English exam scores in determining placement of prospective students. Score reports are valid for two years from the test date.

Undergraduate students must earn the following to be admitted to the university:

- A minimum score of 85 on the Duolingo exam, OR
- A minimum TOEFL score of 500 on the paper-based test (46 on the iBT version), OR
- A minimum score of 5.5 on the IELTS, OR
- A B1 Preliminary score on the Cambridge exam

Graduate students must earn the following to be admitted to the university:

- A minimum score of 105 on the Duolingo exam, OR
- A minimum TOEFL score of 550 on the paper-based test (79 on the iBT version), OR
- A minimum score of 6.5 on the IELTS, OR
- A minimum score of B2 First on the Cambridge exam

Prospective students may obtain information on Duolingo online at https://englishtest.duolingo.com/institutions.

Prospective students may obtain information on the TOEFL exam from any U.S. Embassy, online at https://www.ets.org/toefl, or by writing to:

ETS, Educational Testing Service
CN 6151
Princeton, NJ 08541-6151
Strayer University’s TOEFL code is 5632.

Prospective students may request information on the IELTS exam online from www.ielts.org.

Prospective students may request information on Cambridge English exams online at https://www.cambridgeenglish.org/.

International Student Services will issue the Certificate of eligibility for nonimmigrant students SEVIS (F-1) Form I-20 to students residing outside the U.S. only when all the admission and financial requirements are met. Additional fees are required for the addition of dependents.

Strayer welcomes international students. New international F-1 students should arrive at Strayer no more than 30 days before the program start date listed on the Form I-20 to complete USCIS reporting requirements and counseling procedures. F-1 students may not arrive in the United States more than 30 days before their program start date and no later than the first day of class.

International F-1 students transferring in from a U.S. institution must hold a current SEVIS Form I-20 and be in good standing. An international student with a terminated SEVIS record should apply for reinstatement with the previous school prior to transfer to Strayer. International Student Services will consider reinstatement requests on a case-by-case basis. Students may also apply with Strayer for Reinstatement via Travel, requiring the students to depart the United States and reenter before the beginning of the anticipated start term.

The United States Citizenship and Immigration Service (USCIS) adjudicates requests for changes of visa status on a case-by-case basis. It should be noted that applicants (students) in the United States **may** be able to change classification to F-1 (student). USCIS requires a minimum of 45 days before the quarter start to begin processing.

Students seeking to apply to change from B to F-1 cannot register for classes before USCIS grants the status to change to F-1.

Articulation Agreements by State

Alabama

Calhoun Community College

Columbia Southern University

Columbia Southern University – Graduate

Community College of the Air Force (Virtual)

Gadsden State Community College

Shelton State Community College

Arizona

Maricopa County Community College System

Pima County Community College System

Arkansas

Arkansas Baptist College

Arkansas State University Mid-South (formerly Mid-South Community College)

California

American River College

Barstow Community College

Coastline Community College

Foothill College

Hartnell College

Irvine Valley College

Santa Rosa Junior College

Colorado

Colorado Community College System

Connecticut

Middlesex Community College

District of Columbia

Graduate School USA (formerly Graduate School, USDA)

University of the District of Columbia Community College

Delaware

Delaware Technical Community College

Florida

Florida College System (formerly Florida Division of Community Colleges)

Florida Technical College

Florida Technical College – Graduate

Palm Beach State College – Graduate

Georgia

Columbus Technical College

Technical College System of Georgia

Georgia Military College

Georgia Law Enforcement Academies – Credit Recommendation Guide

Illinois

Harper College

MacCormac College

McHenry County College

Oakton Community College

Waubonsee Community College

Indiana

Ivy Tech Community College

Kentucky

Kentucky Community & Technical College System

Louisiana

Louisiana Community and Technical College System

Maryland

Anne Arundel Community College

Baltimore City Community College

Carroll Community College

College of Southern Maryland

Community College of Baltimore County

Frederick Community College

Hagerstown Community College

Harford Community College

Howard Community College

Montgomery College

Prince George's Community College

Wor-Wic Community College

Massachusetts

Berkshire Community College

Massachusetts Bay Community College

Michigan

Macomb Community College

Minnesota

Dakota County Technical College

Northwest Technical College

Mississippi

Mississippi Law Enforcement Academies – Credit Recommendation Guide

Missouri

Metropolitan Community College

Nebraska

Southeast Community College

Nevada

College of Southern Nevada

New Jersey

Atlantic Cape Community College

Bergen Community College

Rowan College at Burlington County (formerly Burlington County College)

Camden County College

Rowan College of South Jersey, Cumberland Campus (formerly Cumberland County College)

Hudson County Community College

Lincoln Tech

Mercer County Community College

Middlesex College (formerly Middlesex County College)

Ocean County College

Raritan Valley Community College

Rowan College of South Jersey (formerly Rowan College at Gloucester County)

Salem Community College

Union County College

Warren County Community College

New Mexico

Central New Mexico Community College

Defense Threat Reduction University

New York

Bryant & Stratton College

Corning Community College

Erie Community College

North Carolina

North Carolina Community College System

North Carolina Law Enforcement Academies – Credit Recommendation Guide

Ohio

Belmont College

Bryant & Stratton College

Central Ohio Technical College

Chatfield College

Clark State College (formerly Clark State Community College)

Cuyahoga Community College

Eastern Gateway Community College

Edison State College (formerly Edison Community College)

Rhodes State College (formerly James A. Rhodes State College)

Lakeland Community College

Lorain County Community College

Marion Technical College

North Central State College

Northwest State Community College

Ohio Business College

Rio Grande Community College

Sinclair Community College

Terra State Community College

Washington State Community College

Zane State College

Pennsylvania

Antonelli Institute

Central Penn College

Community College of Allegheny County

Community College of Beaver County

Community College of Philadelphia

Delaware County Community College

Harcum College

Harrisburg Area Community College

Lehigh Carbon Community College

Montgomery County Community College

Northampton Community College

Pennsylvania Institute of Technology

Pennsylvania Law Enforcement Academy – Credit Recommendation Guide

Pittsburgh Technical Institute

Reading Area Community College

Westmoreland County Community College

Rhode Island

Community College of Rhode Island

South Carolina

Central Carolina Technical College

Greenville Technical College

Midlands Technical College

Orangeburg-Calhoun Technical College

Piedmont Technical College

Technical College of the Low Country

Trident Technical College

Tennessee

Columbia State Community College

Motlow State Community College

Nashville State Community College

Pellissippi State Technical Community College

Roane State Community College

Southwest Tennessee Community College

Walters State Community College

Texas

Alamo Colleges District

Austin Community College District

Central Texas College (Virtual)

Collin College

Dallas College (formerly Dallas County Community College District)

Del Mar College

Houston Community College

Lone Star College System

San Jacinto Community College

Texas Law Enforcement Agencies – Credit Recommendation Guide

Western Technical College

Wharton County Junior College

Utah

Ensign College (formerly LDS Business College)

Salt Lake Community College

Vermont

Landmark College

Virginia

Bryant & Stratton College

Defense Acquisition University

Joint Forces Staff College

Rappahannock Regional Criminal Justice Academy

Virginia Community College System

Virginia Law Enforcement Academies – Credit Recommendation Guides

Washington

Bellevue College (formerly Bellevue Community College)

Everett Community College

Olympic College

South Seattle College (formerly South Seattle Community College)

West Virginia

Blue Ridge Community and Technical College

BridgeValley Community and Technical College

Eastern West Virginia Community & Technical College

Mountwest Community and Technical College

Southern West Virginia Community and Technical College

West Virginia Junior College

West Virginia Northern Community College

Wisconsin

Bryant & Stratton College

Wisconsin Technical College System

Financial Information

Tuition Charges 2024–2025

2024–2025 Undergraduate Tuition Rates

Tuition rates apply to full-time and part-time undergraduate students and are based on enrollment term.

Readmitted undergraduate students (students readmitted to the university after a break in enrollment of three or more consecutive quarters) are subject to the effective tuition rates at the time of readmission.

Other fees, including but not limited to books and course materials, may also apply. Please see the Books and Fees section for more information.

Enrollment Term	Applicable Tuition Rate
On or after winter 2014	$1,525 per course
Prior to winter 2014	$1,700 per course if full time (three or more courses attempted per quarter) $1,775 per course if part time (fewer than three courses attempted per quarter)
Accelerate Courses	$2,985 per course

2024–2025 Graduate Tuition Rates *Not applicable to Jack Welch Management Institute*

Tuition rates apply to full-time and part-time graduate students and are based on enrollment term.

Readmitted graduate students (students readmitted to the university after a break in enrollment of three or more consecutive quarters) are subject to the effective tuition rates at the time of readmission.

Other fees, including but not limited to books and course materials, may also apply. Please see the Books and Fees section for more information.

Enrollment Term	Applicable Tuition Rate
Winter 2015 and after (except as noted below)	$2,490 per course
Terms prior to winter 2015	$2,365 per course
Master of Business Administration Program The 10-course version of the Master of Business Administration program is not approved in all states. Please go to www.strayer.edu for the latest information regarding program availability. Students enrolled in the Master of Business Administration program as of spring 2017 or later who complete all 10 required courses and seek to earn a Master of Business Administration with a concentration designation will not be charged tuition for the additional two courses required to earn the designation; however, students are charged tuition for any concentration course that must be retaken in the event the course is not completed satisfactorily, initially.	$2,985 per course

Enrollment Term	Applicable Tuition Rate
Master of Business Administration Program North Carolina and Pennsylvania Residents Students enrolled in the Master of Business Administration program in North Carolina or Pennsylvania must complete the 12-course version of the program.	$2,490 per course
Master of Business Administration Program Florida Residents Applicable to new and readmitted students enrolled between summer 2017 and July 31, 2018.	$2,035 per course
Master of Business Administration Program Florida Residents Applicable to new and readmitted students enrolled prior to summer 2017, or on or after August 1, 2018.	$2,985 per course
Master of Business Administration Program Maryland, Virginia and Washington, DC Residents Applicable to new and readmitted students enrolled between fall 2017 and July 31, 2018.	$2,035 per course
Master of Business Administration Program Maryland, Virginia and Washington, DC Residents Applicable to new and readmitted students enrolled prior to fall 2017, or on or after August 1, 2018.	$2,985 per course
Digital Entrepreneurship Master of Business Administration Students will pay for all 12 courses. The Digital Entrepreneurship Master of Business Administration is not approved in all states. Please go to www.strayer.edu for the latest information regarding program availability.	$2,985 per course
Digital Entrepreneurship Master of Business Administration For new and readmitted students residing in Florida, Maryland, Virginia and Washington, DC students enrolled between fall 2017 and July 31, 2018.	$2,035 per course
Master of Science in Management Students enrolled in the Master of Science in Management program as of Summer 2022 or later who complete all 10 required courses and seek to earn a Master of Science in Management with a concentration designation will not be charged tuition for the additional two courses required to earn the designa- tion, however, students are charged tuition for any concentration course that must be retaken in the event the course is not completed satisfactorily, initially.	$2,985 per course

Enrollment Term	Applicable Tuition Rate
Master of Public Administration (10 courses) Applicable to new and readmitted students enrolled beginning spring 2023 and after.	$2,000 per course
Master of Public Administration (12 courses) Applicable to new and readmitted students enrolled between summer 2017 and winter 2023.	$1,680 per course
Master of Education, Master of Science in Accounting, Master of Science in Health Services Administration Applicable to new and readmitted students enrolled summer 2017 and after.	$1,680 per course
Master of Education, Master of Science in Accounting, Master of Science in Health Services Administration Applicable to new and readmitted students enrolled between winter 2015 and spring 2017.	$2,490 per course
Master of Education, Master of Public Administration, Master of Science in Accounting, Master of Science in Health Services Administration Applicable to new and readmitted students enrolled prior to winter 2015.	$2,365 per course
Graduate Certificate in Corporate Learning, Graduate Certificate in Educational Administration	$1,680 per course
Graduate Certificate in Corporate Learning, Graduate Certificate in Educational Administration	$2,490 per course
Graduate Certificate in Digital Entrepreneurship, Graduate Certificate in Entrepreneurial Leadership, Graduate Certificate in Finance and Accounting for Entrepreneurs, Graduate Certificate in Marketing and Branding for Entrepreneurs	$2,985 per course

2024–2025 Jack Welch Management Institute (JWMI) Graduate Tuition Rates

Tuition rates apply to full-time and part-time JWMI graduate students and are based on enrollment term.

Readmitted JWMI students (students readmitted to the university after a break in enrollment of three or more consecutive quarters) are subject to the effective tuition rates at the time of readmission.

Stated tuition rates apply to all 4.5 credit hour courses. Students are charged half of the applicable 4.5 credit hour tuition amount for a 2.25 credit hour course.

Other fees, including but not limited to books and course materials, may also apply. Please see the Books and Fees section for more information.

Enrollment Term	Applicable Tuition Rate
On or after spring 2019	$3,850 per course
Fall 2017–winter 2019	$3,650 per course
Winter 2017–summer 2017	$3,450 per course
Summer 2014–fall 2016	$3,250 per course
Summer 2013–spring 2014	$3,000 per course
Prior to summer 2013	$2,580 per course
Jack Welch Management Graduate Certificate in Healthcare, Jack Welch Management Graduate Certificate in Human Resources Management, Jack Welch Management Graduate Certificate in Leadership, Jack Welch Management Graduate Certificate in Operations Management	$4,000 per course

Books and Fees

Where textbooks and supplies are not included as part of the course materials fee, students must purchase them separately, and should allow approximately $150 per course for textbooks and supplies.

The following nonrefundable fees (except as noted below) are in effect for the 2023–2024 academic year:

Course Materials Fees:

Select Strayer University Undergraduate Courses - fee applies only when specific webtext/e-book materials are made available directly within select courses and replaces lab access codes for those courses. Courses for which a Course Materials Fee applies are designated in the Strayer Bookstore.	**$100***

**Fee applied for each applicable course at the time of registration for the applicable quarter. Fee will be fully refunded if: (a) student cancels enrollment prior to the start of the term, or (b) student cancels enrollment prior to the end of add/drop. A student may be eligible for their materials fee to be waived if they are retaking the course the immediately following term.*

Jack Welch Management Institute (Covers only HBR Cases for all courses except JWI 510)	**$100****
Jack Welch Management Institute – JWI 510 (Covers only HBR Cases, DiSC, and TKI)	**$150****
Technology Fee	**$65****

***Fee applied each quarter, at time of registration, one time per quarter. Fee will be fully refunded if: (a) student cancels enrollment prior to the start of the term, or (b) student cancels enrollment prior to the end of add/drop. Tuition for JWMI students includes the technology fee.*

Withdrawal Processing Fee *Charged when withdrawn from all registered courses, not applicable in all states. See Add/Drop Policy and Course Withdrawal.* (p. 37)	**$25**

Transcript and Degree Conferral Fees:
Effective April 1, 2022, Strayer University students can request an official transcript from Strayer even if they have outstanding debts to the University.

Official Strayer Transcript Fee (electronic copy)	**$15**
Official Strayer Transcript Fee (paper copy)	**$25**

An additional fee of $50 will be assessed to all rush transcript requests.

Final Academic Requirements Evaluation Fee	**$150**

Students will have their associate†, bachelor's and/or master's degree conferred once they have successfully completed all academic requirements.

†There is no final academic requirements evaluation fee charged for an associate degree.

Tuition for JWMI students includes the final academic requirements evaluation fee.

Certified Electronic Diploma (ceDiploma) Fee (for credentials that have a conferral date on or after March 1, 2022)	**$10.95**
Legacy ceDiploma Fee^	**$50**
Diploma Reorder Fee	**$50**

^A Legacy ceDiploma credential is any credential that has a conferral date on or before February 28, 2022.

Miscellaneous Fees:

Test of English as a Foreign Language (TOEFL) Examination Fee+ *Except cases of I-20 denial. Please refer to Additional Requirements for International Students section.* (p. 26) **Additional fees for notary services may be required in the identity verification process.** *+Includes Strayer administrative fees.*	**$42**

Credit by Examination Test Fees (optional):

Challenge Exam (per examination)	**$20**
Strayer Skills Advantage Program	**$395**

Purchase of Regalia

Students participating in an in-person commencement ceremony must purchase regalia (commencement ceremony attire) from the university's approved vendor, after they have registered for commencement. Students participating in virtual commencement are NOT required to purchase regalia. Additional information about purchasing commencement regalia can be found at www.commencement.strayer.edu.

VA Education Benefits and Student Tuition and Fees

For students receiving VA education benefits, eligible charges include tuition, technology fee and mandatory graduation fees. Penalty fees are not eligible for VA funding.

For California Students Only: Student Tuition Recovery Fund (STRF) Fee

CALIFORNIA STUDENT TUITION RECOVERY FUND (STRF) FEE

California residents should refer to the following language provided by the state of California regarding the student tuition recovery fund:

The State of California established the Student Tuition Recovery Fund (STRF) to relieve or mitigate economic loss suffered by a student in an educational program at a qualifying institution, who is or was a California resident while enrolled, or was enrolled in a residency program, if the student enrolled in the institution, prepaid tuition, and suffered an economic loss. Unless relieved of the obligation to do so, you must pay the state-imposed assessment for the STRF, or it must be paid on your behalf, if you are a student in an educational program, who is a California resident, or are enrolled in a residency program, and prepay all or part of your tuition.

You are not eligible for protection from the STRF and you are not required to pay the STRF assessment, if you are not a California resident, or are not enrolled in a residency program.

It is important that you keep copies of your enrollment agreement, financial aid documents, receipts, or any other information that documents the amount paid to the school. Questions regarding the STRF may be directed to the Bureau for Private Postsecondary Education, 2535 Capitol Oaks Drive, Suite 400, Sacramento, CA 95833, (916) 431-6959 or (888) 370-7589.

To be eligible for STRF, you must be a California resident or are enrolled in a residency program, prepaid tuition, paid or deemed to have paid the STRF assessment, and suffered an economic loss as a result of any of the following:

1. The institution, a location of the institution, or an educational program offered by the institution was closed or discontinued, and you did not choose to participate in a teach-out plan approved by the Bureau or did not complete a chosen teach-out plan approved by the Bureau.
2. You were enrolled at an institution or a location of the institution within the 120 day period before the closure of the institution or location of the institution, or were enrolled in an educational program within the 120 day period before the program was discontinued.
3. You were enrolled at an institution or a location of the institution more than 120 days before the closure of the institution or location of the institution, in an educational program offered by the institution as to which the Bureau determined there was a significant decline in the quality or value of the program more than 120 days before closure.
4. The institution has been ordered to pay a refund by the Bureau but has failed to do so.
5. The institution has failed to pay or reimburse loan proceeds under a federal student loan program as required by law, or has failed to pay or reimburse proceeds received by the institution in excess of tuition and other costs.
6. You have been awarded restitution, a refund, or other monetary award by an arbitrator or court, based on a violation of this chapter by an institution or representative of an institution, but have been unable to collect the award from the institution.
7. You sought legal counsel that resulted in the cancellation of one or more of your student loans and have an invoice for services rendered and evidence of the cancellation of the student loan or loans.

To qualify for STRF reimbursement, the application must be received within four (4) years from the date of the action or event that made the student eligible for recovery from STRF.

A student whose loan is revived by a loan holder or debt collector after a period of noncollection may, at any time, file a written application for recovery from STRF for the debt that would have otherwise been eligible for recovery. If it has been more than four (4) years since the action or event that made the student eligible, the student must have filed a written application for recovery within the original four (4) year period, unless the period has been extended by another act of law.

However, no claim can be paid to any student without a social security number or a taxpayer identification number.

Current California STRF Assessment Rate:

Effective April 1, 2024, the current STRF assessment rate is zero dollars ($0.00) per one thousand dollars ($1,000.00) of institutional charges.

Maryland Guaranty Student Tuition Fund

A student may be entitled to make a claim against the Maryland Guaranty Student Tuition Fund for For-profit Institutions of Higher Education (“Student Tuition Fund”) in the case of certain events, including a school closure. The Student Tuition Fund is administered by the Maryland Higher Education Commission. Information about the Student Tuition Fund and instructions for filing a claim may be found in Regulations 13B.02.06.01 through .13 of the Code of Maryland Regulations or by contacting the Maryland Higher Education Commission.

Book Voucher Program

Students attending Strayer University may be eligible to receive a book voucher with a spending limit that can only be used at the Strayer bookstore to purchase books, materials, access codes, and pay lab fees for the designated quarter. Students who receive a book voucher are under no obligation to use it; however, when used, the amount of the book voucher is added to the student's account and must be repaid by the student’s funding source(s) or by a direct payment from the student.

If a student uses the book voucher before receiving a disbursement of federal financial aid funding, then the amount spent with the voucher will be deducted from the student’s disbursement amount for the applicable quarter. A student may owe a balance to the university in the following situations:

1. If the bookstore purchases exceed the available amount of the voucher; the balance will be the overage.
2. If a student uses a book voucher after they receive a disbursement or refund of federal financial aid funding, or if they are not using federal financial aid, for the applicable quarter.

Book voucher balances with the university are the sole responsibility of the student. Students who prefer not to use a book voucher can simply choose not to use it at checkout. No notice to the university is required if the student chooses not to

use a book voucher.

Payment

Payment must be made within 10 calendar days after temporary registration. After 10 calendar days, any temporary registration will be dropped. If payment is not received from outside source(s) of funding, the student is personally responsible for payment of all tuition and fees. Tuition and fees may be paid by ACH/E-check, debit card, or credit card through a secure and private online payment system. Payment can also be made by personal check, money order or through a bank wire. International students also have the option to pay tuition and fees securely through TransferMate global payments platform to allow local currency to be used from nearly any country. If a student's full balance is not covered by one or more standard methods of payment, that student may be allowed to enter into other payment arrangements by contacting their Student Services Coach.

A student whose tuition and fees are paid by a sponsoring institution must provide documentation of this benefit at the time of registration. Tuition and fees beyond those paid for by the sponsoring institution are due at registration. A student is personally responsible for all tuition and fees if the sponsor does not pay for any reason.

In compliance with 38 USC § 3679(e)(1)(B), Strayer will not impose any penalty, including the assessment of late fees, the denial of access to classes, or other institutional facilities, or the individual to borrow additional funds as a result of the individual's inability to meet their financial obligations to the institution due to the delayed disbursement of funds from the VA under chapter 31 (Vocational Rehabilitation and Employment) or 33 (Post 9/11 GI Bill® benefits).

Last Date of Attendance

A student's withdrawal date at Strayer is determined by the student's last date of attendance (LDA). LDA is determined by using official university attendance records or, in the case where a student officially withdraws, the date on which the student submits official notice of their intent to withdraw from the courses in which they are enrolled. For students who are administratively withdrawn, the university determines the LDA using official university attendance records.

Add/Drop Policy and Course Withdrawal

Standard Policy: All students except those residing in Florida, Georgia, Maryland (if online only and not attending a Maryland campus), JWMI, South Carolina, Tennessee, and Virginia [1, 2, 3, 4, 5]

Quarter Courses

Last Date of Attendance	Percentage of Tuition Charged
Prior to the first day of the quarter	No charge*
Through the add/drop period	10%
From Tuesday of the second scheduled week of the quarter through the end of the second scheduled week (Tuesday through Sunday) of the quarter	25%
Through the third week	50%
Through the fourth week	75%
After the fourth week	100%

Mini-session Courses

Last Date of Attendance	Percentage of Tuition Charged
Prior to the first day of the session	No charge*
From Monday of the first scheduled week of the session through Monday of the second scheduled week of the session	50%
From Tuesday of the second scheduled week of the session through the end of second scheduled week (Tuesday through Sunday) of the session	75%
After the second scheduled week of the session	100%

** Withdrawal Processing Fee may be applicable.*

1. *A scheduled week is considered to start on Monday and end the following Sunday.*
2. *Courses funded through ArmyIgnitED are subject to the ArmyIgnitED withdrawal policy listed below.*
3. *South Carolina students enrolling for the first time are subject to the South Carolina special refund policy listed below.*
4. *Online students who reside in a state where the university does not have physical campuses are subject to the Standard Policy unless otherwise stated.*
5. *Students receiving VA education benefits who withdraw on or before the first day of class will receive a 100% refund, and refunds will be made within 40 days.*

For Florida Students Only

Quarter Courses

Last Date of Attendance	Percentage of Tuition Charged
Prior to the first day of the quarter	No charge
Through the add/drop period	No charge
From Tuesday of the second scheduled week of the quarter through the end of the second scheduled week (Tuesday through Sunday) of the quarter	25%

Through the third week	50%
Through the fourth week	75%
After the fourth week	100%

Mini-Session Courses

Last Date of Attendance	Percentage of Tuition Charged
Prior to the first day of the class	No charge
Through the first four calendar days of the mini-session	No charge
From the fifth calendar day of the mini-session through the end of the first week (Sunday)	50%
Through the second week	75%
After the second week	100%

For Georgia Students Only [1, 2]

Quarter Courses

Last Date of Attendance	Percentage of Tuition Charged
Prior to the first day of quarter	No charge
Through the add/drop period	10%
From Tuesday of the second scheduled week of the quarter through the end of the second scheduled week (Tuesday through Sunday) of the quarter	25%
Through the third, fourth or fifth week	50%
After the fifth week	100%

Mini-session Courses

Last Date of Attendance	Percentage of Tuition Charged
Prior to the first day of the session	No charge
Through Monday of the second scheduled week of the session	25%
From Tuesday of the second scheduled week of the session through the end of the second scheduled week (Tuesday through Sunday) of the session	50%
After the second scheduled week of the session	100%

1. *A scheduled week is considered to start on Monday and end the following Sunday.*
2. *Courses funded through ArmyIgnitED are subject to the ArmyIgnitED withdrawal policy listed below.*

For Maryland Global and JWMI Students Only [1, 2]

Quarter Courses

Last Date of Attendance	Percentage of Tuition Charged
Prior to the first day of quarter	No charge
Through the add/drop period	10%
From Tuesday of the second scheduled week of the quarter through the end of the third scheduled week (Tuesday through Sunday) of the quarter	20%
Through the fourth week	40%
Through the fifth week	60%
Through the sixth and seventh weeks	80%
After the seventh week	100%

Mini-session Courses

Last Date of Attendance	Percentage of Tuition Charged
Prior to the first day of the session	No charge
From Monday of the first scheduled week of the session through Monday of the second scheduled week of the session	10%
From Tuesday of the second scheduled week of the session through the end of the second scheduled week (Tuesday through Sunday) of the session	40%
Through the third scheduled week of the session	80%
After the third scheduled week of the session	100%

Note: The student is due a refund of all money paid (tuition and any fees) if the student cancels within three (3) days after receiving their letter/notice of acceptance, exclusive of Saturday, Sunday and Holidays.

1. *A scheduled week is considered to start on Monday and end the following Sunday.*
2. *Courses funded through ArmyIgnitED are subject to the ArmyIgnitED withdrawal policy listed below.*

For South Carolina Students Only [1, 2, 3]

Quarter Courses for South Carolina Students Attending the University for the First Time

Last Date of Attendance	Percentage of Tuition Charged
Prior to the first day of the quarter	No charge

Through the add/drop period	$100
From Tuesday of the second scheduled week of the quarter through the end of the second scheduled week (Tuesday through Sunday) of the quarter	10% + $100
Through the third week	20% + $100
Through the fourth week	30% + $100
Through the fifth week	40% + $100
Through the sixth week	50% + $100
After the sixth week	100%

Mini-session Courses for South Carolina Students Attending the University for the First Time

Last Date of Attendance	Percentage of Tuition Charged
Prior to the first day of the session	No charge
From Monday of the first scheduled week of the session through Monday of the second scheduled week of the session	$100
From Tuesday of the second scheduled week of the session through the end of the second scheduled week (Tuesday through Sunday) of the session	40% + $100
Through the third scheduled week of the session	60% + $100
After the third scheduled week of the session	100%

1. *A scheduled week is considered to start on Monday and end the following Sunday.*
2. *Courses funded through ArmyIgnitED are subject to the ArmyIgnitED withdrawal policy listed below.*
3. *South Carolina students enrolling after the first time are subject to the Standard Policy listed above.*

For Tennessee Students Only [1, 2]

Quarter Courses

Last date of Attendance	Percentage of Tuition Charged
Prior to the first day of the quarter	No charge
Through the add/drop period	$100
From Tuesday of the second scheduled week of the quarter through the end of the second scheduled week (Tuesday through Sunday) of the quarter	25%
Through the third week	50%
Through the fourth, fifth or sixth week	75%
After the sixth week	100%

Mini-session Courses

Last date of Attendance	Percentage of Tuition Charged
Prior to the first day of the session	No charge
From Monday of the first scheduled week of the session through Monday of the second scheduled week of the session	$100
From Tuesday of the second scheduled week of the session through the end of the second scheduled week (Tuesday through Sunday) of the session	75%
After the second scheduled week of the session	100%

1. *A scheduled week is considered to start on Monday and end the following Sunday.*
2. *Courses funded through ArmyIgnitED are subject to the ArmyIgnitED withdrawal policy listed below.*

For Virginia Students Only [1, 2]

Quarter Courses

Last date of Attendance	Percentage of Tuition Charged
Prior to the first day of the quarter	No charge
Through the add/drop period	No charge
From Tuesday of the second scheduled week of the quarter through the end of the second scheduled week (Tuesday through Sunday) of the quarter	25%
Through the third week	50%
Through the fourth or fifth week	75%
After the fifth week	100%

Mini-session Courses

Last date of Attendance	Percentage of Tuition Charged
Prior to the first day of the session	No charge
From Monday of the first scheduled week of the session through Monday of the second scheduled week of the session	50%
From Tuesday of the second scheduled week of the session through the end of the second scheduled week (Tuesday through Sunday) of the session	75%

After the second scheduled week of the session	100%

1. *A scheduled week is considered to start on Monday and end the following Sunday.*
2. *Courses funded through ArmyIgnitED are subject to the ArmyIgnitED withdrawal policy listed below.*

For ArmyIgnitED Students Only [1, 2]

Quarter Courses Funded through ArmyIgnitED

Date of Withdrawal	Percentage of Tuition Charged
Prior to the first day of the quarter	No charge
Through the add/drop period	10%
From Tuesday of the second scheduled week of the quarter through the end of the second scheduled week (Tuesday through Sunday) of the quarter	25%
Through the third, fourth or fifth week	50%
Through the sixth, seventh or eighth week	75%
After the eighth week	100%

Mini-session Courses Funded through ArmyIgnitED

Date of Withdrawal	Percentage of Tuition Charged
Prior to the first day of the session	No charge
From Monday of the first scheduled week of the session through Monday of the second scheduled week of the session	10%
From Tuesday of the second scheduled week of the session through the end of the second scheduled week (Tuesday through Sunday) of the session	25%
Through the third, fourth or fifth scheduled week of the session	50%

1. *A scheduled week is considered to start on Monday and end the following Sunday.*
2. *ArmyIgnitED students are reminded that Army tuition reimbursement policies are based on the withdrawal date and not the last date of attendance. Failure to affirmatively withdraw from classes could result in the soldier being required to reimburse the Army for the difference in tuition owed between the last date of attendance and the date of withdrawal.*

Special Refund Notice

Refund Notice for Alabama, Georgia, South Carolina and Virginia Students

Prior to the beginning of classes, applicants in the states of Alabama, Georgia and South Carolina and the Commonwealth of Virginia are entitled to a full refund of all tuition and fees if they request the same within three business days (five calendar days for Virginia students not enrolled through any Virginia campus) after making payment to the university.

Refund Notice for Florida Students

Refunds will be issued within 30 days of notification.

Return of Tuition Assistance

Military Tuition Assistance (TA) is awarded to a student under the assumption that the student will attend school for the entire period for which the assistance is awarded. When a student withdraws, the student may no longer be eligible for the full amount of TA funds originally awarded. To comply with the Department of Defense policy, Strayer University will return any unearned TA funds on a prorated basis through at least the 60% portion of the period for which the funds were provided. TA funds are earned proportionally during an enrollment period, with unearned funds returned based upon when a student stops attending.

Refunds for Books and Materials

Textbooks and materials purchased through the Strayer Bookstore may be eligible for return. Students should refer to the university bookstore for full details. In order to receive a full refund, new course materials must be returned in new, unopened condition.

Access codes and eResources may be returned in certain circumstances. Students should contact the Strayer Bookstore customer service department for information about eligible returns.

Print-on-demand (POD) copies sold with eBooks are not eligible for return. Please note: no refunds will be issued for corresponding eBooks once a POD is purchased.

Laptops purchased from the Strayer Bookstore are non-returnable. If a student received a damaged device, they must contact Microtek immediately at 888.554.0543 (support hours are Monday–Friday, 10 a.m.–6:30 p.m. ET) or through their website at https://strayer.microtek-co.com/ by clicking on the “Get in Touch!” button. To qualify for a replacement, you must report issues within **two days** of receipt.

Withdrawal Charges for Federal Financial Aid Recipients

Financial aid recipients are subject to the institutional refund calculation for individual course withdrawals listed for their respective states in the Add/Drop Policy and Course Withdrawal (p. 37) section of this catalog. These calculations are also applied if a student entirely withdraws from Strayer University. In addition, when a recipient of Title IV funds entirely withdraws from Strayer (whether by formal withdrawal or administrative withdrawal), Strayer is required to calculate how much federal financial aid was earned by the student in order to determine if funds are required to be returned to the Department of Education.

This calculation is based on the student's last date of attendance using official Strayer records. After the 60% point in the term of enrollment, the student is deemed to have earned 100% of the Title IV funds they were scheduled to receive during the term, and no funds are required to be returned.

It is important that students fully understand the consequences of a decision to withdraw from Strayer University. If the amount returned as a result of the return to Title IV calculation is greater than the amount they would receive under the refund calculation (those listed in the Add/Drop Policy and Course Withdrawal section (p. 37)), the difference will be immediately due and payable in full to Strayer University.

Additional information regarding this calculation can be found on the Financial Aid Policy page of Strayer University's website at https://www.strayer.edu.

Order of Return of Financial Aid

If a student receiving federal financial aid withdraws from the university, returns of funding will be made to the applicable programs in the following order:

1. Direct Unsubsidized Loans (other than PLUS Loans)
2. Direct Subsidized Loans
3. Direct PLUS Loans (Parent/Graduate)
4. Federal Pell Grants for which a return of Title IV funds is required
5. Federal Supplemental Educational Opportunity Grants (FSEOG) for which a return of Title IV funds is required

Crediting of Account

Federal student aid funds and any additional educational funds received from sponsors or other sources for tuition and expenses are applied to the student's account to cover charges for the appropriate period of enrollment. If funds are available in excess of tuition and other costs, the student and/or sponsor is entitled to the credit balance of one dollar and above on the account for the quarter in which the credit occurred. Credit balances of one dollar and above will be disbursed to the student, sponsor or other source in accordance with all governing federal regulations.

Financial Obligation

Students who owe money to Strayer University for any reason may not be permitted to register. Further, any expenses incurred by Strayer in collecting unpaid accounts, such as expenses incurred when accounts are turned over to collection agencies, may be charged to the student to the maximum extent allowed by law.

Educational Benefits Programs

What is Financial Aid?

Strayer University offers three categories of financial aid: grants, scholarships, and loans. Grants and scholarships are gifts of money that do not have to be repaid provided they are used to complete the student's education. Loans are borrowed money, which must be repaid with interest.

Other sources of financial assistance are often available. Some of these include veterans benefits, vocational rehabilitation benefits, and employer sponsorships. A student should research all possible sources of financial aid.

The amount and type of financial aid that a student may receive are determined through federal and state guidelines.

Federal Financial Aid Eligibility Requirements

The general requirements for receipt of federal financial funds include:

- Financial need (except for some loan programs);
- High school diploma or equivalent;
- U.S. citizenship or eligible noncitizen status;
- Social Security number;
- Enrollment in an eligible academic program. Federal education loan participants must be enrolled on at least a half-time basis;
- Maintenance of satisfactory academic progress (see below).

Additional information about eligibility for financial aid at Strayer University is available on the Financial Aid page of the Strayer website at http://www.strayer.edu. Current students can also visit the Financial Aid and Support page through the iCampus student portal (https://icampus.strayer.edu).

Satisfactory Academic Progress

Satisfactory Academic Progress Standards: A student must make successful progress toward the completion of his/her program of study in order to continue receiving federal financial aid. The university has set standards in the areas of grade point average (qualitative) and pace of completion (quantitative) within an established time frame as a measure of satisfactory progress for financial aid. These standards can be found on the Financial Aid Policies page of Strayer University's website at https://www.strayer.edu.

How Do You Apply for Federal Financial Aid?

Prospective and current students are encouraged to apply for financial aid by completing the Free Application for Federal Student Aid (FAFSA) by visiting the Department of Education FAFSA site at https://fafsa.gov. Current students can also visit Financial Aid and Support through the iCampus student portal (https://icampus.strayer.edu). Additional financial aid information can also be found on the Financial Aid page of Strayer University website at https://www.strayer.edu.

In order to maximize aid possibilities, students should file their applications for financial aid, scholarships, and veterans benefits at the same time they apply to Strayer for admission.

Federal Loans

Federal loans are available to both undergraduate and graduate students. Special provisions, such as favorable interest rates, grace periods for repayment for certain types of federal loans, deferment under certain conditions, and even cancellation under certain conditions, make these loans attractive to both students and parents applying for a loan.

- Federal Direct Loan Programs
- Federal Direct PLUS Loans (Graduate/Parent)

Federal Grants

An undergraduate student who does not hold a bachelor's or first professional degree may be eligible for certain federal grants. Grants are funding that do not require repayment provided they are used to complete the student's education.

- Federal Pell Grant
- Federal Supplemental Educational Opportunity Grant (FSEOG)

Additional Information

For additional information about federal student aid programs, please see the Financial Aid page of the Strayer University website at https://www.strayer.edu or the Department of Education's website at https://studentaid.gov.

Private Loan Programs

Private loan programs may be available for undergraduate and graduate students. These loan programs may not offer the benefits of federal loan programs but may provide an alternative way to finance educational expenses. Students should consider federal sources of financial aid before considering private loan programs. Additional information can be obtained through the Financial Aid page of the Strayer University website at https://www.strayer.edu.

Scholarships and Other Educational Benefits Programs

Prospective students may learn about available scholarship opportunities by speaking with their admissions officer or going online to www.strayer.edu. Students are also encouraged to research and identify private/external sources of scholarship funding and other employer-based educational benefits to offset and save on educational expenses and related costs.

Strayer University Graduation Fund

The Strayer University Graduation Fund gives students the opportunity to make college more affordable and rewards students who are committed to pursuing their bachelor's degree. All qualified new and readmit undergraduate students are automatically enrolled in the Graduation Fund when they register for courses with Strayer. These students will earn one tuition-free class for every three courses they pass, subject to eligibility requirements. The tuition-free classes will begin to be automatically redeemed for the last classes of the student's bachelor's degree program, up to a maximum of 10 classes. Students forfeit all tuition-free classes earned if they have two or more consecutive terms of nonattendance. However, upon readmittance, the student may be able to again begin earning tuition-free classes, starting at zero, if they meet all other eligibility requirements.

Additional information, restrictions and eligibility requirements can be found on the Graduation Fund (https://www.strayer.edu/tuition-and-financial-aid/scholarships/graduation-fund) page of the Strayer website at https://www.strayer.edu. Current students can also visit the Finances - Financing Opportunities - Graduation Fund (Graduation Fund | iCampus (strayer.edu) page through the iCampus student portal (https://icampus.strayer.edu).

Other Scholarships

Pennsylvania State Grant Program: Pennsylvania provides grants to undergraduate state residents with financial needs who are attending college on at least a half-time basis and who will complete at least 50% of a two-year or four-year program of study at a Pennsylvania campus. Additional information may be obtained through your coach or advisor or at www.pheaa.org.

Florida Grant and Scholarship programs: Florida provides grants and scholarships to state residents. Eligibility requirements and the availability of funds vary. Additional information may be obtained through your coach or advisor or at https://www.floridastudentfinancialaidsg.org/

Private Source Scholarships: Many scholarships and other educational financial benefit programs are available. Students may obtain information about these scholarships by contacting the guidance departments of their high schools or by writing to local chapters of the organizations.

Additional scholarship opportunities may be available. Please contact the admissions office for more information.

The Bailey Family Foundation Scholarship

The Bailey Family Foundation, founded in 1997 by Strayer University Past-President Ron K. Bailey, is offering one $5,000 scholarship to an undergraduate student attending the Strayer Tampa East campus. The student must demonstrate scholastic achievement and financial need. The scholarship covers tuition and tuition-related fees only. Students attending the Tampa East campus may apply from January 1 to February 28. Additional requirements, essay guidelines and the scholarship application can be found at http://bailey-family.org/.

Veteran and Military Benefits Programs

Veterans Educational Benefits: Strayer University makes every effort to assist eligible service members, veterans, and their dependents in their academic pursuits. Veterans Educational (VA) Benefits are available for eligible programs at Strayer. Application information may be obtained in the admissions office or from the Veterans Affairs website at http://www.benefits.va.gov/gibill/.

Students are not eligible to collect full Veterans Educational Benefits for course(s) for which they are receiving military tuition

assistance. Active-duty military students using military tuition assistance may apply to use the Top Up program directly through the Department of Veterans Affairs.

Students must remain in good academic standing in order to receive Veterans Educational Benefits. Various VA benefits are tied to a student's academic load. For undergraduate students, the full-time rate of pursuit is three courses or 13.5 quarter hours. For graduate students, the full-time rate of pursuit is 9.0 quarter hours at the graduate level. Online ENG 090 courses are not paid for by the VA. Independent study courses scheduled as online are considered distance learning and do not count toward a student's eligibility for full, on-ground housing allowance. Independent study courses scheduled as a campus residence course are classified as distance learning courses by the Department of Veterans Affairs until attendance has been verified for at least one on-campus meeting. Once attendance is verified, this course may count toward a student's eligibility toward full, on-ground housing allowance. Please see the Attendance – Veterans Educational Benefits Eligibility topic in the Policies and Procedures (p. 44) section of this catalog for details.

Chapter 33 Certification: Students wishing to use their Chapter 33 benefits will be certified twice each term. Students will initially be certified for credit hours. After the term begins, the university will certify for appropriate tuition and fees once attendance has been posted in all courses offered by Strayer University.

Yellow Ribbon Program: Strayer University participates in the VA Yellow Ribbon Program. Eligible students will be certified under the Yellow Ribbon program once their annual allowance of VA benefits has been reached. The Department of Veterans Affairs publishes annual benefit amounts on its website.

Veteran Readiness and Employment (Chapter 31): Veteran Readiness and Employment is a program designed to assist service-disabled veterans to obtain suitable employment and promote maximum independence in daily living. Professional counselors from the Department of Veterans Affairs assist in preparing an individual plan that includes services and financial assistance necessary to complete a designated program. Students seeking additional information pertaining to this type of benefit should contact the Veteran Readiness and Employment program of the Department of Veterans Affairs.

Department of Defense Educational Assistance Programs: The Department of Defense has established special programs to assist active duty military personnel with their educational expenses. These programs are administered by the various branches of the armed services. Eligibility requirements and the availability of funds vary. Contact a post-education office for additional information.

Military Scholarships: Strayer University also offers military scholarships for those currently serving in the military and to military spouses. Contact your coach or advisor for more information. Those using Post 9/11, Chapter 33 VA benefits are not eligible for the military scholarship offered by Strayer.

Policies and Procedures

To ensure that Strayer University students have the best education possible, we have established the academic policies and procedures outlined below.

Academic Policies and Procedures

All students are subject to the academic policies and procedures set forth in the Strayer University Catalog and the Student Handbook. All students should familiarize themselves with the policies concerning incompletes, withdrawals, academic standing, refunds, and other such matters contained in this publication, as well as those regarding financial aid.

Course Requirements

Immunization of Students

Strayer University must comply with various state health and immunization standards which require students to provide proof of proper immunization.

Registration

Students may register for classes in one of two ways:

1. Online at https://icampus.strayer.edu
2. Speak with an advisor or coach. Students on academic probation or academic suspension must register by speaking with an Academic Operations Associate.

Note: For individuals currently serving in the military and wishing to utilize tuition assistance, we encourage you to speak with your Education Office prior to registration.

Student Enrollment Status

Undergraduate students taking three or more courses in a term at Strayer are considered full time.* Undergraduate students are considered part time if taking one or two courses, three-quarter time if taking two courses, and less than half time if taking one course. An undergraduate student who wishes to carry more than 18 quarter hours in one quarter must have a minimum 2.5 cumulative grade point average. They may not carry more than 27 quarter hours in one quarter, unless permitted by an Academic Operations Associate.

*Taking 12 quarter hours or more in a term as an undergraduate student is considered full time for Title IV purposes.

Graduate students taking two or more courses in a term at Strayer are considered full time, and part time if taking one course. A graduate student who wishes to carry more than 13.5 credit hours in one quarter must have a minimum 3.5 cumulative GPA. They may not carry more than 18 credit hours in one quarter, unless permitted by an Academic Operations Associate.

Courses taken at any entity or institution outside of Strayer, with the intent to transfer them in, do not count towards Strayer enrollment status. Credits earned via Strayer challenge exam or through the Skills Advantage Program do not count towards Strayer enrollment status.

Cancellation of Courses

The university reserves the right to cancel a course. Cancellation decisions take place before the first day of class. Affected students will receive notification by phone, email, and/or mail, and the university provides assistance with alternative course selection.

Auditing

A student who has been admitted to the university may elect to audit a class for no academic credit. Students who wish to audit a class may do so by completing a "Request to Audit a Course" form which can be obtained from a coach or advisor. A student may not change their status in a class from credit to audit or from audit to credit after midterm. A student who is auditing a class is expected to take an active part in the class but is excluded from examination requirements. A class taken for audit may be repeated for credit in another quarter. Students auditing courses are subject to all regular tuition and fees. Federal student aid, military tuition assistance and veteran’s educational benefits cannot be used to cover tuition and fees for an audited course.

Attendance

Online Class – Attendance

An academic week for online courses is from Monday 12:00 a.m. ET to Sunday at 11:59 p.m. ET (seven calendar days). In rare instances, the academic calendar may stipulate that an academic week for an online course is only six calendar days. Attendance is recorded for the day the action was completed regardless of the day a particular assignment or item was due. Additionally, items submitted prior to the official start date of an academic week, or after the official end date of an academic week, do not record attendance for that week; rather, they record attendance for the actual week during which the assignment was submitted.

In order to satisfy weekly attendance requirements, online students must complete one or more of the following actions: (1) submit an academic assignment in the Learning Management System (LMS), i.e. Canvas, (2) submit a quiz or an exam in the LMS, or (3) actively participate in a posted online academic discussion in the LMS. Additionally, some courses use labs to supplement a portion of their material. These labs do not count for attendance unless noted in the course guide.

Weekly attendance participation must be within the class-specific online LMS. Logging into the online class without active participation (as described above) does not constitute official

weekly attendance. The university reserves sole discretion to determine that attendance will not be awarded for posts that do not constitute active participation in online discussion posts.

Campus Class – Attendance

Students are expected to attend for the full duration of all regularly scheduled campus classes. Should absence, tardiness or early departure be necessary, students are responsible for the material covered during the absence. Faculty cannot grant requests for excessive amounts of makeup material. Strayer University requires all faculty to take attendance during each class period, generally in the form of a sign-in sheet, and to record it accurately on their permanent roster.

In order for a campus class student to be marked as present for attendance purposes, the student must attend at least half of the class and be recorded as present on the sign-in sheet. Being marked as present for attendance purposes does not obligate the instructor to give the student credit for participation for grading purposes.

Hybrid Class – Attendance

Students are expected to attend for the full duration of the regularly scheduled on-ground portion of the hybrid class and complete all assignments in the online portion of the class. Should absence, tardiness or early departure be necessary during the on-ground class, students are responsible for the material covered during the absence. Faculty cannot grant requests for excessive amounts of makeup material. Strayer University requires all faculty to take attendance during each class period, generally in the form of a sign-in sheet, and to record it accurately on their permanent roster.

For the on-ground portion of the hybrid class, following the circulation of the class sign-in sheet, the instructor will mark their own signature next to each student to confirm they were actually present in class. Being marked as present for attendance purposes does not obligate the instructor to give the student credit for participation for grading purposes.

Absences from Campus and Online Classes

Students are advised to work directly with their instructor as personal emergencies arise that prevent satisfactory class attendance. A student who expects to be absent due to extended mitigating circumstances should contact a dean, advisor, or coach and their instructor. The university has defined the following as possible mitigating circumstances of physical or financial hardship: serious injury or serious or chronic illness of the student; serious illness or injury of a member of the student's immediate family for whom the student is the primary caregiver or which results in the student becoming the immediate family member's part-time or full-time caregiver; death of a member of student's immediate family; military deployment; mental health conditions that are severe enough to warrant hospitalization and/or treatment and multiple sessions of counseling, psychotherapy, or psychiatric consultations, and/or a medical provider's recommended break from school; unforeseen travel requirements; significant cost of living increase; or relocation related to the student's employment. To request an accommodation or waiver based on mitigating circumstances, the student must provide a dean, advisor, or coach and their instructor with the appropriate written documentation supporting the student's claim of mitigating circumstances. If the student's request for an accommodation is granted based on the documentation provided, a dean, advisor, or coach will notify the student. Students may be required to submit additional documentation before enrolling in subsequent quarters to demonstrate that the mitigating circumstance has been alleviated or no longer exists.

If circumstances are such that, due to the extended length of the class absences or anticipated absence, the preferable course of action is class withdrawal, the student may petition an advisor or coach for withdrawal and consideration for a tuition and/or fee adjustment and/or waiver of the withdrawal fee. Appropriate written documentation supporting a withdrawal request must be provided to the advisor/coach.

For campus and synchronous classes, a student who is absent from four consecutive class meetings (two consecutive class meetings for mini-sessions), will be withdrawn automatically from that course. Note: in situations when a class was rescheduled because the originally scheduled class was cancelled or fell on a scheduled Strayer holiday, it is possible that the four (two for mini-sessions) consecutive class meetings may be greater than or less than 28 (14 for mini-sessions) calendar days.

An online student who is absent for four (two for mini-sessions) consecutive academic weeks (i.e., for online classes an academic week is Monday, 12:00 a.m. EST to Sunday at 11:59 p.m. EST) will be withdrawn automatically from that course.

A student who does not attend any of the classes for which they are registered in a term will be administratively withdrawn from the university.

Emergency Cancellation of Classes

In case of inclement weather or other emergencies, the university will notify the campus community that classes are canceled. Students may also view emergency announcements on the website at https://icampus.strayer.edu and will receive notification from StrayerALERT via text message and/or email. When cancellation of classes is necessary, instructors will arrange for additional class meetings to compensate for attendance time.

Military Service Deployment

Notification of Military Service

Active duty military students who are called to perform a military service obligation must notify their military advisor or coach of their military service as far in advance as is reasonable under the circumstances. This notice must demonstrate that the interruption to enrollment/attendance is related to fulfilling a military service obligation, but does not have to indicate whether the student intends to return to Strayer.

Grades and Academic Credit

Active duty military students whose attendance is interrupted by military service may petition for an incomplete grade in the affected course(s), provided they meet the other eligibility requirements set forth in Strayer's Grading and Grade Appeals Policy.

Course Withdrawals and Tuition and Fee Adjustment

A military advisor or coach will work with active-duty military students whose attendance is interrupted by military service to complete the necessary documents for course withdrawals and tuition/fees adjustment for the term per the Special Credit Procedures.

Notification of Intent to Return to School

Active duty military students whose attendance is interrupted by military service must give oral or written notice of their intent to return to the school within three years after the completion of the period of military service to their military advisor, coach, or dean. Students have up to five years after the completion of the period of military service to return to the school without having to requalify for admission. A student who fails to re-enroll within these periods is subject to the University's general readmission policies.

Re-Enrollment in the University

Active duty military students whose attendance is interrupted by military service will be re-enrolled in their original program of study and placed in the same academic status as at the time of withdrawal. This academic status means being admitted to the same program to which the student was last admitted, unless the student chooses a different program. The student will be enrolled with the same number of credit hours previously completed, unless the student is readmitted to a different program to which any portion of the completed credit hours are not applicable. The student will be readmitted with the same academic standing (GPA). If the University no longer offers the student's original academic program, the University will work with the student to enroll in an alternative program that aligns with the student's interests.

Online Class – Participation

The university expects students taking online classes to actively participate throughout the week in order to promote a meaningful and engaging learning experience. In order to earn full credit for an online threaded discussion, students must make substantive contributions to the online discussion, as determined by the instructor and make a total of two posts per discussion thread. There must be at minimum one original post and at minimum one other post per discussion. Online students may choose to, and are encouraged to, post on multiple days of the week, but are not required to do so to earn full credit for an online discussion.

In order to earn full credit for an online threaded discussion, JWMI students must make substantive contributions to the online discussion, as determined by the instructor and make a total of three posts per discussion thread. There must be at minimum one original post and at minimum two peer responses per discussion. Online students may choose to, and are encouraged to, post on multiple days of the week, but are not required to do so to earn full credit for an online discussion.

This policy does not change attendance requirements for online courses (p. 44). Please see the attendance policy (p. 44) in the catalog.

Student Illness Policy

When a student misses coursework due to illness, the student must contact the instructor as soon as possible and provide the instructor with medical documentation stating the dates of illness. Makeup work is given at the instructor's discretion, in accordance with the class late policy. Students are subject to the attendance requirements as described under the Polices and Procedures section of the catalog. Makeup work agreements do not overrule attendance requirements.

When considering whether to withdraw from a class due to illness, please note that all policies on refunds and/or withdrawal fees described in the catalog will be followed.

Developmental English and Foundational Skills

Fundamental education courses are designed for students who need a refresher course before enrolling in credit-bearing courses. Fundamental courses are not offered for academic credit and do not fulfill graduation requirements. Students who take developmental English (ENG 090) (p. 179) must complete it with a grade of C or better.

All undergraduate students, excluding students in a stand-alone undergraduate certificate program*, must enroll in WRK 100 (p. 198) in their first term, where they will be assessed for English proficiency. Students who do not earn the university-determined passing algorithmic score on the writing assessment or who do not meet one of the other criteria as outlined in the Undergraduate Admission (p. 20)section of the catalog, must enroll in ENG 090 (p. 179) for their second term. Students may defer ENG 090 (p. 179) to their third term only if they need to repeat all of their first term courses in their second term. Developmental English requirements may not be deferred past the third term under any circumstances.

*Students in a stand-alone undergraduate certificate program may satisfy developmental English requirements in accordance with the criteria outlined in the Undergraduate Admission section of the catalog.

Students, excluding students in a stand-alone undergraduate certificate program, must successfully complete MAT 104 (p. 191) or MAT 110 (p. 192) by earning a grade of C or higher or post transfer credit. Students without transfer credit in mathematics must attempt MAT 104 (p. 191) or MAT 110 (p. 192) no later than their fifth term of enrollment to continue taking other courses in their program. Students may defer MAT 104 (p. 191) or MAT 110 (p. 192) to their sixth term only if they need to repeat all of their fourth term courses in their fifth term. Changes to the term requirement are subject to accreditation, regulatory, or state requirements.

Note: Students in a stand-alone certificate program do not need to complete MAT104 or MAT110 unless it is in the certificate program or unless and until the student enrolls in another program at Strayer University which includes MAT104 or MAT110 in the curriculum.

A student enrolled in ENG 090 (p. 179)who does not earn a

passing grade may repeat the course pursuant to the Repeating Courses – Undergraduate Policy (p. 47).

Withdrawal

Before withdrawing from a course or from the university, a student should confer with a coach or advisor as well as with Student Financial Services in order to review all of the university's policies prior to the withdrawal. Withdrawal requests must be initiated through the student portal at https://icampus.strayer.edu.

Students withdrawing or who are administratively withdrawn before the financial aid census date each term will receive a grade of W (withdrew). Students withdrawing or who are administratively withdrawn on or after the financial aid census date but prior to last day to withdraw without academic penalty will receive grade of WP (withdrew passing) for the course. Students withdrawing or who are administratively withdrawn after the last day to withdraw without academic penalty will receive a grade of WF (withdrew failing). Students withdrawing or who are administratively withdrawn within the third week of the scheduled mini-session class will receive a grade of W (withdrew). After the third week, a grade of WF (withdrew failing) will be recorded. Withdrawal deadlines are indicated in each quarter's class schedule. Failure to follow these procedures may result in a failing grade in the course.

Repeating Courses – Undergraduate

An undergraduate student may repeat any college-level course in which they receive a grade of D or F. A course may be repeated one time. A dean or academic designee may grant an exception to this policy upon consideration of the student's individual situation. The student may enroll for the additional attempt after review and approval by the dean or academic designee.

Students enrolled in associate and bachelor's degrees may have no more than five repeat grades on their academic record, appearing as "repeat excluded" on the student record. Students enrolled in undergraduate certificate programs may have no more than two repeated grades on their academic record, appearing as "repeat excluded" on the student record, and students enrolled in diploma programs may have no more than three repeated grades on their academic record, appearing as "repeat excluded" on the student record. Once a student has reached the maximum number of repeated courses that may be excluded, all subsequent courses where a D or an F is received will be counted towards the student's cumulative grade point average. Students may continue to enroll and pursue their program of study until which time they fail to meet academic standards set by the university.

Repeats of required courses attempted at Strayer University may be satisfied by transfer credit, subject to all applicable policies, limitations, and requirements, including residency requirements. If the course requirement is satisfied by transfer credit, the Strayer course grade remains on the student's transcript and in the calculation of the cumulative grade point average.

In conjunction with the policy on repeating college-level courses, there is a separate policy to be considered surrounding developmental English. Students should refer to the Policies and Procedures section of this catalog for information on developmental English and foundational skills requirements.

Students who do not earn a passing grade in developmental English (under 100-level) may repeat the developmental course one time during the immediately subsequent term or satisfy the requirement by one of the approved means as outlined in the Developmental English and Foundational Skills section of the catalog. Other than in cases of extraordinary extenuating circumstances, students who fail developmental English two times must utilize one of the alternative means to earn credit as outlined in the Developmental English and Foundational Skills section of the catalog before being allowed to take additional courses at Strayer. Upon demonstration of extraordinary extenuating circumstances, an academic designee may recommend a student for a third developmental English course attempt. A student may not attempt developmental English more than three times under any circumstances.

Students who wish to improve their grade by retaking a course for which they have already received a grade higher than F may use financial aid only for the first repeat of that course.

Students receiving VA education benefits may not repeat a course in which they have a passing grade unless a higher grade is required to pursue their program of study. In addition, VA students may not repeat a course in which they have received transfer credit for the same course.

Administrative Swap Policy – Undergraduate

Under the administrative swap policy, the university has permission to reenroll students in a failed remedial course, a failed prerequisite course, or a failed required course which results in the student's GPA falling below a 2.0 at the undergraduate level. Students who would like to opt out of being reenrolled may send an email to optoutadminswap@strayer.edu. Students may opt in or opt out at any time.

Transfer Credit

Required undergraduate courses attempted at Strayer University (attendance established) where a passing or otherwise required grade was not received, may be satisfied by transfer credit, subject to all applicable policies, requirements and limitations. If the course requirement is satisfied by transfer credit, the Strayer course grade remains on the student record as part of the cumulative grade point average calculation.

Repeat Grade Calculation – Undergraduate Degree Programs

During the quarter in which the D or F grade is earned, that grade is computed as part of the quarterly and cumulative grade point average for academic purposes. Repeating a course does not remove the course from the student's academic record, but the grade may be excluded from the cumulative grade point average. When the course has been completed in another quarter, and the maximum number of repeated courses that may be excluded has not yet been reached, a grade of repeat excluded replaces the lesser of the two grades in the cumulative grade point average. The better grade is computed in the quarter in which it was earned and thereafter replaces the lesser grade when calculating the cumulative grade point average.

In addition to the above-listed requirements, students must fulfill all graduation requirements as listed in this catalog under

Undergraduate Degree Conferral Requirements (p. 52).

Students otherwise eligible for federal financial aid may use this funding to repeat a failed course, presuming they remain in good standing for federal financial aid. Students who wish to improve their grade by retaking a course for which they have already received a grade higher than F may use financial aid only for the first repeat of that course.

Repeating Courses – Graduate

A graduate student may repeat any college-level course in which they receive a grade of C or below. A course may be repeated one time. A dean or academic designee may grant an exception to this policy upon consideration of the student's individual situation.

Students enrolled in a graduate degree may have no more than three repeat grades on their academic record, appearing as "repeat excluded" on the student record. Students enrolled in graduate certificate programs may have no more than two repeated grades on their academic record, appearing as "repeat excluded" on the student record. Once a student has reached the maximum number of repeated courses that may be excluded, all subsequent courses where a C or below is received will be counted toward the student's cumulative grade point average. Students may continue to enroll and pursue their programs of study until they fail to meet academic standards set by the university.

Repeats of required courses attempted at Strayer University may be satisfied by transfer credit, subject to all applicable policies, limitations and requirements, including residency requirements. If the course requirement is satisfied by transfer credit, the Strayer course grade remains on the student's transcript and in the calculation of the cumulative grade point average.

Students who wish to improve a grade by retaking a course for which they have already received a grade higher than F may use financial aid only for the first repeat of that course.

Students receiving VA education benefits may not repeat a course in which they have a passing grade unless a higher grade is required to pursue their programs of study. In addition, a VA student may not repeat a course in which they have received transfer credit for the same course.

Students who are earning a master's degree and are required to repeat a course they previously passed because the class exceeded the 10-year rule do not need to submit a repeat appeal for their first repeat; however, if they do not pass the first repeat, they will need to submit a repeat appeal for subsequent attempts.

Administrative Swap Policy – Graduate

Under the administrative swap policy, the university has permission to reenroll students in a failed prerequisite or a failed required course that results in the GPA falling below 2.5 at the graduate level. Students who would like to opt out of being reenrolled may send an email to optoutadminswap@strayer.edu. Students may opt in or out at any time.

Transfer Credit

Required graduate courses attempted at Strayer University (attendance established) in which a passing or otherwise required grade was not received, may be satisfied by transfer credit, subject to all applicable policies, requirements and limitations. If the course requirement is satisfied by transfer credit, the Strayer course grade remains on the student record as part of the cumulative grade point average calculation.

Repeat Grade Calculation – Graduate Degree Programs

During the quarter in which the C or lower grade is earned, that grade is computed as part of the quarterly and cumulative grade point average for academic purposes. Repeating a course does not remove the course from the student's academic record, but the grade may be excluded from the cumulative grade point average. When the course has been completed in another quarter, and the maximum number of repeated courses has not yet been reached, a grade of repeat excluded replaces the lesser of the two grades in the cumulative grade point average. The better grade is computed in the quarter in which it was earned, and thereafter replaces the lesser grade when calculating the cumulative grade point average.

In addition to the above-listed requirements, students must fulfill all graduation requirements as listed in this catalog under the Graduate Degree Conferral Requirements (p. 53).

Students otherwise eligible for federal financial aid may use this funding to repeat a failed course, presuming they remain in good standing for federal financial aid. Students who wish to improve a grade by retaking a course for which they have already received a grade higher than F may use financial aid only for the first repeat of that course.

Grades

Grading Scales

Undergraduate Grading Scale

Academic standing, which is expressed as the grade point average (GPA), is based upon the following grading system:

Grade	Explanation	Quality Points	Grading Scale
A	Excellent	4	90–100
B	Good	3	80–89
C	Average	2	70–79
D	Below Average	1	60–69
F	Failure	0	59 or below
P	Pass†	0	70–100
NP	No Pass†	0	69 or below
F*	Failure (Admin.)	0	
F**	Failure (Admin.)	0	
WF	Withdrew Failing	0	
WP	Withdrew Passing		
Status	**Explanation**		
I	Incomplete		
W	Withdrew		
X	Audit		
NS	No-Show+		
R	Repeated Course+		
^	Grades that appear with this symbol indicate that the honors designation was not earned for the course.		

† Pass and No Pass grades do not have quality points associated with them and are not factored into GPA.

F* indicates administrative failure or an administrative downward grade change.

F** indicates academic integrity administrative failure.

+ Historical grades

Graduate Grading Scale

The grading scale for the graduate program does not consider grades below C as passing. Any grade below a C carries zero quality points. Academic standing, which is expressed as the grade point average (GPA), is based upon the following grading system:

Grade	Explanation	Quality Points	Grading Scale
A	Excellent	4	90–100
B	Good	3	80–89
C	Average	2	70–79
F	Failure	0	69 or below
P	Pass†	0	80–100
NP	No Pass†	0	79 or below
F*	Failure (Admin.)	0	
F**	Failure (Admin.)	0	
WF	Withdrew Failing	0	
WP	Withdrew Passing		
Status	**Explanation**		
I	Incomplete		
W	Withdrew		
X	Audit		
NS	No-Show+		
R	Repeated Course+		

† Pass and No Pass grades do not have quality points associated with them and are not factored into GPA.

F* Indicates administrative failure.

F** Indicates academic integrity administrative failure.

+ Historical grades only

JWMI Grading Scale

Symbol	Explanation	Quality Points
H	Honors indicates thought, leadership and performance that clearly exceeds MBA standards.	4.0
HP	High Pass indicates strong performance that thoroughly meets MBA standards.	3.5
PAS	Pass indicates performance that satisfactorily meets MBA standards.	3.0
LP	Low Pass indicates performance that minimally meets MBA standards.	2.5
UNS	Unsatisfactory indicates performance that fails to meet MBA standards.	0
F**	Administrative failure	

President's List, Dean's List, and Honor Roll

Each quarter, undergraduate students who successfully complete at least 4.5 quarter credit hours and have a cumulative GPA of at least 3.5 are cited for outstanding scholastic achievement. Eligible students with a 3.5 to 3.74 cumulative GPA are placed on the honor roll. A cumulative GPA of 3.75 to 3.99 places eligible students on the dean's list, and any eligible student whose cumulative GPA is 4.0 is placed on the president's list.

Each quarter, graduate students who successfully complete at least 4.5 quarter credit hours and have a cumulative 3.75 to 3.99 GPA are placed on the dean's list. Graduate students who successfully complete at least 4.5 quarter credit hours and have a 4.0 cumulative GPA are cited for outstanding scholastic achievement and will be placed on the president's list.

A student is disqualified from these honors for any quarter in which they receive a grade of F, WF, or I, or for any quarter in which they receive an academic integrity sanction. If a student receives an additional academic integrity sanction, they will no longer be eligible for quarterly academic honors.

Withdrawal Grades

There are three types of withdrawal grades a student may receive: Withdrew (W), Withdrew Passing (WP), and Withdrew Failing (WF).

A student will receive a W grade if they withdraw from the course before the financial aid census date (i.e., fourth Monday of the term). W grades do not impact a student's GPA or pace of completion. If a student withdraws from a course during add/drop week, whether or not they posted attendance, no W grade is received and there is no impact on a student's GPA or pace of completion.

A student will receive a WP grade if they withdraw from the course on or after the financial aid census date through the last day to withdraw without academic penalty as identified in the academic calendar (i.e., the Friday that is approximately one month before the end of the term). WP grades do not impact a student's GPA; however, they do impact the student's pace of completion.

A student will receive a WF grade if they withdraw from the course after the last day to withdraw without academic penalty as identified in the academic calendar. WF grades are treated like F grades and they do impact a student's GPA and pace of completion.

Incomplete Grade Policy

Incomplete grades must be approved by the instructor and the instructor's supervisor prior to the assignment of the grade. Upon approval, a grade of incomplete (I) will be assigned. An incomplete class must be completed by submitting the assigned work as specified on the incomplete contract to the instructor based on the timeline outlined in the incomplete contract and confirmed by the student's signature on the contract. Failure to complete the assigned work prior to the end of the following academic quarter will result in the incomplete grade automatically changing to an administrative F (F*).

Academic Grade Reports

Midterm Grades

Students not performing satisfactorily at the midterm of a course will be notified of their status by a coach or advisor and/or via written correspondence. Such students are strongly urged to schedule at least one academic counseling session with the instructor in whose course they are experiencing difficulty.

End-of-Term Grades

At the end of each term, students may check the student portal at https://icampus.strayer.edu to review and print their grade report.

Grade Appeals

Students may appeal final course grades at any time within 10 days after the end of the applicable course or after the date the grade was assigned. For further information concerning this process, including the appeal procedure, please see the Student Handbook available at https://icampus.strayer.edu.

Academic Warning and Suspension

Undergraduate Students

Any student in an undergraduate program who has attempted* 13.5 quarter credit hours and whose overall cumulative GPA falls below 2.0, will be placed in a warning status for the following quarter. The university will notify the student in writing of their academic standing within two weeks after the quarter ends. A student placed on warning status should meet with an Academic Operations Associate upon notification in order to develop an appropriate academic recovery plan.

If by the end of the warning quarter the student's overall cumulative GPA remains below 2.0, the student will be academically suspended. They will be notified in writing of their suspension within two weeks after the quarter ends. A suspended student may enroll again if an Academic Operations Associate

recommends an academic recovery plan. Once an academic recovery plan is established, a student's academic status changes from suspension to probation. A student remains in probation status for two quarters.

If the student's cumulative GPA is at least 2.0 at the end of the probation period, then the student returns to satisfactory academic standing. If the student's cumulative GPA remains below 2.0 at the end of the probation period, the student returns to suspension academic standing.

VA education benefits will be terminated for any VA student placed under academic suspension for one calendar year. Benefits may resume when the student returns to satisfactory academic standing.

*A course attempt is one where a grade is received, regardless of whether the course is later repeated.

Graduate Students

Any graduate student, including any student enrolled in the graduate certificate program, who has attempted* 9.0 quarter credits and whose overall cumulative GPA falls below 2.5, will be placed in a warning status the following quarter. The university will notify the student in writing of their academic standing within two weeks after the quarter ends. A student placed on warning status should meet with an Academic Operations Associate upon notification in order to review their academic plan.

If by the end of the warning quarter the student's overall cumulative GPA remains below 2.5, the student will be academically suspended. They will be notified in writing of their suspension within two weeks after the quarter ends.

A suspended student may enroll again if an Academic Operations Associate recommends an academic recovery plan. Once an academic recovery plan is established, a student's academic status changes from suspension to probation. A student remains in probation status for two quarters.

If the student's cumulative GPA is at least 2.5 at the end of the probation period, then the student returns to satisfactory academic standing. If the student's cumulative GPA remains below 2.5 at the end of the probation period, the student returns to suspension academic standing.

VA education benefits will be terminated for any VA student placed under academic suspension for one calendar year. Benefits may resume when the student returns to satisfactory academic standing.

*A course attempt is one where a grade is received, regardless of whether the course is later repeated.

JWMI Students

JWMI students must maintain a 2.5 cumulative grade point average or higher at all times to remain in good academic standing. Students with a GPA that falls below the minimum required cumulative GPA are subject to warning or suspension. The university will notify students in writing of their academic standing within two (2) weeks after the end of each academic quarter.

Warning – A JWMI student's academic standing status changes from satisfactory to warning if the student has attempted* at least nine (9) credits and the student's cumulative GPA falls below 2.5.

Suspension – A JWMI student's academic standing status changes from warning to suspension if the student's cumulative GPA remains below 2.5 for two consecutive quarters. A suspended student may enroll again if a dean recommends an academic recovery plan. Once an academic recovery plan is established, a student's academic status changes from suspension to probation. A student remains in probation status for two quarters.

If the student's cumulative GPA is at least 2.5 at the end of the probation period, then the student returns to satisfactory academic standing. If the student's cumulative GPA remains below 2.5 at the end of the probation period, then the student returns to suspension academic standing.

*A course attempt is one where a grade is received, regardless of whether the course is later repeated.

Graduation, Degree Conferral and Commencement

Residency Requirement

A student who is registered for courses at Strayer University is considered to be in residence. To meet the below residency requirement, students must take and complete courses directly through Strayer; courses completed at an affiliate of Strayer do not meet the residency requirement. The following table lists the minimum hours in residence at Strayer required for each undergraduate certificate, post-baccalaureate certificate, diploma or degree program:

Program	Minimum Quarter Credit Hours in Residence
Undergraduate Certificate (three course)	9
Undergraduate Certificate (five course)	18
Graduate Certificate	9
Diploma	31.5
Associate	27
Bachelor's	54
Minors within the Bachelor's Degree	9
12-Course Master's Degree	36
10-Course Master's Degree	31.5
JWMI MBA	36

The following alternative credit choices will not satisfy a student's residency requirements: transfer credit, CLEP credits, DSST credits, Challenge Exam credits and Skills Advantage Program credits. "Transfer credit" includes, but is not limited to,

courses completed at another institution, at an affiliate of Strayer, and through any alternative course credit provider.

Students in residence at Strayer who choose to take a course at another institution in order to transfer those credits into their program are required to submit a Request to Pursue Courses at Another Institution form to a dean/coach/advisor prior to enrolling at the outside institution.

The date of graduation is the last term when the student completed coursework at the university, or transferable or alternative credit, to satisfy a course requirement of their program.

Grade Point Average – Undergraduate

The grade point average is computed on a four-point basis. The cumulative grade point average includes all courses taken at the university except courses for which no grade points are assigned. (See Undergraduate Grading Scale.) (p. 49)

Undergraduate degrees and diplomas are conferred only on students having a cumulative grade point average of C (2.0) or higher.

Undergraduate Degree Conferral Requirements

Undergraduate Associate and Bachelor's Degree

A student's degree conferral status will be reviewed when the student is nearing the completion of their undergraduate associate degree or bachelor's degree academics requirements. For most bachelor's degree students, this will be when the student enrolls in their capstone course, which by design is meant to be taken as the last or next-to-last course. If the student's bachelor's degree program does not have a capstone, and for all undergraduate associate degree students, this will be a comparable course that is the last or next-to-last course.

A mandatory, nonrefundable Final Academic Requirements Evaluation Fee will be assessed to all bachelor's degree students when they enroll in their capstone course, or if a capstone does not exist, the comparable last or next-to-last course. The fee is not assessed for undergraduate associate degree students.

Degrees are conferred at the end of each term and only after evaluation and approval of all program requirements. The following general requirements must be met in order to be evaluated for conferral:

1. Complete at least 90 quarter credit hours of course work for an associate degree and 180 quarter credit hours of course work for a bachelor’s degree with a minimum cumulative GPA of 2.0.
2. Complete the minimum number of quarter credit hours in residence at Strayer University (associate degrees: 27.0 quarter credit hours within the program; bachelor's degrees: 54.0 quarter credit hours within the program).
3. Meet specified academic requirements, including the quarter credit hour and course requirements for each area within the degree program. Final responsibility for meeting graduation requirements lies with the student.
4. Complete with a grade of C (2.0) or higher, or P, in all courses in the student’s major and concentration. Also, students must receive a grade of C or higher in ENG 090 (p. 179), ENG 115 (p. 180) or ENG 116 (p. 180), ENG 201 (p. 180) or ENG 215 (p. 180), ENG 315, and MAT 104 (p. 191) or MAT 110 (p. 192), as applicable, regardless of whether the student is taking the course to satisfy a core program requirement or an elective.
5. Complete with a C (2.0) or higher, or P, all courses in the student's minor.

Undergraduate Certificate and Diploma

Students' certificate or diploma conferral status will be reviewed when the student is nearing the completion of their academic requirements. For most certificate and diploma students, this will be when they enroll in their last or next-to-last course.

The Final Academic Requirements Evaluation Fee (p. 35) is not assessed for undergraduate certificate and diploma degree students.

Certificates and diplomas are conferred at the end of each term and only after evaluation and approval of all program requirements. The following general requirements must be met in order to be evaluated for conferral:

1. Complete 22.5 quarter credit hours of course work for a five-course certificate program, 13.5 quarter credit hours of course work for a three-course certificate program, and 54 quarter credit hours of course work for the diploma program.
2. Complete the minimum number of quarter credit hours in residence at Strayer (five-course certificate: 18.0 quarter credit hours; three-course certificate: 9.0 quarter credit hours; diploma: 31.5 quarter credit hours).
3. Complete the program with a minimum GPA of 2.0.
4. Meet specified academic requirements, including the quarter credit hour and course requirements for each area within the program. Final responsibility for meeting requirements lies with the student.
5. Complete with a grade of C (2.0) or higher, or P, all courses in the program subject area. Students must also receive a grade of C or higher, or P, in ENG 090 (p. 179), ENG 115 (p. 180) or ENG 116, ENG 201 or ENG 215 (p. 180), ENG 315, and MAT 104 (p. 191) or MAT 110.

Undergraduate-Honors-Citation

Undergraduate students who have achieved a cumulative GPA of 3.5 to 3.69 at the completion of their degree requirements are recognized by graduating cum laude. Students with a cumulative GPA of 3.7 to 3.89 at the completion of their degree requirements are recognized by graduating magna cum laude.
Students maintaining a 3.9 or better cumulative GPA are recognized by graduating summa cum laude. These citations appear only on associate in arts, associate of applied business,

bachelor of business administration and bachelor of science degrees.

Grade Point Average – Graduate

The grade point average (GPA) is computed on a four-point basis. The cumulative GPA includes all graduate courses taken at the university except courses for which no grade points are assigned. (See Graduate Grading Scale.) (p. 49)

Graduate students must attain a minimum graduate program-specific GPA of 2.5 or higher to receive a graduate degree or certificate. Graduate students must earn a grade of B (3.0) or higher in all courses in the student's concentration component area and in the identified capstone course for each program. In the MBA program, the required B or higher grade is needed in the capstone course, and all concentration courses, in the instance where the student has elected to complete a concentration. If a concentration is not elected then a B or higher is only needed in the capstone course. Additionally, graduate students must earn a grade of C (2.0) or higher in all assigned undergraduate prerequisite courses.

Graduate Degree Conferral Requirements

Graduate Degree

A student's degree conferral status will be reviewed when the student is nearing the completion of their graduate program academic requirements. For most graduate degree students, this will be when they enroll in their capstone course, which by design is meant to be taken as the last or next-to-last course.

A mandatory, non-refundable Final Academic Requirements Evaluation Fee (p. 35) will be assessed to the student when they enroll in their capstone course, or if a capstone course does not exist, the comparable last or next to last course.

Degrees are conferred at the end of each term and only after evaluation and approval of all program requirements. Except as noted below, the following general requirements must be met in order to be evaluated for conferral:

1. Students in a 12-course master's degree program must complete 54 quarter credit hours in the program at the graduate level (500 series or higher). Students enrolled in a 10-course master's degree program must complete 45 quarter credit hours in the program at the graduate level (500 series or higher).
2. Students must complete coursework with a minimum graduate program-specific GPA of 2.5.
3. Students in a 12-course master's degree program must complete a minimum of 36 quarter credit hours in the program at the university. Students in a 10-course master's degree program must complete a minimum of 31.5 quarter credit hours in the program at the university.
4. Students must meet specified graduation requirements, including the quarter credit hour and course requirements within the degree program. Final responsibility for meeting graduation requirements lies with the student.
5. Complete with a grade of B (3.0) or higher, or P, all courses in the student's concentration component area (including students in a 10-course master's program that includes a concentration area) or the graduate elective course.
6. Complete with a grade of B (3.0) or higher, the identified capstone course (or its equivalent, such as BUS 599 (p. 164)) for each program.
7. Complete with a grade of C (2.0) or higher, or P, all assigned prerequisite courses.
8. Graduate course work must be successfully completed within ten years from initial term of attendance. This includes both course work taken at Strayer and course work taken elsewhere and transferred in.

JWMI Degree

A student's degree conferral status will be reviewed when they are nearing the completion of their graduate program academic requirements. For most graduate degree students, this will be when they enroll in their capstone course, which by design is meant to be taken as the last or next-to-last course.

Degrees are conferred at the end of each term and only after evaluation and approval of all program requirements. Except as noted below, the following general requirements must be met in order to be evaluated for conferral:

1. Students must complete all 12 required courses for a total of 54 quarter credit hours of course work in the program at the graduate level (500 series or higher).
2. Students must complete course work with a minimum graduate program-specific grade point average of 2.5.
3. Students must complete a minimum of 36 quarter credit hours of course work in the program at the university.
4. Students must meet specified graduation requirements, including the quarter credit hour and course requirements within the degree program. Final responsibility for meeting graduation requirements lies with the student.
5. Complete with a grade of LP (2.5) or higher all courses in the student's concentration component area.
6. Complete with a grade of LP (2.5) or higher the identified capstone course for each program.
7. Complete with a grade of LP (2.5) or higher all assigned prerequisite courses.
8. All course work must be successfully completed within 10 years from initial term of attendance. This includes both course work taken at JWMI and course work taken elsewhere and transferred in.

Post-Baccalaureate Graduate Certificate

Requests for post-baccalaureate graduate certificate evaluation should be submitted to the Records office. Certificates are conferred only after evaluation and approval of all program requirements. The following general requirements must be met in order to be evaluated for conferral:

1. Students must complete a minimum of 13.5 quarter credit

hours of course work in the program at the graduate level (500 series or higher), per the specified curriculum, with a minimum program-specific grade point average of 2.5.

2. Students must complete a minimum of 9 quarter credit hours in the program at the university. All course work must be completed within five years from initial term of attendance. This includes both course work taken at Strayer and course work taken elsewhere and transferred in. All graduate degree and certificate program students must abide by all university rules, regulations, and requirements as stated in the University Catalog, Student Handbook, and other university publications.

The Final Academic Requirements Evaluation Fee (p. 35) is not assessed for graduate certificate students. Certificate candidates do not participate in commencement ceremonies.

Graduate Honors Citation

Students in a master's degree program who earn a certain GPA at the time of graduation will receive one of the following honors citations on their diploma:

- Graduate students in a master's degree program with a cumulative GPA of 3.9 to 3.94 at the completion of their degree requirements will receive the designation of “Graduate with Distinction.”
- Graduate students in a master's degree program with a cumulative GPA of 3.95 to 4.0 will receive the designation of “Graduate with High Distinction.”

Commencement Ceremonies

Associate, bachelor’s and master’s students are eligible to participate in a commencement ceremony if they are within two courses of completing their degree program at the time of the ceremony. Students interested in participating in a commencement ceremony must register online. Students are responsible to purchase their cap and gown through the university's approved vendor.

Students who would like to participate in a commencement ceremony should visit commencement.strayer.edu to view the commencement schedule with important dates and deadlines, register for commencement, and order their cap and gown.

Diplomas are not provided at commencement. Commencement is a ceremony and the student’s diploma will not be issued until after all their degree requirements have been completed and the Registrar's Office evaluation and approval is complete. A review of the student’s academic record will be completed by Strayer University in their final term of enrollment. The $150 Final Academic Requirements Evaluation Fee will be applied to the student’s account when they register for their capstone course.

Dual Programs

Students have an opportunity to build upon their degree program and expand their career goals at several levels. Combining experience in multiple discipline areas strengthens the academic experience and boosts professional expertise.

Students interested in pursuing a minor, double major or second degree should review the dual degree requirements prior to expanding their academic objective.

Second Undergraduate Certificate

Students are able to obtain a second undergraduate certificate if there is only one overlapping course in the two certificate programs; course substitutions are not allowed.

Second Diploma

Students are not able to obtain a second diploma. The university currently offers one (1) diploma program. Students who completed coursework in pursuit of a second diploma, prior to the diploma program being removed, may petition the Registrar's Office for an exception.

Second Associate Degree

Students are not able to obtain two associate degrees due to duplication of required coursework in the associate programs.

Second Bachelor’s Degree

Students seeking a second bachelor’s degree must complete all courses required for each program and must complete a minimum of 234.0 quarter credit hours (52 courses) to earn both degrees. Note that this is a minimum of 54.0 quarter credit hours (12 courses) more than is required to complete the first bachelor’s degree. If a course is listed as a requirement in the Major or Concentration areas in both programs, an equivalent course must be substituted and taken in its place for the second degree. Courses taken in the General Education Core area may apply to both programs and substitutions are not required. No more than 9.0 quarter credit hours (2 courses) may be substituted in the second major. Students must complete a second capstone for the second degree program. Students are not eligible to earn a second bachelor's degree within the same discipline. Students may not pursue a second bachelor's degree if the required capstone course in the first and second degree programs are the same.

Bachelor's Degree – Double Major

To receive a bachelor’s degree with a double major, the student must complete all courses required for each program and must complete a minimum of 180.0 quarter credit hours (40 courses). If a course is listed as a requirement in the Major or Concentration areas, a maximum of 9.0 quarter credit hours (two courses) may overlap. If there are more than two overlapping courses in a major, a double major cannot be earned. If there are one or two overlapping courses, an equivalent course must be substituted for each course and taken in its place to fulfill the requirement. Courses taken in the General Education Core area may apply to both programs and substitutions are not required. Students must complete two capstone courses, one for each major. Students are not eligible for a double major within the same discipline and must declare their intent to pursue a double major when they enroll in their first capstone course.

Bachelor's Degree – Minors

To receive a Minor in an area of study different from the student's Concentration area, the student must complete the specified 22.5 quarter credit hours (five courses) with a C or better (2.0 GPA), or P. Students must complete a minimum of 9.0 quarter credit hours (two courses) in residency for the Minor. For any course that appears in both the student's Minor area and either the Major or Concentration areas, an equivalent course must be substituted and taken in its place. To be eligible for the Minor, no more than two courses may overlap between the Minor, Major, and Concentration areas. Students may pursue only one Minor per bachelor's degree and must declare their intent to pursue a Minor as soon as possible after enrolling in their program and no later than the beginning of their last term of enrollment. Minors cannot be added to a student's curriculum after their degree has been conferred.

NOTE: Not all minors are available in combination with all bachelor's degree programs. See the individual Minors for more information.

Second Master's Degree

Students who earned a 12-course master's degree and are seeking a second 12-course master's degree must complete all courses required for the first degree and all courses in the major/concentration of the second degree, a minimum of an additional 36.0 quarter credit hours (8 courses) in the second, for a minimum of 90.0 quarter credit hours (20 courses) between the two degrees. Note that this is a minimum of 36.0 quarter credit hours (8 courses) more than is required for the first master's degree.

Students who earned a 12-course master's degree and are seeking a 10-course master's degree must complete all courses required for the first degree and all courses in the major/elective component of the second degree, a minimum of an additional 31.5 quarter credit hours (7 courses) in the second, for a minimum of 85.5 quarter credit hours (19 courses) between the two degrees. Note that this is a minimum of 31.5 quarter credit hours (7 courses) more than is required for the first master's degree.

Students who earned a 10-course master's degree and are seeking a second 10-course master's degree must complete all courses required for the first degree and all courses in the major/elective component of the second degree, a minimum of an additional 31.5 quarter credit hours (7 courses) in the second, for a minimum of 76.5 quarter credit hours in total (17 courses) between the two degrees. Note that this is a minimum of 31.5 quarter credit hours (7 courses) more than is required for the first master's degree.

Students who earned a 10-course master's degree and are seeking a 12-course master's degree must complete all courses required for the first degree and all courses in the major/concentration of the second degree, a minimum of an additional 36 quarter credit hours (8 courses) in the second, for a minimum of 81 quarter credit hours in total (18 courses) between the two degrees. Note that this is a minimum of 36 quarter credit hours (8 courses) more than is required for the first master's degree.

If two 12-course programs overlap by more than 18 quarter credit hours (4 courses), a course must be substituted for each additional overlapping course.

If two 10-course programs overlap by more than 13.5 quarter credit hours (3 courses), a course must be substituted for each additional overlapping course.

If a course is listed as a requirement in Area II (the Concentration Component) in both programs, an equivalent course must be substituted and taken in its place.

If two 12-course programs overlap by more than 18 quarter credit hours (4 courses), or two 10-course programs overlap by more than 13.5 quarter credit hours (3 courses), a course must be substituted for each additional overlapping course.

No more than 4.5 quarter credit hours (1 course) may be substituted within Area II of the second program.

Students must complete a second capstone for the second degree program. If the required capstone course is the same for both programs, an equivalent course must be identified and completed in the second program.

Students are not eligible to earn a second master's degree within the same discipline.

Undergraduate Enrollment in Graduate-Level Courses (Other Than Accelerate)

Undergraduate students who have completed a minimum of 166.5 quarter credits and have a 3.5 cumulative GPA may apply to a dean to take a maximum of two graduate courses which will count toward their undergraduate degree. These same courses may not, however, be used again to satisfy graduate program requirements.

Accelerate

The Accelerate program allows qualified students the opportunity to take up to four specifically approved graduate level classes while pursuing a bachelor's degree. Credits may be applied toward both undergraduate program completion requirements and graduate program completion requirements in an approved graduate program.

Eligibility Requirements and Maintaining Eligibility:

- To be eligible, students must meet all of the following requirements prior to taking a graduate course:
- Be a student enrolled in a bachelor's degree program
- Must be in good academic and financial standing
- Be free of academic integrity sanctions
- Have a minimum cumulative GPA of 3.0
- Have successfully completed a minimum of 90 credits
- Successfully completed a minimum 18 quarter credits with at least two quarters in residence at Strayer University
- Successfully completed BUS 100 (p. 160), ENG 201 (p.

180) or ENG 215 (p. 180), and all other program specific prerequisites identified by the University for Accelerate program courses, prior to taking a graduate course through the Accelerate program

To maintain eligibility:

- Students must successfully complete graduate courses taken through the Accelerate program on the first attempt.
- Students who do not successfully complete a graduate course through the Accelerate program and continue to the graduate program will be required to successfully complete the course to meet the graduate degree requirements.
- Students must earn a minimum grade of C (or Low Pass for JWMI courses) to earn credit towards their undergraduate degree for the graduate course completed through the Accelerate program; however, students must earn a minimum grade of B (or Pass for JWMI courses) for the same course to then be eligible for credit towards the graduate program.

Accelerate Policies:

- Eligible students may take a minimum of one and a maximum of four specifically identified graduate courses through the Accelerate program.
- Completion of graduate courses taken through the Accelerate program does not guarantee admission into a graduate program.
- Courses taken through the Accelerate program may apply toward a graduate program if all grade requirements are met and students are accepted into one of the approved graduate programs.
- Graduate courses taken through the Accelerate program will not be weighted differently in calculating GPA.
- Graduate courses taken through the Accelerate program will be counted toward fulfilling the student's program residency requirements at both the undergraduate and graduate level.

Interested students should meet with their advisor as soon as possible to discuss requirements for eligibility and the application process.

General International Student Policies

All international students, regardless of visa type, are individually responsible for ensuring they are in good standing with the U.S. immigration authorities. Students entering the country for classes with an F-1 visa for the first time must register in person and present an original visa, passport, Form I-94, Arrival/Departure Record, Form I-20, and provide a current domestic address.

Continuing students (those currently attending Strayer and planning to enroll at Strayer for the next term) are expected to finalize their enrollment in campus-based courses at least 30 days before the start of the term.

Maintaining International Student Status

The university is required to comply with the following policies for F-1 international students.

1. F-1 students are individually responsible for maintaining their F-1 status.
2. Initial F-1 students may enter the United States up to thirty (30) days prior to the program start date listed on the Form I-20 and should report to Strayer University in person at least one week before the start of the term.
3. Students transferring their F-1 status after completing a degree from a U.S. institution to Strayer University must complete the admissions process within sixty (60) days of program completion or expiration of OPT from their previous institution.
4. All transfer students should receive their Strayer SEVIS Forms I-20 no later than fifteen (15) days after the beginning of the quarter. Students may request the continued attendance Form I-20 by contacting the campus.
5. F-1 students may enroll in a maximum of one online course per quarter as applied towards full-time enrollment. In addition, undergraduate students must enroll in two on-ground classes per quarter and graduate students must enroll in one on-ground class per quarter. Independent study and hybrid courses for F-1 students must meet each week at the campus to qualify as an on-ground class.
6. Full-time enrollment equals 13.5 credit hours (undergraduate) and 9.0 credit hours (graduate) per quarter.
7. All F-1 students requesting an authorized break must be in status and enrolled full time for three consecutive quarters (may include summer) at Strayer. Summer term is not a guaranteed break.
8. F-1 students must maintain a valid SEVIS Form I-20, including updating personal and academic changes such as requests for a program extension or changes of degree.
9. F-1 students must report a legal name change or any changes of domestic or foreign address information, phone, or email to Strayer within ten (10) days of the change.
10. Per USCIS rules and regulations, F-1 students whose cumulative GPA falls below 2.0 (undergraduate) or 3.0 (graduate) for more than two consecutive terms must depart the United States or apply for F-1 reinstatement at another SEVP approved school.
11. Students in F-1 status are not permitted to accept off-campus employment without proper work authorization. Students may obtain additional information about work authorization from the DHS website, Study in the States, available online at https://studyinthestates.dhs.gov/.
12. Students on optional practical training (OPT) must report changes in employment and student contact information to their SEVP portal within ten (10) days of the change. Students must contact the campus to request an updated Form I-20 listing the new employer.
13. Per USCIS rules and regulations, students in F-1 status must depart the United States within sixty (60) days of the last date of their last term after program completion unless they applied for OPT or earned acceptance into a different degree

program. Students wishing to participate in their commencement ceremony must receive approval from the USCIS to change their status to B-2 (temporary visitor) if the commencement ceremony is more than sixty (60) days from the last day of their last term.

Strayer University is required under USCIS regulations to report the enrollment activity of F-1 students in the Student and Exchange Visitor Information System (SEVIS). The university is obligated to terminate the status of students who fail to adhere to the above guidelines, and these students must promptly leave the United States. If these students think they have an adequate reason to apply for reinstatement, they must contact their International Student Coach as soon as possible. Students will be barred from enrollment until they provide evidence of full compliance with USCIS regulations.

In addition, the university encourages all international students to enroll in a group health insurance plan.

The university is responsible for reporting compliance with USCIS regulations concerning a student's application for or maintaining the current status of an F-1 visa. Students may wish to seek outside legal counsel or the DHS website, Study in the States, if they have questions regarding their nonimmigrant status.

Transcripts and Student Records

All student academic records are kept for five years, except for transcripts (which are kept indefinitely). Strayer University is subject to the Family Educational Rights and Privacy Act (FERPA), 20 U.S.C. 1232g. Pursuant to FERPA, student records will not be released without written consent from the student.

Students may request official transcripts in the following ways: 1) Visit www.strayer.edu, scroll down to the Quick Links section at the bottom, and select "Request my Transcript" or 2) via iCampus at https://icampus.strayer.edu.

Effective April 1, 2022, Strayer University students can request an official transcript from Strayer even if they have outstanding debts to the University.

Release of Student Information

In conformity with the requirements of the Family Educational Rights and Privacy Act (FERPA), Strayer University has identified the following data as directory information, which may be released unless a student notifies the university of their desire not to have such information released within 30 days of enrollment: name; address; telephone number; email address; date of birth; photograph; major field of study; grade level; enrollment status (undergraduate or graduate, full time or part time); participation in official school activities; dates of attendance; degree(s), honors, and awards received; and prior educational agency or institutions attended. Students seeking to restrict the release of directory information should do so by selecting the FERPA notification case in the Student Solutions Center in iCampus, or send a written notification to:

Strayer University Registrar's Office
2303 Dulles Station Blvd. Herndon, VA 20171

Normal Time of Completion

Strayer University students are mostly working adults who earn their degrees at their own pace and on their own schedule. Most students attend part time. Provided below is the normal time to complete each Strayer program.

Program	Normal Time to Complete
Bachelor of Business Administration	6 years
Bachelor of Science in Accounting	6 years
Bachelor of Science in Criminal Justice	6 years
Bachelor of Science in Information Systems	6 years
Bachelor of Science in Information Technology	6 years
Master of Business Administration	4.5 years
Master of Education	4.5 years
Master of Health Services Administration	4.5 years
Master of Public Administration	4.5 years
Master of Science in Accounting	4.5 years
Master of Science in Health Services Administration	4.5 years
Master of Science in Human Resource Management	4.5 years
Master of Science in Information Security and Assurance	4.5 years
Master of Science in Information Systems	4.5 years
Master of Science in Management	4.5 years
Jack Welch Management Institute Master of Business Administration	2.5 years
Associate in Art in Accounting	3.5 years
Associate in Art in Acquisition and Management Contract	3.5 years
Associate in Art in Business Administration	3.5 years
Associate in Art in Information Systems	3.5 years
Associate in Art in Information Technology	3.5 years
Associate in Art in Marketing	3.5 years

Program	Normal Time to Complete
Diploma in Acquisition and Contract Management	4.5 years
Undergraduate Certificate	55 weeks
Graduate Certificate in Corporate Learning	33 weeks
Graduate Certificate in Educational Administration	33 weeks
Graduate Certificate in Performance Management	33 weeks
Jack Welch Management Graduate Certificate in Healthcare	33 weeks
Jack Welch Management Graduate Certificate in Human Resources	33 weeks
Jack Welch Management Graduate Certificate in Leadership	33 weeks
Jack Welch Management Graduate Certificate in Operations Management	33 weeks

Enrollment, Graduation and Financial Aid Data

Information on total enrollment, total graduates, enrollment of certain state residents by program, resident graduates by program, percentage of students receiving federal financial aid and average student indebtedness at graduation may be obtained by contacting provostoffice@strayer.edu.

Student Conduct and Compliance Policies

Nondiscrimination Policy

Strayer University is an equal opportunity educational institution. The university is committed to a policy of equal opportunity in the provision of educational programs, activities and benefits to students, as well as equal opportunity in all aspects of employment.

Strayer University does not discriminate on the basis of age, sex, gender identity, color, race, religion, disability, sexual orientation, marital status, veteran status, national origin or any other basis prohibited by federal, state or local laws and regulations and does not tolerate such discrimination by its students, staff and faculty.

Security Policy

Student safety is of utmost importance at Strayer University and we all must work together to maintain a safe and secure workplace. Students should maintain awareness of campus safety, and immediately report issues and circumstances that may reduce safety and security for our students.

Any person in immediate danger due to crime or emergency should contact local police or fire immediately by dialing 9-1-1. When the emergency has subsided, the incident should be reported as soon as possible by calling the SEI Emergency Line: 1.877.616.7878.

For non-emergencies, any person who is a victim, witness or has knowledge of any criminal activity or other emergency on campus should report it immediately by emailing alert@strategiced.com. If assistance is required with filing an incident report, the Regional Leader and Senior Director, Real Estate should be contacted.

Persons reporting possible crimes, other emergencies or violations of the Student Code of Conduct may be asked to complete witness statements, which may be distributed to other appropriate university officials as the situation warrants.

Acts of aggression or violence by a student toward other students, staff and/or faculty will not be tolerated. If an instructor or staff member believes that a student is being disruptive, acting inappropriately or poses any threat to a classroom or campus, the professor or staff member may request the student leave the classroom and/or the campus. This may include threats to the health or general welfare of the campus community.

Violations of the law and/or the Student Code of Conduct by a student may be referred to outside law enforcement agencies and/or, when appropriate, to Student Affairs for disciplinary action. When a potentially dangerous threat to the Strayer community arises, reports or warnings may be issued through email or text communications, the posting of flyers at campuses, in-class announcements or other appropriate means.

No later than October 1 of each year, Strayer will distribute an Annual Campus Security Report to all students, staff and faculty. This report contains additional information on campus security regulations, recommended personal safety practices, campus crime reporting guidelines, and campus crime statistics for the most recent three-year period. The report is distributed by email, which includes a link to the university website at https://www.strayer.edu/content/dam/strayer/pdf/Annual_Campus_Security_Report.pdf. Hard copies are available upon request in the Office of Student Affairs.

Strayer, in its discretion, may install security cameras at a campus in order to provide increased security monitoring. Cameras will be placed in visible locations in publicly accessible areas and will not record audio signals. Viewing of footage recorded by security cameras is restricted to authorized Strayer personnel and outside law enforcement, as needed.

Strayer University security guards play an important role in Strayer campus security operations. Strayer security guards help students, staff and faculty with safety and security on our campuses. Strayer security guards check student and staff identification, patrol the campus and grounds, and help report and document security incidents. At some campuses, and only when approved by Strayer leadership, Strayer may use armed guards or off-duty police officers working in a uniformed security capacity. In an emergency, students can request security guards to call 9-1-1 and report incidents to authorities.

Students may not have in their possession or control any type of weapon or firearm on Strayer premises. A student who is a sworn law enforcement officer may carry a weapon only with the prior approval of the Regional Leader and only if the student shows proof of his or her legitimate law enforcement position by presenting valid law enforcement credentials.

Strayer University also has an emergency alert system, StrayerALERT, to provide important information to Strayer's students, staff, and faculty about emergency situations at a campus or corporate office. StrayerALERT will use email and text messaging to send short notifications to students, staff, and faculty whose email addresses as well as mobile devices have been registered to receive these messages.

Upon enrolling at Strayer University, students are automatically registered in the StrayerALERT system. Please login to the StrayerALERT system at https://member.everbridge.net/311715841441934/login to make changes to your notification profile. For more information regarding Strayer's emergency management plan as well as the StrayerALERT system, go to https://icampus.strayer.edu.

ID Card Policy

A valid form of government issued identification is required of all registered students. All students must carry such identification at all times when they are on university property. Campus administration and campus security guards may ask a student to

present their identification for entry into the building, or at any other time. If a student is unable to present proper identification, campus administration or campus security guards may ask the student to leave the campus.

Students may be eligible for benefits and privileges at various business, cultural or entertainment facilities by presenting their Strayer University digital student card ("Student Card"). The Student Card is generated at the time a student enrolls in a course and receives their university email address. The Student Card may be accessed through the Strayer Mobile app. Student Cards may only be used by the registered student and may not be transferred to anyone. Misuse of the Student Card may result in disciplinary action.

Notice of Crime on Campus

In compliance with the Jeanne Clery Disclosure of Campus Security Policy and Crime Statistics Act, as well as applicable state laws, information concerning campus security programs, recommended personal safety practices, crime reporting procedures and campus crime statistics for the most recent three-year period is available online at http://www.strayer.edu/campus-safety. Copies also are available in the student services offices for students who wish to obtain a printed copy. Any student experiencing or witnessing criminal activity on campus should report it immediately to a security guard, campus staff, an instructor, or to the Student Affairs team. If a student is in immediate danger, they should contact the police by dialing 9-1-1. Strayer will immediately notify the campus community upon confirmation of a significant emergency or dangerous situation involving an immediate threat to the health or safety of students or employees.

The safety of our students, employees and visitors is always a high priority for Strayer. In compliance with the Campus Sex Crimes Prevention Act, information regarding registered sex offenders can be found at https://www.nsopw.gov/. Individuals who have been convicted of sex offenses are required to register with state sex offender registries and provide notice of their enrollment or employment at an institution of higher education. Accordingly, all students who are convicted sex offenders must notify the law enforcement agency of the jurisdiction in which they reside of their enrollment at Strayer.

Student Code of Conduct

Strayer University expects its students to conduct themselves as business professionals, and to display maturity in their conduct as they progress toward their goals of academic and career success.

Students are expected to follow common courtesy, including allowing university personnel appropriate time to respond to an initial request and grouping questions into as few inquiries as possible. Students should only contact administrative staff on the staff member's campus phone numbers.

Types of conduct subject to disciplinary action include, but are not limited to, the following: dishonesty, unprofessional conduct, misuse of university property, alcohol and drug violations, criminal activity, violent/dangerous behavior and other violations of the Student Code of Conduct or the Academic Integrity Policy. Strayer does not condone threatening, harassing, or violent behavior of its students, faculty or staff. Sanctions for violations of the Student Code of Conduct include oral and/or written admonition, disciplinary probation, restitution, interim suspension, suspension, dismissal and revocation of degree.

The assistant vice provost of student affairs, upon satisfactory proof of violation of this policy, may immediately order an interim suspension or dismissal of a student, and will give the student written notice of their violation of the policy as set forth in the Student Handbook.

For further information about the Student Code of Conduct, see the policies and procedures in the Student Handbook.

Anti-Hazing Policy

Strayer University forbids physical and/or psychological abuse or the threat of such abuse of any person on university premises or at university activities. This includes hazing, which is defined as initiation or discipline of fellow students by means of horseplay, practical jokes or tricks, often in the nature of humiliating or painful ordeals. Hazing is a violation of the Student Code of Conduct and any student engaging in hazing activities will be subject to disciplinary action as set forth in the Student Handbook.

Academic Integrity Policy Reporting and Enforcement Procedures

The university procedures for reporting, evaluating and administering consequences for academic integrity violations are detailed in the Student Handbook.

For more information, please see the Student Handbook at https://icampus.strayer.edu.

Policy on Unauthorized Electronic Distribution of Copyrighted Materials

The university prohibits students from using its computer systems and networks to violate copyright law. Copyright owners have the right to control, within certain limits, how their works are published, distributed and sold, and the right to be paid for the use of a work. Unless a student is the copyright holder or has express permission to share someone else's copyrighted works, the distribution of copyrighted works to the internet to share on a peer-to-peer network is almost certainly violating another person's copyrights.

Peer-to-peer file sharing occurs when individuals store files on their computers and enable their computers as servers so that others may download the files. The university strictly forbids peer-to-peer file sharing applications or any application used to violate copyrights or any federal or state law. Violations include copying or distributing copyrighted media such as songs, movies, software, video games, text and pictures, without authorization from the copyright owner.

The university's networks and computers may only be used for education-related objectives of the university. Please see Strayer's Technology Use Policy for more information. University networks and computers may not be used to operate file sharing programs, including peer-to-peer file sharing applications for the

illegal downloading of copyrighted materials.

Use of file sharing applications can harm student users and the university. A student who runs a file sharing application may be inadvertently sharing personal information, such as email messages and credit card information. In addition, virus writers often target file sharing applications. Finally, file sharing programs may disrupt Internet access and performance of programs used for academic work on university networks.

There are many legal alternatives for obtaining music and video on the Internet. The Recording Industry Association of America provides students with a list of legal alternatives for listening to or downloading music (https://www.riaa.com/resources-learning/music-services/). The Motion Picture Association of America also maintains a growing list of legal alternatives to accessing videos (http://www.mpaa.org/contentprotection/get-movies-tv-shows). The information technology department will review these lists quarterly and make the results available to students on the university website.

All use of university networks and computers, including email accounts, may be monitored by the university at any time without notice to identify and mitigate usage in violation of federal copyright laws. Computers found to be engaging in peer-to-peer activity on university networks will be automatically blocked from accessing the network for 30 minutes.

Violation of this policy may result in an immediate suspension or loss of computer or network privileges at the university and will also subject a student to disciplinary action, up to and including suspension and expulsion from the university. If appropriate, violations may also be reported to local or federal law enforcement agencies for prosecution.

Copyright infringement is the act of exercising, without permission or legal authority, one or more of the exclusive rights granted to the copyright owner under section 106 of the Copyright Act (Title 17 of the United States Code). These rights include the right to reproduce or distribute a copyrighted work. In the file-sharing context, downloading or uploading substantial parts of a copyrighted work without authority constitutes an infringement.

Unauthorized distribution of copyrighted material, including unauthorized peer-to-peer file sharing, may subject copyright infringers to civil and criminal liabilities. In general, anyone found liable for civil copyright infringement may be ordered to pay either actual damages or statutory damages affixed at not less than $750 and not more than $30,000 per work infringed. For willful infringement, a court may award up to $150,000 per work infringed. A court can, in its discretion, also assess costs and attorneys' fees. Willful copyright infringement can also result in criminal penalties, including imprisonment of up to five years and fines of up to $250,000 per offense. For more information, please see the website of the U.S. Copyright Office at www.copyright.gov, and especially the FAQ's at www.copyright.gov/help/faq.

Student Problem Resolution

Strayer University has a thorough student problem resolution process, which includes problem-solving at the campus, regional and university-level through the student affairs office. University personnel have as their goal a timely and thorough review of all problems students bring forward for resolution.

In all instances, students must present their concerns in writing with as much specificity as possible at each level of the appeal process. Administrators at each level carefully examine the information and relevant data provided by the student and respond in writing. Specific time limitations for appeal are put on disputes. For more details, see the Student Handbook at https://icampus.strayer.edu. Students who have nonfinancial complaints that fall outside the levels of appeal detailed in the Student Handbook may contact the student affairs office at 877.261.6908 or studentaffairs@strayer.edu for further assistance. Students with financially based complaints should contact the centralized Student Financial Services team at 855.392.6625 or refer to the Student Handbook for additional direction.

For students receiving VA education benefits, any complaint against the school should be routed first to the school's VA certifications team by emailing: va-certifications@strayer.edu. If the complaint has not been resolved, students should go through the VA GI Bill® Feedback System by going to: http://www.benefits.va.gov. The VA will then follow up through the appropriate channels to investigate the complaint and resolve it satisfactorily.

The Virginia State Approving Agency (SAA), is the approving authority of education and training programs for Virginia. Our office investigates complaints of GI Bill beneficiaries. While most complaints should initially follow the school grievance policy, if the situation cannot be resolved at the school, the beneficiary should contact our office via email saa@dvs.virginia.gov.

If a complaint is not settled to the student's satisfaction, the student may contact the university's accrediting agency, the Middle States Commission on Higher Education (1007 North Orange Street, 4th Floor, MB #166, Wilmington, DE 19801, 267.284.5011), or one of the state agencies below. Note that the university's state licenses and approvals are listed under State Licensure and Approvals (p. 13) in the General Information section of the catalog.

If a complaint is not settled to the student's satisfaction in a state where Strayer is delivering distance education by virtue of its participation in the State Authorization Reciprocity Agreement (SARA), the student may, after a final institutional decision is made, appeal the decision to the District of Columbia Higher Education Licensure Commission (DCHELC), Strayer University's State Portal Agency under SARA. DCHELC is the contact point for student complaints in states covered by SARA (this process does not apply to students receiving distance education from the District of Columbia or to complaints regarding grade disputes or student conduct violations). The decision must be appealed within two years of the incident about which the complaint is made. The resolution of a complaint by DCHELC, will be final, with limited exception. For more information on SARA, see the university's state licenses and approvals listed under State Licensure and Approvals (p. 13) in the general information section of the catalog or www.nc-sara.org.

Strayer does not retaliate or take any unfair actions against students who file complaints with the university.

ALABAMA

Alabama Community College Systems
Private School Licensure Division
P.O. Box 3032130
Montgomery, AL 36104
https://www.accs.edu/about-accs/private-school-licensure/complaints/

ALASKA

Alaska Commission on Postsecondary Education
P.O. Box 110505
Juneau, AK 99811-0505
EED.ACPE-IA@alaska.gov
http://www.law.alaska.gov/department/civil/consumer/cp_complaint.html

Alaska Office of Attorney General
Consumer Protection Unit
1031 W Fourth Avenue, Suite 200
Anchorage, AK 99501
1.888.576.2529
http://www.law.state.ak.us/pdf/consumer/FORM_complaint.pdf

ARIZONA

Arizona State Board for Private Postsecondary Education
1400 W Washington Street
Room 260
Phoenix, AZ 85007
https://ppse.az.gov/complaint

ARKANSAS

Arkansas Higher Education Coordinating Board
Arkansas Department of Higher Education
423 Main Street, Suite 400
Little Rock, AR 72201
501.371.2000
ADHE_Info@adhe.edu
https://www.adhe.edu/institutions/academic-affairs/institutional-certification-advisory-committee/grievance-form

CALIFORNIA

Attorney General's Office
California Department of Justice
Attn: Public Inquiry Unit
P.O. Box 9044255
Sacramento, CA 94244-2550
1.888.370.7589
https://oag.ca.gov/contact/consumer-complaint-against-business-or-company

COLORADO

Colorado Department of Higher Education
1560 Broadway, Suite 1600
Denver, CO 80202
http://highered.colorado.gov/DPOS/Students/complaint.html

CONNECTICUT

Connecticut Department of Higher Education
61 Woodland Street
Hartford, CT 06105-2326
866.947.1800
info@ctdhe.org

Connecticut Department of Consumer Protection
165 Capitol Avenue
Room 110
Hartford, CT 06106
Consumer Complaint Hotline: 800.842.2649
trade.practices@ct.gov
http://www.ct.gov/dcp/lib/dcp/Consumer_Statement_CPFR-2.pdf

DELAWARE

Delaware Higher Education Office
John G. Townsend Building
401 Federal Street, Suite #2
Dover, DE 19901
dheo@doe.k12.de.us

Delaware Attorney General
Consumer Protection Wilmington
820 N French Street, 5th Floor
Wilmington, DE 19801
1.800.220.5424
consumer.protection@state.de.us

DISTRICT OF COLUMBIA

District of Columbia Office of the State Superintendent of Education
Higher Education Licensure Commission
1050 1st Street, NE
5th Floor
Washington, D.C. 20002

https://helc.osse.dc.gov/topic/helcadmin/community-stakeholders/public-complaints

FLORIDA

Florida Commission for Independent Education
325 W Gaines Street, Suite 1414
Tallahassee, FL 32399-0400
1.888.224.6684
http://www.fldoe.org/policy/cie/file-a-complaint.stml

GEORGIA

Georgia Nonpublic Postsecondary Education Commission
2082 E Exchange Place #220
Tucker, GA 30084-5334
770.414.3300
https://gnpec.georgia.gov/student-complaints

GUAM

Office of the Attorney General
287 West O'Brien Drive
Hagatna, Guam 96910
671.475.3324

HAWAII

Hawaii Postsecondary Education Authorization Program
P.O. Box 541
Honolulu, HI 96809
hpeap@dcca.hawaii.gov
http://cca.hawaii.gov/hpeap/student-complaint-process/

Hawaii Department of the Attorney General
425 Queen Street
Honolulu, HI 96813
808.586.1500
http://cca.hawaii.gov/hpeap/student-complaint-process/

IDAHO

Idaho State Board of Education
Attn: State Coordinator for Private Colleges and Proprietary Schools
650 West State Street
P.O. Box 83720
Boise, ID 83720-0037
http://www.boardofed.idaho.gov/priv_col_univ/student_complaint.asp

ILLINOIS

Illinois Board of Higher Education
1 North Old State Capitol Plaza
Suite 333
Springfield, IL 62701
complaints@ibhe.org
Institutional Complaint Hotline: 217.557.7359

INDIANA

Indiana Commission for Higher Education
101 West Ohio Street, Suite 670
Indianapolis, IN 46204
http://www.in.gov/che/2744.htm
complaints@che.in.gov

IOWA

Iowa Student Aid Commission
430 East Grand Avenue, 3rd Floor
Des Moines, IA 50309
http://www.iowacollegeaid.gov/constituentrequest

KANSAS

Kansas Board of Regents
1000 SW Jackson Street,
Suite 520
Topeka, KS 66612-1368
http://www.kansasregents.org/academic_affairs/private_out_of_state/complaint_process

KENTUCKY

Kentucky Council on Postsecondary Education
1024 Capital Center Drive, #320
Frankfort, KY 40601-7512
Sarah.Levy@ky.gov

Office of the Attorney General
Capitol Suite 118
700 Capitol Avenue
Frankfort, KY 40601-3449
https://ag.ky.gov/consumer-protection/complaints/Pages/default.aspx#forms

LOUISIANA

Louisiana Attorney General Office
Consumer Protection Section
P.O. Box 94005
Baton Rouge, LA 70804
ConsumerInfo@ag.state.la.us
800.351.4889
225.326.6465
https://www.ag.state.la.us/Form/Consumer/Dispute

Louisiana Board of Regents
P.O. Box 3677
Baton Rouge, LA 70821-3677
225.342.4253
http://www.regents.la.gov/assets/docs/2014/07/StudentComplaintProcedure.pdf

MAINE

Maine Department of Education
Anita Bernhardt – Complaints
23 State House Station
Augusta, ME 04333-0023

Maine Attorney General
Consumer Protection Division
6 State House Station
Augusta, ME 04333
http://www.maine.gov/ag/consumer/complaints/complaint_form.shtml

MARYLAND

Maryland Higher Education Commission
6 North Liberty Street, 10th Floor
Baltimore, MD 21201
410.767.3388
https://mhec.maryland.gov/institutions_training/Documents/acadaff/Student%20Complaint%20Process%20-%20MJK%20Revisions.pdf

Maryland Attorney General
Consumer Protection Division
200 St. Paul Place
Baltimore, MD 21202
Consumer Protection Hotline: 410.528.8662
consumer@oag.state.md.us
http://www.oag.state.md.us/Consumer/complaint.htm

MASSACHUSETTS

Massachusetts Board of Higher Education
One Ashburton Place, Room 1401
Boston, MA 02108
https://www.mass.edu/forstufam/complaints/complaints.asp

MICHIGAN

Michigan Department of Licensing and Regulatory Affairs
Bureau of Commercial Services, Licensing Division
Proprietary School Unit Staff
201 North Washington Square
Lansing, MI 48913
https://www.michigan.gov/leo/-/media/Project/Websites/leo/Documents/WD/WD_PROGRAMS_SERVICES/PSS/PostsecondarySchools_StatementofComplaint__Form_032020_685913_7-(26).docx?rev=ce0d48fbe9244094b0c9f0a436fcc39e

MINNESOTA

Minnesota Office of Higher Education
1450 Energy Park Drive, Suite 350
St. Paul, MN 55108-5227
http://www.ohe.state.mn.us/mPg.cfm?pageID=1078

Minnesota Attorney General's Office
1400 Bremer Tower
445 Minnesota Street
St. Paul, MN 55101
651.296.3353

MISSISSIPPI

Mississippi Commission on College Accreditation
3825 Ridgewood Road
Jackson, MS 39211-6453
http://www.mississippi.edu/mcca/downloads/mccastudentcomplaintform.pdf

Office of the Mississippi Attorney General
Consumer Protection Division
State of Mississippi
P.O. Box 22947
Jackson, MS 39225-2947
1.800.281.4418
http://www.ago.state.ms.us/index.php/contact
http://www.ago.state.ms.us/forms/complaint-form/

MISSOURI

Missouri Department of Higher Education
205 Jefferson Street
P.O. Box 1469
Jefferson City, MO 65102-1469
info@dhewd.mo.gov
http://dhe.mo.gov/documents/POLICYONCOMPLAINTRESOLUTION-reviseddraft.pdf

MONTANA

Montana Board of Regents
Office of Commissioner of Higher Education
Montana University System
2500 Broadway Street
P.O. Box 203201
Helena, MT 59620-3201

Montana Office of Consumer Protection
2225 11th Avenue
P.O. Box 200151
Helena, MT 59620-0151
contactocp@mt.gov
http://mus.edu/MUS-Statement-of-Complaint-Process.asp

NEBRASKA

Nebraska Coordinating Commission for Postsecondary Education
P.O. Box 95005
Lincoln, NE 68509-5005

Nebraska Attorney General
Consumer Protection Division
2115 State Capitol
Lincoln, NE 68509
Consumer Protection Hotline: 1.800.727.6432
https://protectthegoodlife.nebraska.gov/file-consumer-complaint

NEVADA

Nevada Commission on Postsecondary Education
8778 S Maryland Parkway, Suite 115
Las Vegas, NV 89123
http://cpe.nv.gov/uploadedFiles/cpenvgov/content/Students/Complaint%20Form%20Initial(1).doc

NEW HAMPSHIRE

New Hampshire Department of Education
Attn: Patricia Edes
101 Pleasant Street
Concord, NH 03301
603.271.0257
https://www.education.nh.gov/highered/compliance-allegation.htm

NEW JERSEY

Office of the Secretary of Higher Education
Attn: Complaints
P.O. Box 542
Trenton, NJ 08625-0542
njhe@oshe.nj.gov
http://www.state.nj.us/highereducation/OSHEComplaintInstructions.shtml

New Jersey Division of Consumer Affairs
P.O. Box 45025
Newark, NJ 07101
http://www.nj.gov/oag/ca/complaint/ocp.pdf

NEW MEXICO

New Mexico Higher Education Department
2044 Galisteo Street, Suite 4
Santa Fe, NM 87505
505.476.8442 or 505.476.8416
https://hed.state.nm.us/students-parents/student-complaints

NEW YORK

New York Office of College and University Evaluation
New York State Education Department
5 North Mezzanine
Albany, NY 12234
ocueinfo@mail.nysed.gov
http://www.highered.nysed.gov/ocue/spr/COMPLAINTFORMINFO.html

NORTH CAROLINA

The University of North Carolina General Administration
Postsecondary Education Complaints
c/o Assistant Director of Licensure
910 Raleigh Road
Chapel Hill, NC 27515
919.962.4558
studentcomplaint@northcarolina.edu

NORTH DAKOTA

Office of the North Dakota Attorney General
North Dakota Consumer Protection Division
Parrell Grossman, Director
Gateway Professional Center
1050 E Interstate Ave., Suite 200
Bismarck, ND 58503-5574
701.328.5570
http://www.ag.state.nd.us/cpat/PDFFiles/SFN7418.pdf

OHIO

Ohio Board of Regents
25 South Front Street
Columbus, OH 43215

Ohio Attorney General
Consumer Protection Section
30 E. Broad St., 14th floor
Columbus, OH 43215-3400
http://www.ohioattorneygeneral.gov/Individuals-and-Families/Consumers/File-A-Complaint.aspx

OKLAHOMA

Oklahoma State Regents for Higher Education
655 Research Parkway, Suite 200
Oklahoma City, OK 73104
http://www.okhighered.org/current-college-students/complaints.shtml

Oklahoma Office of the Attorney General
Consumer Protection Unit
Attn: Investigative Analyst
313 NE 21st Street
Oklahoma City, OK 73105

https://www.oag.ok.gov/sites/g/files/gmc766/f/2021_consumer_complaint_form_1.pdf

OREGON

Oregon Higher Education Coordinating Commission
Office of Degree Authorization
1500 Valley River Drive, Suite 100
Eugene, OR 97401
541.687.7478
http://www.oregonstudentaid.gov/contact.aspx

Oregon Attorney General
Financial Fraud/Consumer Protection Section
775 Court Street NE
Salem, OR 97301
http://www.doj.state.or.us/consumer/pdf/consumer_complaint.pdf

PENNSYLVANIA

Pennsylvania Department of Education
333 Market Street
Harrisburg, PA 17126-0333

Office of Attorney General
Bureau of Consumer Protection
14th Floor, Strawberry Square
Harrisburg, PA 17120
https://www.attorneygeneral.gov/Quick_Links/Pennsylvania_Attorney_General_Complaint_Forms/

PUERTO RICO

Puerto Rico Council on Higher Education
P.O. Box 1900
San Juan, Puerto Rico
00910-1900

Puerto Rico Department of Justice
P.O. 9020192
San Juan, Puerto Rico
00902-0192

RHODE ISLAND

Rhode Island Office of Post-Secondary Commissioner
Shepard Building
80 Washington Street, Suite 524
Providence, RI 02903
401.456.6000

Rhode Island Department of Attorney General
Consumer Protection Unit
150 South Main Street
Providence, RI 02903
http://www.riag.ri.gov/home/ConsumerComplaintForm.pdf
http://www.ribghe.org/8a1031912.pdf

SOUTH CAROLINA

South Carolina Commission on Higher Education
1122 Lady Street, Suite 300
Columbia, SC 29201
803.737.2260
http://www.che.sc.gov/CHE_Docs/AcademicAffairs/License/Complaint_procedures_and_form.pdf

SOUTH DAKOTA

South Dakota Secretary of State
Shantel Krebs
State Capitol
500 East Capitol Ave
Pierre, SD 57501-5070
sdsos@state.sd.us

South Dakota Office of Attorney General
Division of Consumer Protection
1302 E Hwy 14, Suite 3
Pierre, SD 57501-8053
http://atg.sd.gov/Consumers/HandlingComplaints/ConsumerComplaintForm.aspx

TENNESSEE

Tennessee Higher Education Commission
Division of Postsecondary State Authorization
Attention: DPSA Complaints
Tennessee Tower, 9th Floor
312 Rosa L. Parks Avenue
Nashville, TN 37243
615.741.5293
https://www.tn.gov/thec/bureaus/student-aid-and-compliance/postsecondary-state-authorization/request-for-complaint-review.html

TEXAS

Texas Higher Education Coordinating Board
1200 E Anderson Lane
Austin, TX 78752
https://www1.thecb.state.tx.us/WWW/comments/
www.thecb.state.tx.us/studentcomplaints
http://texreg.sos.state.tx.us/public/readtac$ext.ViewTAC?tac_view=5&ti=19&pt=1&ch=1&sch=E&rl=Y

Office of the Attorney General
Consumer Protection Division
P.O. Box 12548
Austin, TX 78711-2548
https://www.texasattorneygeneral.gov/cpd/file-a-consumer-complaint

UTAH

Utah Division of Consumer Protection
160 East 300 South
Salt Lake City, UT 84111
consumerprotection@utah.gov
http://consumerprotection.utah.gov/complaints/index.html

*Students residing in Utah may file a complaint with the Utah Division of Consumer Protection at any time. Students do not need to first file a complaint with Strayer or wait until Strayer's grievance procedures are complete.

VERMONT

Vermont Agency of Education
State Board of Education
120 State Street
Montpelier, VT 05620-2501
AOE.EdInfo@state.vt.us

Vermont Attorney General's Office
109 State Street
Montpelier, VT 05609-1001

VIRGINIA

State Council of Higher Education for Virginia
101 N 14th Street
James Monroe Building
Richmond, VA 23219
communications@schev.edu
https://www.schev.edu/students/resources/student-complaints
*If a complaint is not settled to the student's satisfaction, the student may contact the State Council of Higher Education for Virginia as a last resort.

VIRGIN ISLANDS

Government of the United States Virgin Islands Department of Education
Office of the Commissioner
1834 Kongens Gade
St. Thomas, VI 00802

WASHINGTON

Washington Student Achievement Council
917 Lakeridge Way
P.O. Box 43430
Olympia, WA 98504-3430
dainfo@wsac.wa.gov
http://wsac.wa.gov/protecting-education-consumers

WEST VIRGINIA

West Virginia Higher Education Policy Commission
1018 Kanawha Boulevard E, Suite 700
Charleston, WV 25301-2800

West Virginia Office of the Attorney General
Consumer Protection Division
P.O. Box 1789
Charleston, WV 25326-1789
https://www.wvhepc.org/resources/Complaint_Process.pdf

WISCONSIN

State of Wisconsin
431 Charmany Drive, Suite 102
P.O. Box 8696
Madison, WI 53719
abmail@eab.wisconsin.gov
https://dsps.wi.gov/Documents/EAComplaintForm3.01.doc

WYOMING

Wyoming Department of Education
2300 Capitol Avenue
Hathaway Building, 2nd Floor
Cheyenne, WY 82002-0050
http://edu.wyoming.gov/downloads/schools/student-complaint-form.pdf

Attorney General's Office
123 Capitol Building
200 W 24th Street
Cheyenne, WY 82002

Student Services and Activities

Center for Well-Being

The Center for Well-Being at Strayer University is here to support students during their academic journey and beyond. Through six dimensions of well-being – academics, career, essential needs, finances, mind and body, and social connection – the Center for Well-Being provides tools and resources supporting the whole you. Receive resources for a variety of needs such as tutoring, resume support, peer community building, emotional support and more through this virtual one-stop-shop.

Students can access TimelyCare through the mobile app or web platform for emotional support, stress management, self-care content, and support searching for essential needs. Download the app through Google Play or the Apple App Store or create an account on TimelyCare.

Career Center

The Career Center provides career resources and one-on-one career coaching to support the career needs of Strayer students and alumni.

The Career Center supports students and alumni on the following career topics:

- Career exploration and guides
- Career change planning
- Résumé and cover letter reviews
- Networking/mentoring
- Job search strategies
- Using LinkedIn
- Interview preparation and practice
- Salary negotiation
- Building a personal/professional brand
- Real-world work experience

Career Communities

Students can also connect with classmates in their program through career communities, hosted in Strayer University's Facebook groups: Business, Criminal Justice, and Information Technology. The Business Community is open to all majors. Learn more about these communities and join through iCampus.

University Library

The university library supports the academic programs and the university information literacy plan with physical and electronic instructional resources and services. Users can access resources and services through the iCampus student platform, Canvas LMS or directly at https://library.strayer.edu.

Physical resources, located at the Wilkes Library of the Washington, D.C., campus, may include books, reference works and audio-visuals. Users can browse the open public access catalog at https://printbooks.strayer.edu/. Eligible books circulate for 12-week periods and are renewable and available to all eligible borrowers regardless of location. Borrowers can receive books through intracampus delivery and shipping services. Audio-visuals and other special collection items are available for on-campus use only.

Electronic resources include more than 25 databases with access to more than one million resources including peer-reviewed journals, eBooks, audiobooks, reports, reference works and popular periodicals. Users can access services including online tutorials, the virtual writing center and the Ask Your Librarian reference service at https://library.strayer.edu.

The university library offers interlibrary loan and document delivery services to eligible borrowers. Interlibrary loans are only offered through the Ask Your Librarian function. Students may request books, copies of articles or chapters, and other resources to support their coursework. We maintain relationships with several universities. Borrowers may contact the Ask Your Librarian service for assistance.

The Office of the University Librarian, located at the Wilkes Library of the Washington, D.C., campus, coordinates library resources and services in collaboration with the Library Advisory Board, faculty and academic teams and in accordance with library planning and collection development documents. Collections emphasize accounting, business administration, health services, public administration, criminal justice and information systems. Materials are collected to support all programs, general electives, career information and individual growth.

Faculty Accessibility Policy

All Strayer University faculty make themselves available to answer questions from their students regarding the assigned material, assist with academic counseling and conduct tutoring and other similar activities. Office hours for faculty are scheduled by each faculty member and are posted in the Canvas course shell.

Preferred contact time and methods for faculty teaching online classes can be located in the Canvas course shell. Students taking classes online may contact their instructor by email at any time and may also request a live session or phone call with the instructor. Online faculty respond to all emails within 48 hours of receipt.

Virtual Bookstore

Textbooks and supplementary materials may be ordered from the Strayer University Bookstore by internet or phone. Orders are generally shipped within 24 hours.

Detailed information can be found at https://icampus.strayer.edu (click on Strayer Bookstore.) As is common with most universities, Strayer may benefit financially from sales of textbooks bought through the virtual bookstore.

Virtual Gift Shop

Shop a variety of branded apparel, home office products, and many other items to show your Strayer University pride. View and shop the full catalog of merchandise at shop.strayer.edu. New items are added regularly, so check back often for the latest in clothing and accessories. (Items cannot be purchased with financial aid funding.)

Off-Campus Housing

Strayer University does not offer campus housing for students. A variety of housing options are available near Strayer campuses; however, securing housing is the student's responsibility.

Services for Students with Disabilities

Strayer University does not discriminate on the basis of disability and provides qualified students with disabilities an equal opportunity to participate in university programs through appropriate academic adjustments and the provision of auxiliary aids and services. A student with a disability is not required to disclose their disability to the university unless they wish to receive reasonable accommodations.

Students desiring accommodations for a disability should contact the ADA coordinator, who serves as the university's Section 504 coordinator, at:

Strayer University
Office of Student Affairs, ADA coordinator
PO Box 710927
Herndon, VA 20171

Phone: 877.261.6908
Fax: 703.563.6223
adacoordinator@strayer.edu

Requests must be made in writing to the ADA coordinator before they will be acted upon.

Students with disabilities requiring accommodations are encouraged to self-identify at the earliest possible opportunity to ensure the university has adequate time to coordinate the accommodations requested. Requests for accommodations should be made at least 30 days prior to the start date of any quarter. Accommodations requested fewer than 30 days in advance of the start date of any quarter are not guaranteed to be available by the first day of classes for that quarter. However, the university will put interim accommodations in place to the extent possible.

Additional information on university policies on accommodations for students with disabilities is available in the Student Handbook.

Student Health Services

Strayer University does not provide health services. Students in North Carolina may obtain a list of local emergency facilities by contacting the Campus Director.

Student Health Insurance

Strayer strongly recommends that all students maintain health insurance coverage during their enrollment. Through Student Benefits International, the university offers voluntary health insurance options for various needs: temporary health insurance for short-term needs and a plan for full-time domestic students. An affordable noninsurance healthcare protection and medical savings plan is also available. Online enrollments, complete details of each plan, and contact information can be found at www.StudentBenefitsInternational.org.

Student Services

Academic Advising: At Strayer University, academic advising is a communication process—whether face-to-face, by mail or email, on the telephone, or through computer-mediated systems—by which Strayer helps students realize their maximum educational and career potential and become effective agents for their lifelong learning endeavors.

Strayer views advising as a comprehensive process designed to help each student make sound academic decisions. Academic advising is done primarily by the advisor or coach. Associate academic deans provide advising to students repeating courses.

Computer/Technical Support Services: Strayer provides a variety of technical services to students. The university has a media center at each campus with computers for students to use during normal campus hours. In addition, students can use their own personal computing devices at campuses. Wi-Fi and printer access are also available at all campuses for student use. Each campus has staff who can assist students with basic computer questions.

Student Technical Support is available 24/7 to assist with access issues, the courseroom/Canvas, and other tools and resources used by the university. For more resources and how to contact technical support, go to iCampus at https://icampus.strayer.edu/technical-support.

Financial Advising: Any financial concerns should be discussed with personnel in Student Financial Services.

International Student Advising: F-1 students should meet with a dean, advisor or coach quarterly to plan their course schedule.

Peer-to-Peer Mentorship Program: The Peer-to-Peer Mentorship Program pairs successful experienced students who can provide advice, encouragement, and support with new Strayer University students. The Peer Mentorship Program focuses on providing new students with a sense of community as well as acclimating students to college and resources that will help them be more successful at Strayer University.

Peer mentors are student volunteers who serve as guides for one quarter to help new students navigate the available tools and

resources and challenges that students typically experience during the first few months in college. To learn more about the Peer Mentorship program and the eligibility requirements, visit https://icampus.strayer.edu/peer-peer-mentorship-program.

Placement Testing: Undergraduate students must demonstrate proficiency in English in order to successfully navigate their academic career at Strayer. Students should reference the procedures for fulfilling Strayer placement requirements under the section titled Undergraduate Admission (p. 20) in the catalog.

Taking the placement exam requires no preparation. Students have access to take the placement through the student portal on iCampus at https://icampus.strayer.edu. This can be taken remotely or on a campus.

Tutorial Services: All students have access to tutoring services at no cost. Information about tutoring and supplemental instruction is available for students via the student learning system homepage.

Supplemental instruction for specific courses may also be provided. Tutoring and supplemental instruction services are provided by subject matter experts with a strong background in the subject area in which they are tutoring.

For all tutorial sessions, the student should come prepared by bringing course materials and specific questions for the tutor and having completed the required course reading and attempted the required homework. Tutors may provide feedback to course instructors on topics covered in individual sessions. Although the instructor is always the first person the student should turn to for further clarification or assistance, a tutor can provide additional assistance in reaching educational goals.

Veterans' Advising: Strayer University keeps abreast of current requirements and regulations by maintaining a liaison with the Department of Veterans Affairs. University administrators also periodically attend appropriate seminars.

Initial information about educational programs for veterans and initial assistance to veterans are provided by the admissions office. Thereafter, Student Financial Services handles questions and paperwork concerning re-certification and continued eligibility. Student Financial Services is available to answer any questions veterans may have.

Students may reference a list of topics included in this catalog for additional information about military and veteran students. See Active Duty Military and Veteran Students (p. 16) in the General Information (p. 12) section of this catalog.

Honor Societies

Honor societies are open to all Strayer University students who meet the eligibility criteria. Membership in honor societies is by invitation only.

Alpha Chi National Honor Society, D.C., Gamma Chapter 283: Alpha Chi recognizes the high academic achievements of adult learners. It promotes and recognizes scholarship and good character among undergraduate and graduate students from all academic disciplines. Membership is by invitation only. Invitations are sent quarterly, via email. The faculty advisor can be contacted at AlphaChi@strayer.edu.

- Honor medallions are available via the website listed in the acceptance letter.
- Honor cords and medallions may be worn at commencement to distinguish academic excellence.

Undergraduate students must meet the following requirements, at least one quarter prior to commencement:

- Minimum of 121.5 quarter credit hours
- Minimum of 67.5 quarter credit hours at Strayer University
- An overall minimum 3.8 GPA
- All requirements completed at least one quarter prior to graduation

Graduate students must meet the following requirements at least one quarter prior to commencement:

- Minimum of 45 graduate quarter credit hours
- Minimum of 22.5 graduate quarter credit hours at Strayer University
- An overall minimum 3.8 GPA
- All requirements completed at least one quarter prior to graduation

Alpha Sigma Lambda National Honor Society: Alpha Sigma Lambda is dedicated to the advancement of scholarship and recognizes the special achievements of adults who accomplish academic excellence while facing competing interests of home and work. The Alpha Sigma Lambda National Honor Society extends membership to eligible undergraduate students by invitation only. The faculty advisor can be contacted at studentaffairs@strayer.edu.

- Certificate is mailed to the member upon acceptance.
- Honor cord is purchased by the student directly from the Alpha Sigma Lambda Honor Society website.

Eligible undergraduate degree-seeking students must have:

- A minimum of 126 quarter credit hours, including transfer credits
- A minimum of 24 quarter credit hours at Strayer University
- An overall minimum 3.2 GPA

National Society of Collegiate Scholars: The National Society of Collegiate Scholars (NSCS) recognizes, by invitation, the academic success of high-achieving freshmen and sophomore undergraduate students. The Faculty Advisor can be contacted at studentaffairs@strayer.edu.

- Honor cord and medallion can be ordered directly from the NSCS's website.
- Honor cord and medallion may be worn at commencement to distinguish academic excellence.
- Invitations are sent quarterly, via email.

To be eligible through Strayer University, students must have:

- Completed at least one course at Strayer University

- Completed a minimum of 18 quarter credit hours to a maximum of 90 quarter credit hours, with transfer credit included
- An overall minimum 3.4 GPA

Delta Alpha Pi International Honor Society (http://deltaalphapihonorsociety.org):

Delta Alpha Pi International Honor Society was founded in 2004 at East Stroudsburg University of Pennsylvania and is open to undergraduate and graduate students with disabilities. Students initiated into Delta Alpha Pi International Honor Society must meet the following criteria:

- All students must be present with a documented disability and work with one of the faculty or staff members in the Office of Disability Services and demonstrate an interest in disability issues.
- Undergraduate students must have completed a minimum of 24 quarter hour credits and earned an overall Quality Point Average of 3.10 on a 4.00 scale.
- Graduate students must have completed a minimum of 18 credits and earned an overall Quality Point Average of 3.30 on a 4.00 scale.
- The honor cord and certificate are mailed to the member upon acceptance. The member may wear the cord at commencement to distinguish academic excellence.

Golden Key International Honor Society: Golden Key International Honor Society (GKIHS) recognizes and encourages scholastic achievement and excellence among college and university students from all academic disciplines. The faculty advisor can be contacted at goldenkeyihs@strayer.edu. Additional information can be found at www.goldenkey.org.

- Membership is by invitation only and is sent quarterly, via email.
- Undergraduate students must have completed a minimum of 45 quarter credit hours, at least one class at Strayer University, and have a 3.7 GPA or better.
- Graduate students must have completed one graduate class at Strayer University and have a 3.5 GPA or better.

Phi Theta Kappa Honor Society: Phi Theta Kappa's mission is two-fold, to recognize and encourage the academic achievement of two-year college students and provide opportunities for individual growth and development through participation in honors, leadership, service and fellowship programming. The faculty advisor can be contacted at studentaffairs@strayer.edu.

- Membership is by invitation only and recruitment for new members occurs twice a year via mailed letters to eligible students.
- Only undergraduate students enrolled in an associate or bachelor's degree program are eligible.
- Undergraduate student must have completed a minimum of 13.5 undergraduate quarter credit hours at the university or transfer in with the equivalent number of credits from an accredited college. (Restrictions apply here. See an advisor for more details.) Undergraduate students must also have a minimum of 3.5 GPA, and currently be enrolled in an associate degree program at Strayer University.
- Members may wear the honor cord or honor medallion at commencement to distinguish their academic excellence.
- Honor items may be purchased directly from the honor society at www.ptk.org.

The Society for Collegiate Leadership & Achievement (SCLA): The Society for Collegiate Leadership & Achievement (SCLA) honors students' achievement and empowers them to be the leaders of tomorrow. SCLA aims to maximize student potential through a powerful, customized development platform, vibrant mentor and peer community, and competency-based certification. The faculty advisor can be contacted at scla@strayer.edu.

- Membership is invitation only and is sent quarterly via email.
- Students must have accumulated 6 or more credit hours.
- Graduate students must maintain a minimum GPA of a 3.0 on a 4.0 scale.
- Undergraduate students must maintain a minimum GPA of 2.7 on a 4.0 scale.
- Members may wear the honor cord at commencement to distinguish their academic excellence.
- Honor cords may be purchased directly from the Honor Society's website at http://thescla.org/.

Student Advisory Boards

Student Advisory Boards are designed to enhance communication between the student body and senior academic leaders at the university. The Student Advisory Boards provide an opportunity for senior academic leaders to have a direct dialogue with the student body, and they provide an opportunity for students to provide feedback about Strayer successes, opportunities for improvement and new ideas for consideration.

Each campus may also have a local Campus Student Advisory Board. These local Campus Boards may meet with their campus leadership to provide input to campus administrators as to the individual successes, opportunities for improvement and new initiatives for their respective campuses.

The University Student Advisory Board is chaired by personnel from the Student Success team and is comprised of representatives appointed by the Student Success team. The University Student Advisory Board meets periodically to share information concerning students' Strayer University experiences and to gain broad-based institutional knowledge about program additions, curriculum changes and services and facility enhancements that the university has undertaken. The staff from the Student Success team supports the local representatives to the University Student Advisory Boards by coordinating and participating in quarterly meetings.

Program Availability

Not all programs are available in all modalities in all states. Depending on the state, your program of choice may only be available in an online-only version or not at all. Please check individual program pages in this catalog for the most up-to-date information on program availability. All courses within a program will not be available for on-ground delivery at most campus locations. Due to availability, students are required to take at least some (and in certain cases, all) courses in an online format in order to complete a degree program. If you have any questions about availability of programs or courses, please contact your admissions officer, coach or dean.

Students may reference the Non-Credit/Non-Degree Offerings section (p. 199) of the catalog to obtain information about Strayer University's non-credit/non-degree programs.

Undergraduate Programs

- Undergraduate Certificate in Artificial Intelligence (AI) (p. 75)
- Undergraduate Certificate in Health Information Management and Analytics (p. 75)
- Undergraduate Certificate in Information Technology Fundamentals (p. 75)
- Undergraduate Certificate in Public Health (p. 75)
- Undergraduate Certificate in Python Programming (p. 76)
- Diploma in Acquisition and Contract Management (p. 77)
- Associate in Arts in Accounting (p. 78)
- Associate in Arts in Acquisition and Contract Management (p. 79)
- Associate in Arts in Business Administration (p. 80)
- Associate in Arts in Marketing (p. 83)
- Associate in Arts in Health Services Administration (p. 81)
- Associate in Arts in Information Technology (p. 82)
- Bachelor of Science in Accounting (p. 84)
- Bachelor of Applied Science in Management (p. 85)
- Bachelor of Business Administration (p. 86)
- Joe Gibbs Performance Management Concentration (p. 90)
- Bachelor of Science in Criminal Justice (p. 92)
- Bachelor of Science in Health Services Administration (p. 95)
- Bachelor of Science in Information Technology (p. 97)

University Undergraduate Minors

- Minor in Accounting (p. 100)
- Minor in Artificial Intelligence (p. 100)
- Minor in Cloud Computing (p. 100)
- Minor in Computer Programming (p. 100)
- Minor in Criminal Justice (p. 101)
- Minor in Cybersecurity and Digital Forensics (p. 101)
- Minor in Database Administration (p. 101)
- Minor in Data Analytics (p. 101)
- Minor in Entrepreneurship (p. 101)
- Minor in Finance (p. 102)
- Minor in General Business (p. 102)
- Minor in Health Services Administration (p. 102)
- Minor in Homeland Security and Emergency Management (p. 102)
- Minor in Human Resource Management (p. 102)
- Minor in Information Technology (p. 102)
- Minor in IT Project Management (p. 103)
- Minor in Joe Gibbs Performance Management (p. 103)
- Minor in Management (p. 103)
- Minor in Marketing (p. 103)
- Minor in Networking (p. 103)
- Minor in Project Management (p. 104)
- Minor in Social Media Marketing (p. 104)
- Minor in Web Development (p. 104)

Graduate Programs

- Graduate Certificate, Artificial Intelligence (AI) Systems Management (p. 105)
- Graduate Certificate, Corporate Learning (p. 105)
- Graduate Certificate, Cybersecurity Management (p. 105)
- Graduate Certificate, Digital Entrepreneurship (p. 105)
- Graduate Certificate, Educational Administration (p. 106)
- Graduate Certificate, Instructional Design and Technology (p. 106)
- Master of Science in Accounting (p. 107)
- Master of Business Administration (p. 109)
- Jack Welch Management Institute (p. 123)

- Jack Welch Management Institute Master of Business Administration (p. 123)
- Jack Welch Management Institute Master of Business Administration, Healthcare Concentration (p. 123)
- Jack Welch Management Institute Master of Business Administration, Human Resources Concentration (p. 124)
- Jack Welch Management Institute Master of Business Administration, Operations Management Concentration (p. 124)
- Jack Welch Management Institute Graduate Certificate in Healthcare (p. 124)
- Jack Welch Management Institute Graduate Certificate in Human Resources (p. 125)
- Jack Welch Management Institute Graduate Certificate in Leadership (p. 125)
- Jack Welch Management Institute Graduate Certificate in Operations Management (p. 125)
- Master of Educational Design and Technology (p. 113)
- Master of Science in Health Services Administration (p. 116)
- Master of Science in Human Resource Management (p. 117)
- Master of Science in Information Security and Assurance (p. 118)
- Master of Science in Information Systems (p. 119)
- Master of Science in Management (p. 121)
- Master of Public Administration (p. 122)

Undergraduate Programs

Undergraduate Certificate (AI), Artificial Intelligence

The Undergraduate Certificate in Artificial Intelligence (AI) is designed for students who are interested in gaining a solid understanding of AI concepts and their practical applications. The curriculum is carefully structured to provide a step-by-step progression of knowledge, starting with an introduction to AI, through Prompt Engineering and culminating with Advanced AI Applications. The three certificate courses do not assume prior knowledge of computer programming, thus making it accessible to students from diverse backgrounds. Through a combination of theoretical concepts, hands-on exercises, and practical applications, students will develop the skills necessary to understand, implement, and apply AI techniques and tools effectively.

The Artificial Intelligence (AI) certificate is only available in an online-only format. This certificate is not available to students in Florida.

REQUIREMENTS

Required Courses

CIS 211	Introduction to Artificial Intelligence
CIS 214	Introduction to Prompt Engineering
CIS 365	Advanced Artificial Intelligence Applications

Subtotal: 13.5

All courses are 4.5 quarter credit hours.

Undergraduate Certificate, Health Information Management and Analytics

The Health Information Management and Analytics certificate prepares students to obtain, analyze, and protect patient health information essential to quality care. Students will learn about roles, process, and functions in healthcare settings through survey of health informatics, health records and information exchange, data management and analytics, software applications used in the US Healthcare System, as well as data use and presentation in healthcare.

The Health Information Management and Analytics certificate is available in an online-only format. This certificate is available to students in the Bachelor of Science in Health Services Administration program. This certificate is not available to students in Florida or Georgia. This program does not currently offer access to federal financial aid from the U.S. Department of Education.

REQUIREMENTS

Required Courses

HSA 350	Survey of Health Informatics
HSA 352	Electronic Health Records and Information Exchange
HSA 355	Data Management and Analytics
HSA 410	Health IT Applications
HSA 412	Data Application and Presentation in Healthcare

Subtotal: 22.5

All courses are 4.5 quarter credit hours.

Undergraduate Certificate, Information Technology Fundamentals

The IT Fundamentals Certificate is designed to prepare students to apply technologies and practices commonly used in industry such as computer software, hardware, and networking to design and maintain the technology infrastructure of organizations. Students will learn how to configure operating systems, networks, software applications, file systems, file servers, and web systems. Topics include an overview of the most common IT infrastructures, networking protocols, topologies, hardware, and operating systems.

The IT Fundamentals certificate is available to students in the Bachelor of Science in Information Technology (p.102) program and the Associates in Arts in Information Technology (p.82) program. This certificate is available in an online-only format and is not available to students in Florida.

REQUIREMENTS

Required Courses

CIS 101	Navigating a Digital World
CIS 106	Introduction to Information Technology
CIS 109	Introduction to Management Information Systems
CIS 175	Introduction to Networking
CIS 312	Computer Architecture

Subtotal: 22.5

All courses are 4.5 quarter credit hours.

Undergraduate Certificate, Public Health

The Public Health Certificate provides students with a foundation to the field of public health, basic biostatistics, epidemiology, disease prevention, and emergency management & preparedness. Students will be prepared to pursue entry level careers in public health.

The Public Health certificate is available in an online-only format. This certificate is available to students in the Bachelor of Science in Health Services Administration program. This certificate is not available to students in Florida or Georgia. This program does not currently offer access to federal financial aid from the U.S. Department of Education.

REQUIREMENTS

Required Courses

HSA 360	Foundations of Public Health
HSA 362	Basic Biostatistics
HSA 365	Epidemiology
HSA 420	Disease Prevention
HSA 422	Emergency Management & Preparedness

Subtotal: 22.5

All courses are 4.5 quarter credit hours.

Undergraduate Certificate, Python Programming

The Python Programming Certificate is designed to prepare students to design, develop and deploy software solutions using the Python Object Oriented Programming language, while also learning how to leverage GitHub, an essential web-based team collaboration tool. Students will learn to design, implement, test, and debug a variety of programs. Topics include classes, exceptions, modules, files, inheritance, recursion, searching and sorting, linked lists, stacks, and queues.

The Python Programming certificate is only available to students in the Bachelor of Science in Information Technology (p.102) program. This certificate is available in an online-only format and is not available to students in Florida.

REQUIREMENTS

Required Courses

CIS 109	Introduction to Management Information Systems
CIS 110	Computer Programming Design
CIS 261	Object-Oriented Computer Programming I
CIS 361	Object Oriented Computer Programming II
CIS 375	Human-Computer Interaction

Subtotal: 22.5

All courses are 4.5 quarter credit hours.

Diploma in Acquisition and Contract Management

Strayer University programs in acquisition and contract management are designed to provide current and relevant knowledge of contract management principles and policies. The programs prepare students for careers in contract management positions in the corporate world and government agencies.

Strayer business programs create value for students by providing a flexible, innovative and career-focused experience to maximize their economic mobility and empower them to succeed in business.

Also available: Associate in Arts in Acquisition and Contract Management (p. 79), a Bachelor of Business Administration (p. 86) with a concentration in Acquisition and Contract Management (p. 87), and a Master of Business Administration with a concentration in Acquisition.

This program is not available in Arkansas or North Carolina. This program is not available at the Mississippi, New Jersey or South Carolina campuses and is available in an online-only format to Mississippi, New Jersey and South Carolina students. This program is not available to any student residing in New Hampshire or Oklahoma.

REQUIREMENTS

Required Courses

ACC 100	Accounting I
BUS 100	Introduction to Business
BUS 230	Purchasing and Materials Management
BUS 315	Cost and Price Analysis
BUS 319	Principles of Federal Acquisition and Contract Management
BUS 330	Contract Administration and Management
BUS 340	Contract and Purchasing Negotiation Techniques
BUS 375	Project Management
CIS 101	Navigating a Digital World
FIN 100	Principles of Finance
LEG 440	Procurement and Contract Law
MAT 110	Using Math to Inform Your World

Subtotal: 54.0

All courses are 4.5 quarter credit hours.

Associate in Arts in Accounting

The Associate in Arts in Accounting program prepares students for entry-level positions in business.

The graduate of the Associate in Arts program may apply all the credits earned toward a Bachelor of Science in Accounting (p. 84).

Courses earned from Strayer University do not automatically qualify the holder to participate in professional licensing examinations to practice certain professions in any state. All students interested in practicing a regulated accounting profession requiring licensure from a state regulatory agency should contact the appropriate state regulatory agency in their field of interest. A listing of contact information for the most common accounting-related licensing boards is available on the Strayer website at https://www.strayer.edu/student-consumer-information/licensed-careers.

Licensing information is also available from the following websites: American Institute of Certified Public Accountants (www.aicpa.org), National Association of State Boards of Accountancy (www.nasba.org), Institute of Internal Auditors (www.theiia.org), Institute of Management Accountants (www.imanet.org) and the Accreditation Council for Accountancy and Taxation (www.acatcredentials.org).

This program is not available at the Arkansas and New Jersey campuses and is available in an online-only format to Arkansas and New Jersey students.

Strayer business programs create value for students by providing a flexible, innovative and career-focused experience to maximize their economic mobility and empower them to succeed in business. The Strayer University Associate in Arts in Accounting degree program is accredited by the Accreditation Council for Business Schools and Programs (ACBSP), 11520 West 119th Street, Overland Park, KS 66213, 913.339.9356.

REQUIREMENTS

Major

ACC 100	Accounting I
ACC 206	Accounting II
ACC 303	Intermediate Accounting I
ACC 304	Intermediate Accounting II
BUS 100	Introduction to Business
LEG 100	Business Law I

Subtotal: 27.0

General Education Core

CIS 101	Navigating a Digital World
COM 100	Communication at Work
COM 200	Communication: The Key to Working Together
ECO 110	Taking Charge of Your Economic Future
ENG 116	Discover the Writer in You
ENG 201	The Power of Persuasion
HIS 110	U.S. History: Learn from the Past, Prepare for the Future
HUM 201	Exploring Cultures: Adapting in a Global World
MAT 110	Using Math to Inform Your World
PSY 101	Smarter Decisions through Psychology
SCI 201	Unlocking the Secrets of Science and Innovation
SOC 101	The Story of Us: Embracing Diversity and Collaboration
WRK 100	Preparing for the Future of Work

Subtotal: 58.5

Electives

These courses are selected in consultation with a dean, advisor or coach.

Subtotal: 4.5

All courses are 4.5 quarter credit hours.

Total Credit Hours: 90.0

Associate in Arts in Acquisition and Contract Management

The Associate in Arts in Acquisition and Contract Management program focuses on developing general business skills to acquire and manage contracts, including scheduling, cost and price. Students will be prepared to manage contracts. The program will also equip students to work within an organization to acquire and manage federal, state or local business contracts.

Graduates of this program may be able to apply all credits earned toward a Bachelor of Business Administration (p. 86).

Also available: a Bachelor of Business Administration (p. 86) with a concentration in Acquisition and Contract Management (p. 87), and a Master of Business Administration with a concentration in Acquisition.

This program is not available at the Arkansas, Mississippi or New Jersey campuses and is available in an online-only format to Arkansas, Mississippi and New Jersey students. Pennsylvania students enrolled in this program must follow the requirements as set forth in the Pennsylvania section (p. 152) of the catalog.

Strayer business programs create value for students by providing a flexible, innovative and career-focused experience to maximize their economic mobility and empower them to succeed in business. The Strayer University Associate in Arts in Acquisition and Contract Management degree program is accredited by the Accreditation Council for Business Schools and Programs (ACBSP), 11520 West 119th Street, Overland Park, KS 66213, 913.339.9356.

REQUIREMENTS

Major

ACC 100	Accounting I
BUS 100	Introduction to Business
BUS 315	Cost and Price Analysis
BUS 319	Principles of Federal Acquisition and Contract Management
BUS 330	Contract Administration and Management
BUS 375	Project Management

Subtotal: 27.0

General Education Core

CIS 101	Navigating a Digital World
COM 100	Communication at Work
COM 200	Communication: The Key to Working Together
ECO 110	Taking Charge of Your Economic Future
ENG 116	Discover the Writer in You
ENG 201	The Power of Persuasion
HIS 110	U.S. History: Learn from the Past, Prepare for the Future
HUM 201	Exploring Cultures: Adapting in a Global World
MAT 110	Using Math to Inform Your World
PSY 101	Smarter Decisions through Psychology
SCI 201	Unlocking the Secrets of Science and Innovation
SOC 101	The Story of Us: Embracing Diversity and Collaboration
WRK 100	Preparing for the Future of Work

Subtotal: 58.5

Electives

These courses are selected in consultation with a dean, advisor or coach.

Subtotal: 4.5

All courses are 4.5 quarter credit hours.

Total Credit Hours: 90.0

Associate in Arts in Business Administration

The Associate in Arts in Business Administration program focuses on developing fundamental business skills in accounting, finance, ethics and marketing. Upon completion of the program, students will be prepared to make business decisions that are ethical and support the organization's mission and vision through collaboration with internal and external stakeholders. This program will prepare students for careers in business.

The graduate of the Associate in Arts in Business Administration may apply all credits earned toward the Bachelor of Business Administration (p. 86) program.

Also available are a Bachelor of Business Administration (p. 86) and a Master of Business Administration.

This program is not available at the Arkansas and New Jersey campuses and is available in an online-only format to Arkansas and New Jersey students.

Strayer business programs create value for students by providing a flexible, innovative and career-focused experience to maximize their economic mobility and empower them to succeed in business. The Strayer University Associate in Arts in Business Administration degree program is accredited by the Accreditation Council for Business Schools and Programs (ACBSP), 11520 West 119th Street, Overland Park, KS 66213, 913.339.9356.

REQUIREMENTS

Major

ACC 100	Accounting I
BUS 100	Introduction to Business
BUS 302	Management Concepts
BUS 309	Business Ethics
FIN 100	Principles of Finance
MKT 100	Principles of Marketing

Subtotal: 27.0

General Education Core

CIS 101	Navigating a Digital World
COM 100	Communication at Work
COM 200	Communication: The Key to Working Together
ECO 110	Taking Charge of Your Economic Future
ENG 116	Discover the Writer in You
ENG 201	The Power of Persuasion
HIS 110	U.S. History: Learn from the Past, Prepare for the Future
HUM 201	Exploring Cultures: Adapting in a Global World
MAT 110	Using Math to Inform Your World
PSY 101	Smarter Decisions through Psychology
SCI 201	Unlocking the Secrets of Science and Innovation
SOC 101	The Story of Us: Embracing Diversity and Collaboration
WRK 100	Preparing for the Future of Work

Subtotal: 58.5

Electives

These courses are selected in consultation with a dean, advisor or coach.

Subtotal: 4.5

All courses are 4.5 quarter credit hours.

Total Credit Hours: 90.0

Associate in Arts in Health Services Administration

The Associate in Arts in Health Services Administration provides students with a foundation in the basic competencies needed to excel in entry level careers within Health Services Administration. The program provides students with an introduction to business, accounting, health services administration, medical terminology, healthcare economics finance, ethics, and electronic health records. The program is designed to provide students with the skills needed for entry level jobs across the Health Service sector.

This program is not available to new students entering the university. Program is available to students in the Bachelor of Science in Health Services Administration program. This program is available in an online-only format and is not available to students in Georgia. This program does not currently offer access to federal financial aid from the U.S. Department of Education.

REQUIREMENTS

Major

BUS 100	Introduction to Business
ACC 100	Accounting I
HSA 110	Navigating Healthcare with Innovation
HSA 115	Healthcare Communication and Terminology
HSA 225	Economics and Finance for Healthcare Leaders
HSA 235	Ethical Decision Making for Leaders
HSA 255	Introduction to Electronic Health Records

Subtotal: 31.5

General Education Core

CIS 101	Navigating a Digital World
COM 100	Communication at Work
ECO 110	Taking Charge of Your Economic Future
ENG 116	Discover the Writer in You
ENG 201	The Power of Persuasion
HIS 110	U.S. History: Learn from the Past, Prepare for the Future
HUM 201	Exploring Cultures: Adapting in a Global World
MAT 110	Using Math to Inform Your World
PHI 201	Thinking it Through
PSY 101	Smarter Decisions through Psychology
SCI 201	Unlocking the Secrets of Science and Innovation
	The Story of Us: Embracing Diversity and
SOC 101	Collaboration
WRK 100	Preparing for the Future of Work

Subtotal: 58.5

All courses are 4.5 quarter credit hours.

Total Credit Hours: 90.0

Associate in Arts in Information Technology

The Associate in Arts in Information Technology program is designed to prepare students for the technologies required to support organizational processes. This program allows students to explore state-of-the-art information technology systems and concepts in order to gain a broader awareness of the competencies and skills required to support such systems.

Graduates of this program may apply all the credits earned toward a Bachelor of Science in Information Technology (p. 97).

Also available are a Bachelor of Science in Information Technology (p. 97), Master of Science in Information Systems (p. 119) and a Master of Science in Information Security and Assurance (p. 118).

This program is not available at Arkansas, New Jersey, North Carolina or Pennsylvania campuses and is available in an online-only format to Arkansas, New Jersey, North Carolina and Pennsylvania students.

Credits earned from Strayer University do not automatically qualify the holder to participate in professional licensing examinations to practice certain information systems professions. General information about information systems licensure options is available from vendor-specific websites such as Microsoft, Cisco, Project Management Institute, CompTIA or EC-Council.

The university recognizes that the IT industry uses IT certifications as a means of vetting potential IT professionals in the fields of computer networks, database management, network security, technical support and more. Therefore, a number of carefully chosen courses have embedded IT certification training along with academic rigor in order to prepare students for certification. Review the undergraduate-level CIS course descriptions in the course descriptions section of this catalog to determine which courses in this program have certification training availability and the requirements associated with each course. General information about information systems certifications is available from vendor-specific websites such as Microsoft, Cisco, Project Management Institute, CompTIA or EC-Council.

REQUIREMENTS

Major

BUS 100	Introduction to Business
CIS 106	Introduction to Information Technology
CIS 109	Introduction to Management Information Systems
CIS 110	Computer Programming Design
CIS 111	Introduction to Relational Database Management Systems
	OR
CIS 112	Introduction to Cloud Computing
CIS 175	Introduction to Networking
CIS 312	Computer Architecture

Subtotal: 31.5

General Education Core

CIS 101	Navigating a Digital World
COM 100	Communication at Work
COM 200	Communication: The Key to Working Together
ECO 110	Taking Charge of Your Economic Future
ENG 116	Discover the Writer in You
ENG 201	The Power of Persuasion
HIS 110	U.S. History: Learn from the Past, Prepare for the Future
HUM 201	Exploring Cultures: Adapting in a Global World
MAT 110	Using Math to Inform Your World
PSY 101	Smarter Decisions through Psychology
SCI 201	Unlocking the Secrets of Science and Innovation
SOC 101	The Story of Us: Embracing Diversity and Collaboration
WRK 100	Preparing for the Future of Work

Subtotal: 58.5

All courses are 4.5 quarter credit hours.

Total Credit Hours: 90.0

Associate in Arts in Marketing

The Associate in Arts in Marketing program focuses on developing marketing skills to understand consumer behaviors and devise marketing plans to attract customers. Students will learn how to use a variety of marketing skills to improve business traffic and attract new business. The program will prepare students for careers in small and large marketing operations.

Graduates of the Associate in Arts program may apply all the credits earned toward a Bachelor of Business Administration.

Also available: a Bachelor of Business Administration and a Master of Business Administration.

This program is not available at the Arkansas, Mississippi or New Jersey campuses and is available in an online-only format to Arkansas, Mississippi and New Jersey students. Pennsylvania students enrolled in this program must follow the requirements as set forth in the Pennsylvania section of the catalog.

Strayer business programs create value for students by providing a flexible, innovative and career-focused experience to maximize their economic mobility and empower them to succeed in business. The Strayer University Associate in Arts in Marketing degree program is accredited by the Accreditation Council for Business Schools and Programs (ACBSP), 11520 West 119th Street, Overland Park, KS 66213, 913.339.9356.

REQUIREMENTS

Major

ACC 100	Accounting I
BUS 100	Introduction to Business
MKT 100	Principles of Marketing
MKT 305	Consumer Behavior
MKT 312	Marketing Communications
	OR
MKT 330	Marketing Research and Digital Analysis
MKT 325	Social Media Marketing

Subtotal: 27.0

General Education Core

CIS 101	Navigating a Digital World
COM 100	Communication at Work
COM 200	Communication: The Key to Working Together
ECO 110	Taking Charge of Your Economic Future
ENG 116	Discover the Writer in You
ENG 201	The Power of Persuasion
HIS 110	U.S. History: Learn from the Past, Prepare for the Future
HUM 201	Exploring Cultures: Adapting in a Global World
MAT 110	Using Math to Inform Your World
PSY 101	Smarter Decisions through Psychology
SCI 201	Unlocking the Secrets of Science and Innovation
SOC 101	The Story of Us: Embracing Diversity and Collaboration
WRK 100	Preparing for the Future of Work

Subtotal: 58.5

Electives

These courses are selected in consultation with the campus dean or associate campus dean, or student services coach.

Subtotal: 4.5

All courses are 4.5 quarter credit hours.

Total Credit Hours: 90.0

Bachelor of Science in Accounting

The principal objectives of the Bachelor of Science in Accounting program are to provide students with a broad, fundamental knowledge of the field, to prepare them for employment in accounting careers, and to provide a strong liberal arts component that develops communications skills, information literacy, abstract thinking and critical analysis and fosters historical, political and social awareness.

Courses earned from Strayer University do not automatically qualify the holder to participate in professional licensing examinations to practice certain professions in any state. All students interested in practicing a regulated accounting profession requiring licensure from a state regulatory agency should contact the appropriate state regulatory agency in their field of interest. A listing of contact information for the most common accounting-related licensing boards is available on the Strayer website at https://www.strayer.edu/student-consumer-information/licensed-careers.

Licensing information is also available from the following websites: American Institute of Certified Public Accountants (www.aicpa.org), National Association of State Boards of Accountancy (www.nasba.org), Institute of Internal Auditors (www.theiia.org), Institute of Management Accountants (www.imanet.org) and the Accreditation Council for Accountancy and Taxation (www.acatcredentials.org).

Most states have additional requirements directly related to CPA examination preparation. Students should consult their respective state Board of Accountancy for further details.

Also available are an Associate in Arts in Accounting (p. 78) and Master of Science in Accounting (p. 107).

Students enrolled in the Bachelor of Science in Accounting program in Arkansas and New Jersey (p. 140) must follow the program requirements in the catalog sections applicable to their state.

Strayer business programs create value for students by providing a flexible, innovative and career-focused experience to maximize their economic mobility and empower them to succeed in business. The Strayer University Bachelor of Science in Accounting degree program is accredited by the Accreditation Council for Business Schools and Programs (ACBSP), 11520 West 119th Street, Overland Park, KS 66213, 913.339.9356.

REQUIREMENTS

Major

ACC 100	Accounting I
ACC 206	Accounting II
ACC 303	Intermediate Accounting I
ACC 304	Intermediate Accounting II
ACC 305	Intermediate Accounting III
ACC 307	Federal Taxation
ACC 308	Accounting Information Systems Fundamentals
ACC 309	Data Analytics for Accounting
ACC 317	Advanced Federal Taxation
ACC 350	Managerial Accounting
ACC 401	Advanced Accounting
ACC 403	Auditing
ACC 410	Government and Not-for-Profit Accounting
ACC 499	Undergraduate Accounting Capstone
BUS 100	Introduction to Business
FIN 100	Principles of Finance
LEG 100	Business Law I
LEG 305	The Legal Environment of Business

Subtotal: 81.0

General Education Core

CIS 101	Navigating a Digital World
COM 100	Communication at Work
COM 200	Communication: The Key to Working Together
ECO 110	Taking Charge of Your Economic Future
ENG 116	Discover the Writer in You
ENG 201	The Power of Persuasion
HIS 110	U.S. History: Learn from the Past, Prepare for the Future
HUM 201	Exploring Cultures: Adapting in a Global World
MAT 110	Using Math to Inform Your World
MAT 210	Data-Driven Decisions
PHI 201	Thinking it Through
PSY 101	Smarter Decisions through Psychology
SCI 201	Unlocking the Secrets of Science and Innovation
SOC 101	The Story of Us: Embracing Diversity and Collaboration
WRK 100	Preparing for the Future of Work

Subtotal: 67.5

Electives

These courses are selected in consultation with a dean, advisor or coach; within this component it is possible for students to develop a minor in a second area of study (see Minors). (p. 100)

Subtotal: 31.5

All courses are 4.5 quarter credit hours.

Total Credit Hours: 180.0

Bachelor of Applied Science in Management

The mission of the Bachelor of Applied Science in Management is to further the mission and philosophy of Strayer University by providing a unique degree program that builds upon the technical skills students acquire in technical or allied health associate degree programs. The program is designed to provide management and soft-skill competencies to those with technical expertise. This will allow technical and allied health professionals to gain management skills and advance their careers.

This degree is not specifically designed to prepare students for post-graduate study. Students planning to pursue a graduate degree should carefully review the entrance requirements of their selected graduate degree to ensure that the Bachelor of Applied Science in Management degree meets the undergraduate degree completion requirements for entry into the graduate degree program of their choice. Students desiring to pursue graduate-level study should consult with a dean, advisor or coach.

The Bachelor of Applied Science in Management program is available in an online-only format in Arkansas, Delaware, Maryland, New Jersey, North Carolina and Pennsylvania.

Strayer business programs create value for students by providing a flexible, innovative and career-focused experience to maximize their economic mobility and empower them to succeed in business. The Bachelor of Applied Science in Management degree is not included within the scope of the university's most current accreditation with the Accreditation Council for Business Schools and Programs (ACBSP).

REQUIREMENTS

Management Component

ACC 100	Accounting I
BUS 100	Introduction to Business
BUS 302	Management Concepts
BUS 309	Business Ethics
BUS 310	Human Resource Management
BUS 322	Organizational Behavior
BUS 375	Project Management
BAS 499	Bachelor of Applied Science in Management Capstone
FIN 100	Principles of Finance
MKT 305	Consumer Behavior

Subtotal: 45.0

Technical Block Credit

Credits are transferred from an Associate of Applied Science Degree as Technical Block Credit.

Subtotal: 54.0

General Education Core

CIS 101	Navigating a Digital World
COM 100	Communication at Work
COM 200	Communication: The Key to Working Together
ENG 116	Discover the Writer in You
ENG 201	The Power of Persuasion
HIS 110	U.S. History: Learn from the Past, Prepare for the Future
HUM 201	Exploring Cultures: Adapting in a Global World
MAT 110	Using Math to Inform Your World
MAT 210	Data-Driven Decisions
PSY 101	Smarter Decisions through Psychology
SCI 201	Unlocking the Secrets of Science and Innovation
SOC 101	The Story of Us: Embracing Diversity and Collaboration
WRK 100	Preparing for the Future of Work

Subtotal: 58.5

Electives

These courses are selected in consultation with a dean, advisor or coach; within this component it is possible for students to develop a minor in a second area of study (see Minors). (p. 100)

Subtotal: 22.5

All courses are 4.5 quarter credit hours.

Total Credit Hours: 180.0

Bachelor of Business Administration*

The Bachelor of Business Administration prepares graduates for a wide range of managerial positions in business, government and nonprofit organizations. Business administration students acquire fundamental, practical and professional skills in all phases of business including decision-making and problem-solving. The program also provides a strong liberal arts component that develops communications skills, information literacy, abstract thinking and critical analysis while fostering historical, political and social awareness.

The Bachelor of Business Administration program offers concentrations that enable students to tailor their degrees to their careers and educational goals. Concentrations are available in:

- Accounting**
- Acquisition and Contract Management
- Entrepreneurship
- Finance
- Health Services Administration***
- Hospitality and Tourism Management^
- Human Resource Management
- Management
- Marketing
- Project Management
- Retail Management
- Social Media Marketing#

Also available are an Associate in Arts in Business Administration (p. 80) and a Master of Business Administration.

*Arkansas (p. 127) and New Jersey (p. 141) students enrolled in the Bachelor of Business Administration program must follow the program requirements as set forth in the state-specific sections of the catalog.

**Accounting Concentration is not available in Arkansas.

***Health Services Administration is not available in Maryland campuses. This concentration is offered online only to students in Maryland.

^Hospitality and Tourism Management Concentration is not available in Arkansas or Delaware.

#The Social Media Marketing Concentration is not available in North Carolina.

Strayer business programs create value for students by providing a flexible, innovative and career-focused experience to maximize their economic mobility and empower them to succeed in business. The Strayer University Bachelor of Business Administration degree program is accredited by the Accreditation Council for Business Schools and Programs (ACBSP), 11520 West 119th Street, Overland Park, KS 66213, 913.339.9356.

REQUIREMENTS

Major

ACC 100	Accounting I
BUS 100	Introduction to Business
BUS 302	Management Concepts
BUS 309	Business Ethics
BUS 475	Business and Society
BUS 499	Business Administration Capstone
ECO 100	Principles of Economics
FIN 100	Principles of Finance
LEG 100	Business Law I
MKT 100	Principles of Marketing

Subtotal: 45.0

Concentration

Students must choose one of the concentrations (p. 86) listed to complete the Bachelor of Business Administration.

Subtotal: 22.5

General Education Core

CIS 101	Navigating a Digital World
COM 100	Communication at Work
COM 200	Communication: The Key to Working Together
ECO 110	Taking Charge of Your Economic Future
ENG 116	Discover the Writer in You
ENG 201	The Power of Persuasion
HIS 110	U.S. History: Learn from the Past, Prepare for the Future
HUM 201	Exploring Cultures: Adapting in a Global World
MAT 110	Using Math to Inform Your World
MAT 210	Data-Driven Decisions
PHI 201	Thinking it Through
PSY 101	Smarter Decisions through Psychology
SCI 201	Unlocking the Secrets of Science and Innovation
SOC 101	The Story of Us: Embracing Diversity and Collaboration
WRK 100	Preparing for the Future of Work

Subtotal: 67.5

Electives

These courses are selected in consultation with a dean, advisor or coach; within this component it is possible for students to develop a minor in a second area of study (see Minors). (p. 100)

Subtotal: 45.0

CONCENTRATION REQUIREMENTS

Accounting Concentration**

The Accounting Concentration explores accounting principles and procedures. Students will use accounting software applications to perform accounting functions such as debits and credits. Students will specifically focus on federal taxation, managerial accounting and cost and price analysis. Students will be prepared for careers that require fundamental accounting knowledge.

ACC 206	Accounting II
ACC 307	Federal Taxation
ACC 309	Data Analytics for Accounting
ACC 350	Managerial Accounting
BUS 315	Cost and Price Analysis

Subtotal: 22.5

**Accounting Concentration is not available in Arkansas.

Acquisition and Contract Management Concentration

The Acquisition and Contract Management Concentration prepares students to establish and administrate equitable pricing and procurement processes. Students will learn legal and regulatory guidelines to support strategies for developing, negotiating and administrating contracts at the local and federal government levels. Students will develop the skills and abilities for careers working in a government setting.

BUS 315	Cost and Price Analysis
BUS 319	Principles of Federal Acquisition and Contract Management
BUS 330	Contract Administration and Management
BUS 340	Contract and Purchasing Negotiation Techniques
	OR
BUS 375	Project Management
LEG 440	Procurement and Contract Law

Subtotal: 22.5

Entrepreneurship Concentration

The Entrepreneurship Concentration teaches students to develop critical thinking and decision-making skills to identify new business opportunities. Students will learn to create a business plan to raise capital to fund business ventures. Students will be prepared to organize, plan, manage and control the functions of the business to accelerate business growth.

BUS 313	Introduction to Entrepreneurship
BUS 363	Technology and Innovation in Entrepreneurship
BUS 435	Management and Growth in Entrepreneurship
BUS 463	Entrepreneurship Feasibility and Analysis
FIN 317	Financing Entrepreneurships

Subtotal: 22.5

Finance Concentration

The Finance Concentration develops student knowledge of theory and practice of financial decision making. Students will learn the role/risk of the financial institution and the sources and uses of funds. Students will be able to use financial tools to analyze investment risk and rewards in a variety of financial markets. Students will be prepared for careers in a variety of settings, including banks, financial firms, small business and corporations.

ECO 320	Money and Banking
FIN 320	Investments
FIN 350	Financial Markets and Institutions
FIN 355	Financial Risk Analysis
FIN 405	Advanced Financial Management

Subtotal: 22.5

Health Services Administration Concentration***

The Health Services Administration Concentration prepares students to understand various roles and functions of business in a healthcare setting. Students will learn about the aspects of human resources, marketing, data quality and systems, policy, regulations and laws applicable to the field of healthcare. Students will be prepared for careers in clinical, hospital, non-profit and corporate settings.

HSA 300	Health Services Organization Management
HSA 305	Health Services Marketing
HSA 315	Health Information Systems
HSA 320	Healthcare Human Resource Management
HSA 405	Healthcare Policy and Law

Subtotal: 22.5

***Health Services Administration is not available in Maryland campuses. This concentration is offered online only to students in Maryland.

Hospitality and Tourism Management Concentration^

The Hospitality and Tourism Management Concentration explores the roles and responsibilities of talent working in the hospitality industry. Students will learn to manage, communicate and analyze systems and processes to control cost and quality in the hospitality industry. Students will be prepared to enter careers in the hospitality industry.

HTM 100	Principles of Hospitality and Tourism Management
HTM 150	Quality Service Assurance
HTM 250	Purchasing and Cost Control
HTM 280	Lodging Operations Management
HTM 310	Food and Beverage Operations Management

Subtotal: 22.5

^Hospitality and Tourism Management Concentration is not available in Arkansas or Delaware.

Human Resource Management Concentration

The Human Resources Management Concentration will examine the roles and functions of human resources professionals. Students will focus on staffing, development planning, compensation and global human resource management. Students will be prepared for careers seeking human resource professionals in a variety of industries.

BUS 310	Human Resource Management
BUS 325	Global Human Resource Management
BUS 335	Staffing Organizations
BUS 407	Training and Development
BUS 409	Compensation Management

Subtotal: 22.5

Management Concentration

The Management Concentration will support students with developing the fundamental skills of management. Students will learn how to determine and set the tone for organizational behaviors, management of human capital, projects and operations. Students will be equipped to work in small, medium and large organizations.

BUS 310	Human Resource Management
BUS 322	Organizational Behavior
BUS 375	Project Management
BUS 402	Small Business Management
BUS 430	Operations Management

Subtotal: 22.5

Marketing Concentration

The Marketing Concentration explores the essentials of marketing. Students will learn to understand consumer behaviors and how to market products to a target audience and develop effective pricing strategies for products and services. Students will be prepared for careers in any industry seeking marketing professionals.

MKT 305	Consumer Behavior
MKT 312	Marketing Communications
MKT 320	International Marketing
MKT 402	Strategic Market Pricing
MKT 475	Strategic Marketing

Subtotal: 22.5

Project Management Concentration

The Project Management Concentration will focus on the essential skills of a project manager. Students will be prepared to support human capital with reaching project goals and milestones. The student will learn to manage project contracting and procurement, and develop methods for managing project risk. Students will be equipped to serve in roles where project management skills are needed within the business.

BUS 375	Project Management
BUS 377	Managing Project Risk
BUS 380	Managing Project Teams
BUS 419	Project Estimating and Budgeting
BUS 437	Project Procurement Management

Subtotal: 22.5

Retail Management Concentration

The Retail Management Concentration teaches students essential skills to be leaders in the retail industry. Students will learn strategic management and branding communication strategies. The student will be prepared to develop a marketing strategy and to develop effective pricing strategies. This concentration equips students to pursue careers in the retail industry.

MKT 305	Consumer Behavior
MKT 310	Retail Management
MKT 312	Marketing Communications
MKT 315	Business Logistics Management
MKT 402	Strategic Market Pricing

Subtotal: 22.5

Social Media Marketing Concentration#

The Social Media Marketing Concentration prepares students to conduct appropriate research to launch a social media campaign. Students will learn the dynamics that influence customer behaviors and learn about the social media tools that can be used to connect with targeted customers to execute a successful social media campaign. Students will be able to seek careers in small, medium and large companies seeking social media marketing professionals.

MKT 305	Consumer Behavior
MKT 325	Social Media Marketing
MKT 330	Marketing Research and Digital Analysis
MKT 465	Social Media Strategy
MKT 478	Social Media Campaign

Subtotal: 22.5

#The Social Media Marketing Concentration is not available in North Carolina.

All courses are 4.5 quarter credit hours.

Total Credit Hours: 180.0

Bachelor of Business Administration, Joe Gibbs Performance Management Concentration*

The Bachelor of Business Administration prepares graduates for a wide range of managerial positions in business, government and nonprofit organizations. Business Administration students acquire fundamental, practical and professional skills in all phases of business, including decision-making and problem-solving capabilities. The program also provides a strong liberal arts component that develops communications skills, information literacy, abstract thinking and critical analysis while fostering historical and political and social awareness.

The Joe Gibbs Performance Management Concentration of the Bachelor of Business Administration is designed to develop you as a leader. If anyone has figured out the key to success, it's legendary coach Joe Gibbs. With Super Bowl (SB) wins in SB XVII, SB XXII, SB XXVI and four NASCAR championships to his name, Coach Gibbs has defined what it takes to build and lead people to both personal and professional success. This concentration will expose you to the essential elements of performance management and leadership principles so that you can lead from anywhere you are within an organization—whether private, public or nonprofit. This innovative and practical curriculum draws from Joe Gibbs' coaching strategies to help you determine your personal and professional purpose. You will learn what makes an effective team and how to lead a team to success and how to manage challenges along the way.

Also available are an Associate in Arts in Business Administration (p. 80), a Joe Gibbs Performance Management Graduate Certificate, and a Master of Business Administration.

*The Bachelor of Business Administration program curriculum offering described on this page is not available to students enrolled through an Arkansas or New Jersey ground-based campus. Students enrolled through an Arkansas (p. 130) or New Jersey (p. 144) ground-based campus must follow the Bachelor of Business Administration program requirements as set forth in the corresponding state-specific section of the catalog. Arkansas or New Jersey residents enrolled through online global should refer to the curriculum on this page.

The Joe Gibbs Performance Management concentration courses are available in an online-only format to Arkansas, Delaware, Maryland, Mississippi, New Jersey, North Carolina, Pennsylvania, South Carolina, Virginia and West Virginia students.

Strayer business programs create value for students by providing a flexible, innovative and career-focused experience to maximize their economic mobility and empower them to succeed in business. The Strayer University Bachelor of Business Administration Joe Gibbs Performance Management concentration is accredited by the Accreditation Council for Business Schools and Programs (ACBSP), 11520 West 119th Street, Overland Park, KS 66213, 913.339.9356

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REQUIREMENTS

Major

ACC 100	Accounting I
BUS 100	Introduction to Business
BUS 302	Management Concepts
BUS 309	Business Ethics
BUS 475	Business and Society
BUS 499	Business Administration Capstone
ECO 100	Principles of Economics
FIN 100	Principles of Finance
LEG 100	Business Law I
MKT 100	Principles of Marketing

Subtotal: 45.0

Concentration

JGR 100	Finding Your Leadership Purpose
JGR 200	The Power of People
JGR 210	Motivating Teams
JGR 300	Performing Under Pressure
JGR 310	The Right Way to Win

Subtotal: 22.5

General Education Core

CIS 101	Navigating a Digital World
COM 100	Communication at Work
COM 200	Communication: The Key to Working Together
ECO 110	Taking Charge of Your Economic Future
ENG 116	Discover the Writer in You
ENG 201	The Power of Persuasion
HIS 110	U.S. History: Learn from the Past, Prepare for the Future
HUM 201	Exploring Cultures: Adapting in a Global World
MAT 110	Using Math to Inform Your World
MAT 210	Data-Driven Decisions
PHI 201	Thinking it Through
PSY 101	Smarter Decisions through Psychology
SCI 201	Unlocking the Secrets of Science and Innovation

SOC 101	The Story of Us: Embracing Diversity and Collaboration
WRK 100	Preparing for the Future of Work

Subtotal: 67.5

Electives

These courses are selected in consultation a dean, advisor or coach; within this component it is possible for students to develop a minor in a second area of study (see Minors). (p. 100)

Subtotal: 45.0

All courses are 4.5 quarter credit hours.

Total Credit Hours: 180.0

Bachelor of Science in Criminal Justice*

The Bachelor of Science in Criminal Justice provides students with the knowledge, skills and professional abilities relevant to the criminal justice field, as well as a strong liberal arts component that develops communications skills, information literacy, abstract thinking and critical analysis and fosters historical, political and social awareness. Students will explore the theoretical, operational and legal components of law enforcement and the prevention, adjudication and correction of juvenile and adult crime. Graduates are prepared for careers in the public or private sector of criminal justice or cybercrime and security.

The Bachelor of Science in Criminal Justice program offers area concentrations that enable students to tailor their degrees to their careers and educational goals. Concentrations include:

- Artificial Intelligence in Criminal Justice**
- Probation and Parole***
- Computer Forensics
- Crime and Criminal Behavior
- Criminal Justice Administration
- Homeland Security and Emergency Management

Completion of the Strayer University Bachelor of Science in Criminal Justice program does not guarantee that a student has met the requirements for employment in the criminal justice field. Prior to enrolling in the program, students are encouraged to consult the applicable licensing board in the field of their employment. Students should be advised that many criminal justice employers take into account the following factors when determining eligibility for employment: U.S. citizenship, state residency, criminal background screening, physical and psychological health, age and military discharge information. Links to the most commonly requested information for regulated professions are available on the Strayer website at https://www.strayer.edu/student-consumer-information/licensed-careers.

*This program is not available at Maryland campuses and is available in an online-only format to Maryland students. Students enrolled in this program in Arkansas (p. 132) and New Jersey (p. 145) must follow the requirements as set forth in the catalog section applicable to their state.

**Artificial Intelligence in Criminal Justice: This concentration is only available online.

***Probation and Parole: For students in New Jersey, this concentration is available only online.

The university recognizes that the IT industry uses IT certifications as a means of vetting potential IT professionals in the fields of network security and cybersecurity. Therefore, a number of carefully chosen courses have embedded IT certification training along with academic rigor in order to prepare students for being certified. Review the undergraduate-level CIS course descriptions (p. 164) in the course descriptions section of this catalog to determine which courses in this program have certification training availability and the requirements associated with each course. Certifications are the best means of validating a student's skills and knowledge.

REQUIREMENTS

Major

BUS 300	Public Relations
	OR
CIS 324	Ethics in IT
CRJ 100	Introduction to Criminal Justice
CRJ 105	Crime and Criminal Behavior
CRJ 150	Criminal Justice Report Writing
CRJ 180	Juvenile Delinquency and Justice
CRJ 220	Ethics and Leadership in Criminal Justice
CRJ 317	Criminal Justice Technology
CRJ 320	Criminal Investigation
CRJ 325	Criminal Procedure
CRJ 499	Undergraduate Capstone in Criminal Justice
LEG 320	Criminal Law
LEG 420	U.S. Courts
SOC 205	Society, Law and Government
SOC 210	Social Intelligence
SOC 400	Sociology of Class, Gender, Ethnicity, and Race

Subtotal: 67.5

Concentration

Students must choose one of the concentrations (p. 93) listed to complete the Bachelor of Science in Criminal Justice.

Subtotal: 18.0

General Education Core

CIS 101	Navigating a Digital World
COM 100	Communication at Work
COM 200	Communication: The Key to Working Together
ECO 110	Taking Charge of Your Economic Future
ENG 116	Discover the Writer in You
ENG 201	The Power of Persuasion
MAT 110	Using Math to Inform Your World
MAT 210	Data-Driven Decisions
HIS 110	U.S. History: Learn from the Past, Prepare for the Future
HUM 201	Exploring Cultures: Adapting in a Global

	World
PHI 201	Thinking it Through
PSY 101	Smarter Decisions through Psychology
SCI 201	Unlocking the Secrets of Science and Innovation
SOC 101	The Story of Us: Embracing Diversity and Collaboration
WRK 100	Preparing for the Future of Work

Subtotal: 67.5

Electives

These courses are selected in consultation with the campus dean or associate campus dean, or student services coach; within this component it is possible for students to develop a minor in a second area of study (see Minors). (p. 100)

Subtotal: 27.0

CONCENTRATION REQUIREMENTS

Artificial Intelligence in Criminal Justice Concentration

The Artificial Intelligence in Criminal Justice concentration integrates cutting-edge technology and artificial intelligence into the field of criminal justice. Students will gain a deep understanding of AI, its history, applications across the criminal justice system, and ethical considerations. This concentration equips graduates with the knowledge and skills needed to navigate the intersection of AI and criminal justice, making them well- prepared for the evolving landscape of law enforcement, crime prevention and many other criminal justice applications.

CIS 211	Introduction to Artificial Intelligence
CIS 214	Introduction to Prompt Engineering
CIS 365	Advanced Artificial Intelligence Applications
CRJ 315	Artificial Intelligence in Criminal Justice

Subtotal: 18.0

Computer Forensics Concentration

The Computer Forensics Concentration is designed to provide opportunities for students to explore computer networking, security and forensics technologies. Students will learn how to gather evidence to identify, track and prosecute cybercriminals students, as well as focusing on networking protocols, topologies, hardware and operating systems.

CIS 170	Information Technology in Criminal Justice
CIS 175	Introduction to Networking
CIS 333	Networking Security Fundamentals
SEC 340	Computer Forensic Technology

Subtotal: 18.0

Crime and Criminal Behavior Concentration

The Crime and Criminal Behavior Concentration is designed to provide students opportunities to explore the logical structure of criminology theories. Students are introduced to the application of major theories, concepts of crime, criminal justice, and criminology as well as how criminology theories are used to formulate crime prevention programs and to provide a better understanding of criminal and delinquent behavior.

CRJ 310	Law Enforcement Operations and Management
	OR
CRJ 400	Crime Prevention Strategies
CRJ 322	The Criminal Mind
CRJ 331	Forensic Psychology
CRJ 435	Drugs, Gangs and Organized Crime

Subtotal: 18.0

Criminal Justice Administration Concentration

The Criminal Justice Administration Concentration is designed to provide opportunities for students to understand how criminal agencies operate. This concentration focuses on the leadership and operations of the intricate workings of the United States criminal justice system.

CRJ 310	Law Enforcement Operations and Management
	OR
CRJ 400	Crime Prevention Strategies
CRJ 330	Comparative Criminal Justice
CRJ 410	Corrections
CRJ 430	Advanced Law Enforcement

Subtotal: 18.0

Homeland Security and Emergency Management Concentration

The Homeland Security and Emergency Management Concentration is designed to provide opportunities for students to explore the operationally oriented field of emergency response management, including strategic responses to national security threats like terrorism, natural disasters, and global security issues.

CRJ 420	Emergency Management Procedures
CRJ 440	Terrorism and Antiterrorism
SEC 310	Homeland Security Organization and Administration
SEC 315	Security Assessment and Solutions

Subtotal: 18.0

Probation and Parole Concentration

The Probation and Parole Concentration is designed to provide opportunities for students to examine corrections, probation and parole in both concepts and procedures. This concentration focuses on the continuum of services provided in the criminal justice system that manages and supervises criminal and delinquent offenders.

CRJ 322	The Criminal Mind
CRJ 331	Forensic Psychology
CRJ 410	Corrections
CRJ 415	Community Corrections

Subtotal: 18.0

All courses are 4.5 quarter credit hours.

Total Credit Hours: 180.0

Bachelor of Science in Health Services Administration

The Bachelor of Science in Health Services Administration prepares students to be transformational healthcare leaders equipping them with the knowledge and skills needed for administration and management in healthcare, non-profit and corporate settings. Students will gain an introduction to business, accounting, core areas of health services administration and management such as medical terminology, healthcare economics and finance, ethics, electronic health records, aspects of human resources, marketing, data quality and systems, policy, as well as regulations and laws applicable to the field of healthcare.

The Bachelor of Science in Health Services Administration program offers concentrations that enable students to tailor their degrees to their careers and educational goals. Concentrations are available in:

- Entrepreneurship
- Health Information Management and Analytics
- Human Resource Management
- Management
- Project Management
- Public Health

This program is available in an online-only format and is not available to students in Georgia. This program does not currently offer access to federal financial aid from the U.S. Department of Education.

REQUIREMENTS

Major

BUS 100	Introduction to Business
ACC 100	Accounting I
HSA 110	Navigating Healthcare with Innovation
HSA 115	Healthcare Communication and Terminology
HSA 225	Economics and Finance for Healthcare Leaders
HSA 235	Ethical Decision Making for Leaders
HSA 255	Introduction to Electronic Health Records
HSA 300	Health Services Organization Management
HSA 305	Health Services Marketing
HSA 315	Health Information Systems
HSA 320	Healthcare Human Resource Management
HSA 405	Healthcare Policy and Law
HSA 475	Innovation, Research, and Data Analytics
HSA 499	Undergraduate Health Services Administration Capstone

Subtotal: 63

Concentration

Students must choose one of the concentrations (p. 95) listed to complete the Bachelor of Science in Health Services Administration.

Subtotal: 22.5

General Education Core

CIS 101	Navigating a Digital World
COM 100	Communication at Work
COM 200	Communication: The Key to Working Together
ECO 110	Taking Charge of Your Economic Future
ENG 116	Discover the Writer in You
ENG 201	The Power of Persuasion
HIS 110	U.S. History: Learn from the Past, Prepare for the Future
HUM 201	Exploring Cultures: Adapting in a Global World
MAT 110	Using Math to Inform Your World
MAT 210	Data-Driven Decisions
PHI 201	Thinking it Through
PSY 101	Smarter Decisions through Psychology
SCI 201	Unlocking the Secrets of Science and Innovation
SOC 101	The Story of Us: Embracing Diversity and Collaboration
WRK 100	Preparing for the Future of Work

Subtotal: 67.5

Electives

These courses are selected in consultation with a dean, advisor or coach; within this component it is possible for students to develop a minor in a second area of study (see Minors).

Subtotal: 27.0

CONCENTRATION REQUIREMENT

Entrepreneurship Concentration

The Entrepreneurship Concentration teaches students to develop critical thinking and decision-making skills to identify new business opportunities. Students will learn to create a business plan to raise capital to fund business ventures. Students will be prepared to organize, plan, manage and control the functions of the business to accelerate business growth.

BUS 313	Introduction to Entrepreneurship
BUS 363	Technology and Innovation in Entrepreneurship
BUS 435	Management and Growth in Entrepreneurship
BUS 463	Entrepreneurship Feasibility and Analysis
FIN 317	Financing Entrepreneurships

Subtotal: 22.5

Health Information Management and Analytics Concentration

The Health Information Management and Analytics concentration prepares students to obtain, analyze, and protect patient health information essential to quality care. Students will learn about roles, process, and functions in healthcare settings through survey of health informatics, health records and information exchange, data management and analytics, software applications used in the US Healthcare System, as well as data use and presentation in healthcare.

HSA 350	Survey of Health Informatics
HSA 352	Electronic Health Records and Information Exchange
HSA 355	Data Management and Analytics
HSA 410	Health IT Applications
HSA 412	Data Application and Presentation in Healthcare

Subtotal: 22.5

Human Resource Management Concentration

The Human Resources Management Concentration will examine the roles and functions of human resources professionals. Students will focus on staffing, development planning, compensation and global human resource management. Students will be prepared for careers seeking human resource professionals in a variety of industries.

BUS 310	Human Resource Management
BUS 325	Global Human Resource Management
BUS 335	Staffing Organizations
BUS 407	Training and Development
BUS 409	Compensation Management

Subtotal: 22.5

Management Concentration

The Management Concentration will support students with developing the fundamental skills of management. Students will learn how to determine and set the tone for organizational behaviors, management of human capital, projects and operations. Students will be equipped to work in small, medium and large organizations.

BUS 310	Human Resource Management
BUS 322	Organizational Behavior
BUS 375	Project Management
BUS 402	Small Business Management
BUS 430	Operations Management

Subtotal: 22.5

Project Management Concentration

The Project Management Concentration will focus on the essential skills of a project manager. Students will be prepared to support human capital with reaching project goals and milestones. The student will learn to manage project contracting and procurement. As well as develop methods for managing project risk. Students will be equipped to serve in roles where project management skills are needed within the business.

BUS 375	Project Management
BUS 377	Managing Project Risk
BUS 380	Managing Project Teams
BUS 419	Project Estimating and Budgeting
BUS 437	Project Procurement Management

Subtotal: 22.5

Public Health Concentration

The Public Health Concentration provides students with a foundation to the field of public health, basic biostatistics, epidemiology, disease prevention, and emergency management and preparedness. Students will be prepared to pursue entry level careers in public health.

HSA 360	Foundations of Public Health
HSA 362	Basic Biostatistics
HSA 365	Epidemiology
HSA 420	Disease Prevention
HSA 422	Emergency Management & Preparedness

Subtotal: 22.5

Total Credit Hours: 180.0

All courses are 4.5 quarter credit hours.

Bachelor of Science in Information Technology

The Bachelor of Science in Information Technology program provides students with the skills, knowledge and proficiency to support, troubleshoot and design key elements of the information technology infrastructure—from websites to networks—in organizations ranging from business and government to healthcare and many more. Students will be exposed to the essential skills needed to support the tactical technical operations of today's global companies, as well as the insight and critical thinking required to analyze and effectively deploy forward-looking technologies. Students are expected to demonstrate computer and critical-thinking skills in order to succeed in the Bachelor of Science in Information Technology program. Courses within the major component of the curriculum are overarching by design and will prepare students for success.

This program applies the use of technologies and practices employed by numerous and diverse global organizations with an emphasis on networking, security, programming and technology infrastructure. Graduates from the Bachelor of Science in Information Technology possess a strong combination of technical skills, knowledge and practical, hands-on expertise to support an organization's technology infrastructure and the people who use it.

Within this curriculum, students have the option of choosing a concentration in:

- Artificial Intelligence*
- Cloud Computing*
- Cybersecurity
- Data Analytics
- Data Management
- IT Project Management
- Networking
- Software Development

Students enrolled in this program in Arkansas must follow the program requirements in the Arkansas (p. 135) section of the catalog. This program is not available at the New Jersey, North Carolina or Pennsylvania campuses and is available in an online-only format to New Jersey, North Carolina and Pennsylvania students.

*The Artificial Intelligence and Cloud Computing concentrations are available in an online-only format.

Credits earned from Strayer University do not automatically qualify the holder to participate in professional licensing examinations to practice certain information systems professions. General information about information systems licensure options is available from vendor-specific websites such as Microsoft, Cisco, Project Management Institute, CompTIA or EC-Council.

The university recognizes that the IT industry uses IT certifications as a means of vetting potential IT professionals in the fields of computer networks, database management, network security, technical support and more. Therefore, a number of carefully chosen courses have embedded IT certification training along with academic rigor in order to prepare students for certification. Review the undergraduate-level CIS course descriptions in the course descriptions section of this catalog to determine which courses in this program have certification training availability and the requirements associated with each course. General information about information systems certifications is available from vendor-specific websites such as Microsoft, Cisco, Project Management Institute, CompTIA or EC-Council.

Also available are an Associate in Arts in Information Technology (p. 82), a Master of Science in Information Systems (p. 119), and a Master of Science in Information Security and Assurance (p. 118).

REQUIREMENTS

Major

BUS 100	Introduction to Business
BUS 375	Project Management
CIS 106	Introduction to Information Technology
CIS 109	Introduction to Management Information Systems
CIS 110	Computer Programming Design
CIS 111	Introduction to Relational Database Management Systems
	OR
CIS 112	Introduction to Cloud Computing
CIS 175	Introduction to Networking
CIS 261	Object-Oriented Computer Programming I
CIS 312	Computer Architecture
CIS 333	Networking Security Fundamentals
CIS 373	Web Design and Development
CIS 376	SQL Programming
CIS 498	Information Technology Capstone

Subtotal: 58.5

Concentration

Students must choose one of the concentrations (p. 98) listed to complete the Bachelor of Science in Information Technology.

Subtotal: 18.0

General Education Core

CIS 101	Navigating a Digital World
COM 100	Communication at Work
COM 200	Communication: The Key to Working Together
ECO 110	Taking Charge of Your Economic Future

ENG 116	Discover the Writer in You
ENG 201	The Power of Persuasion
HIS 110	U.S. History: Learn from the Past, Prepare for the Future
HUM 201	Exploring Cultures: Adapting in a Global World
MAT 110	Using Math to Inform Your World
MAT 210	Data-Driven Decisions
PHI 201	Thinking it Through
PSY 101	Smarter Decisions through Psychology
SCI 201	Unlocking the Secrets of Science and Innovation
SOC 101	The Story of Us: Embracing Diversity and Collaboration
WRK 100	Preparing for the Future of Work

Subtotal: 67.5

Electives

These courses are selected in consultation a dean, advisor or coach; within this component it is possible for students to develop a minor in a second area of study (see Minors). (p. 100)

Subtotal: 36.0

CONCENTRATION REQUIREMENTS

Artificial Intelligence Concentration

The Artificial Intelligence (AI) Concentration is designed for students who are interested in gaining a solid understanding of AI concepts and their practical applications. The curriculum is carefully structured to provide a step-by-step progression of knowledge, starting with an introduction to AI, through Python programming for AI and culminating with Deep Learning and Neural Networks. Through a combination of theoretical concepts, hands-on programming exercises, and practical applications, students will develop the skills necessary to understand, implement, and apply AI techniques and tools effectively.

CIS 211	Introduction to Artificial Intelligence
CIS 214	Introduction to Prompt Engineering
CIS 363	Python Programming for Artificial Intelligence
CIS 439	Deep Learning and Neural Networks

Subtotal: 18.0

Artificial Intelligence (AI): This concentration is only available online.

Cloud Computing Concentration

The Cloud Computing Concentration is designed to teach students the skills needed to design and administer cloud environments, with an emphasis on the services provided by the major cloud providers Amazon Web Services (AWS) and Microsoft Azure.

CIS 332	Network Server Administration I
CIS 437	Cloud Architecture and Design
CIS 447	AWS Cloud Operations I
CIS 448	AWS Cloud Operations II

Subtotal: 18.0

Cloud Computing: This concentration is only available online.

Cybersecurity Concentration

The Cybersecurity Concentration is designed to teach students the skills integral to being able to secure an organization's data and operations against cybersecurity concerns.

CIS 332	Network Server Administration I
SEC 420	Perimeter Defense Techniques
SEC 435	Network Penetration Testing
SEC 340	Computer Forensic Technology

Subtotal: 18.0

Data Analytics Concentration

The Data Analytics Concentration is designed to teach students the skills integral to being able to design, develop and deploy systems that support the data analytics needs of an organization.

CIS 356	Decision Support and Business Intelligence
CIS 362	Data Analytics I
CIS 461	Data Analytics II
CIS 429	Data Warehouse Planning

Subtotal: 18.0

Data Management Concentration

The Data Management Concentration is designed to teach students the skills integral to being able to administer traditional and cloud-based database systems to meet business operational needs.

CIS 377	SQL Programming II
CIS 424	Database Administration I
CIS 428	Database Administration II
CIS 429	Data Warehouse Planning

Subtotal: 18.0

IT Project Management Concentration

The IT Project Management Concentration is designed to teach

students the skills integral to being able to develop project plans to meet business goals.

CIS 348	Information Technology Project Management
BUS 377	Managing Project Risk
BUS 419	Project Estimating and Budgeting
CIS 443	Agile Project Management

Subtotal: 18.0

Networking Concentration

The Networking Concentration is designed to teach students the skills integral to being able to design and administer computer networks, both LANs and WANs, to meet organizational business and cybersecurity requirements.

CIS 332	Network Server Administration I
CIS 337	Internetworking Basics
CIS 357	Advanced Internetworking
CIS 401	Network Server Administration II

Subtotal: 18.0

Software Development Concentration

The Software Development Concentration is designed to teach students the skills integral to being able to design, develop and deploy software solutions to meet business needs.

CIS 361	Object Oriented Computer Programming II
CIS 375	Human-Computer Interaction
CIS 406	JAVA Programming I
CIS 407	JAVA Programming II

Subtotal: 18.0

All courses are 4.5 quarter credit hours.

Total Credit Hours: 180.0

University Undergraduate Minors

Students in a bachelor's degree program can develop additional skills by pursuing a minor in a second area of study. Minors are groups of five courses in select subject areas that can fulfill part of the elective requirements in a bachelor's degree program. For any minor course that also appears in the student's major or concentration areas, an equivalent course must be substituted and taken in its place to fulfill the minor requirement. To be eligible for the minor, no more than two courses may overlap between the minor, major, and concentration areas. Students must declare a minor as soon as possible after enrolling in their program and no later than the beginning of their last term of enrollment. Minors cannot be added to a student's curriculum after their degree has been conferred.

The university recognizes that the IT industry uses IT certifications as a means of vetting potential IT professionals in the fields of computer networks, database management, network security, technical support and more. Therefore, a number of carefully chosen courses have embedded IT certification training along with academic rigor in order to prepare students for being certified. Review the undergraduate-level CIS course descriptions (p. 164) in the course descriptions section of this catalog to determine which CIS courses throughout the university minors offerings have certification training availability and the requirements associated with each course. Certifications are the best means of validating a student's skills and knowledge.

Accounting Minor

REQUIREMENTS

Required Courses

ACC 206	Accounting II
ACC 307	Federal Taxation
ACC 309	Data Analytics for Accounting
ACC 350	Managerial Accounting
BUS 315	Cost and Price Analysis

Subtotal: 22.5

All courses are 4.5 quarter credit hours.

Total Credit Hours: 22.5

Artificial Intelligence Minor

Students electing this minor should take CIS 109 (p. 164) and CIS 110 (p. 164) to fulfill prerequisite requirements.

REQUIREMENTS

Required Courses

CIS 261	Object-Oriented Computer Programming I
CIS 211	Introduction to Artificial Intelligence
CIS 214	Introduction to Prompt Engineering
CIS 363	Python Programming for Artificial Intelligence
CIS 439	Deep Learning and Neural Networks

Subtotal: 22.5

All courses are 4.5 quarter credit hours.

Total Credit Hours: 22.5

Cloud Computing Minor

Students electing this minor should take CIS 109 (p. 164), CIS 175 (p. 165) and CIS 376 (p. 167) to fulfill prerequisite requirements.

REQUIREMENTS

Required Courses

CIS 111	Introduction to Relational Database Management Systems
	OR
CIS 112	Introduction to Cloud Computing
CIS 332	Network Server Administration I
CIS 437	Cloud Architecture and Design
CIS 447	AWS Cloud Operations I
CIS 448	AWS Cloud Operations II

Subtotal: 22.5

All courses are 4.5 quarter credit hours.

Total Credit Hours: 22.5

Computer Programming Minor

REQUIREMENTS

Required Courses

CIS 110	Computer Programming Design
CIS 261	Object-Oriented Computer Programming I
CIS 361	Object Oriented Computer Programming II
CIS 406	JAVA Programming I
CIS 407	JAVA Programming II

Subtotal: 22.5

All courses are 4.5 quarter credit hours.

Criminal Justice Minor

REQUIREMENTS

Required Courses

CRJ 100	Introduction to Criminal Justice
CRJ 105	Crime and Criminal Behavior
CRJ 180	Juvenile Delinquency and Justice
CRJ 220	Ethics and Leadership in Criminal Justice
SOC 205	Society, Law and Government

Subtotal: 22.5

All courses are 4.5 quarter credit hours.

This minor is not available to students in the Bachelor of Science in Criminal Justice degree program.

Cybersecurity and Digital Forensics Minor

REQUIREMENTS

Required Courses

CIS 175	Introduction to Networking
CIS 333	Networking Security Fundamentals
SEC 340	Computer Forensic Technology
SEC 420	Perimeter Defense Techniques
SEC 435	Network Penetration Testing

Subtotal: 22.5

All courses are 4.5 quarter credit hours.

The university recognizes that the IT industry uses IT certifications as a means of vetting potential IT professionals in the fields of computer networks, database management, network security, technical support and more. Therefore, a number of carefully chosen courses have embedded IT certification training along with academic rigor in order to prepare students for certification. Review the undergraduate-level CIS course descriptions (p. 164) in the course descriptions section of this catalog to determine which courses in this minor have certification training availability and the requirements associated with each course. Certifications are the best means of validating a student's skills and knowledge.

Database Administration Minor

REQUIREMENTS

Required Courses

CIS 111	Introduction to Relational Database Management Systems
	OR
CIS 112	Introduction to Cloud Computing
CIS 376	SQL Programming
CIS 377	SQL Programming II
CIS 424	Database Administration I
CIS 428	Database Administration II

Subtotal: 22.5

All courses are 4.5 quarter credit hours.

The university recognizes that the IT industry uses IT certifications as a means of vetting potential IT professionals in the fields of computer networks, database management, network security, technical support and more. Therefore, a number of carefully chosen courses have embedded IT certification training along with academic rigor in order to prepare students for certification. Review the undergraduate-level CIS course descriptions in the course descriptions section of this catalog to determine which courses in this minor have certification training availability and the requirements associated with each course. Please note that the cost for the exams is not included in the course, students must purchase these exams separately. Depending on the certification, additional work and study may have to be done outside of the course in order to prepare for the exam. Exam results are not guaranteed. Certifications are one of the best means of validating a student's skills and knowledge.

Students electing this minor should take CIS109 to fulfill prerequisite requirements.

Total Credit Hours: 22.5

Data Analytics Minor

REQUIREMENTS

Required Courses

CIS 110	Computer Programming Design
CIS 261	Object-Oriented Computer Programming I
CIS 356	Decision Support and Business Intelligence
CIS 362	Data Analytics I
CIS 461	Data Analytics II

Subtotal: 22.5

All courses are 4.5 quarter credit hours.

Students electing this minor should take CIS 109 (p. 164) *or CIS 111* (p. 164) *to fulfill the CIS 356 prerequisite requirements.*

Entrepreneurship Minor

REQUIREMENTS

Required Courses

BUS 313	Introduction to Entrepreneurship
BUS 363	Technology and Innovation in Entrepreneurship

BUS 435	Management and Growth in Entrepreneurship
BUS 463	Entrepreneurship Feasibility and Analysis
FIN 317	Financing Entrepreneurships

Subtotal: 22.5

All courses are 4.5 quarter credit hours.

Finance Minor

REQUIREMENTS

Required Courses

ECO 320	Money and Banking
FIN 320	Investments
FIN 350	Financial Markets and Institutions
FIN 355	Financial Risk Analysis
FIN 405	Advanced Financial Management

Subtotal: 22.5

All courses are 4.5 quarter credit hours.

General Business Minor

REQUIREMENTS

Required Courses

ACC 100	Accounting I
BUS 302	Management Concepts
BUS 310	Human Resource Management
FIN 100	Principles of Finance
MKT 100	Principles of Marketing

Subtotal: 22.5

All courses are 4.5 quarter credit hours.

This minor is not available to students in the Bachelor of Business Administration or Bachelor of Applied Science in Management degree programs.

Health Services Administration Minor

REQUIREMENTS

Required Courses

HSA 300	Health Services Organization Management
HSA 305	Health Services Marketing
HSA 315	Health Information Systems
HSA 320	Healthcare Human Resource Management
HSA 405	Healthcare Policy and Law

Subtotal: 22.5

All courses are 4.5 quarter credit hours.

Homeland Security and Emergency Management Minor

REQUIREMENTS

Required Courses

CIS 170	Information Technology in Criminal Justice
CRJ 420	Emergency Management Procedures
CRJ 440	Terrorism and Antiterrorism
SEC 310	Homeland Security Organization and Administration
SEC 315	Security Assessment and Solutions

Subtotal: 22.5

All courses are 4.5 quarter credit hours.

Human Resource Management Minor

REQUIREMENTS

Required Courses

BUS 310	Human Resource Management
BUS 325	Global Human Resource Management
BUS 335	Staffing Organizations
BUS 407	Training and Development
BUS 409	Compensation Management

Subtotal: 22.5

All courses are 4.5 quarter credit hours.

Information Technology Minor

REQUIREMENTS

Required Courses

CIS 106	Introduction to Information Technology
CIS 110	Computer Programming Design
CIS 111	Introduction to Relational Database Management Systems
CIS 175	Introduction to Networking
CIS 312	Computer Architecture

Subtotal: 22.5

All courses are 4.5 quarter credit hours.

This minor is not available to students in the Bachelor of Science in Information Technology degree program.

IT Project Management Minor

REQUIREMENTS

Required Courses

BUS 375	Project Management
BUS 377	Managing Project Risk
BUS 419	Project Estimating and Budgeting
CIS 348	Information Technology Project Management
CIS 443	Agile Project Management

Subtotal: 22.5

All courses are 4.5 quarter credit hours.

The university recognizes that the IT industry uses IT certifications as a means of vetting potential IT professionals in the fields of computer networks, database management, network security, technical support and more. Therefore, a number of carefully chosen courses have embedded IT certification training along with academic rigor in order to prepare students for certification. Review the CIS course descriptions in the course descriptions section of this catalog to determine which courses in this minor have certification training availability and the requirements associated with each course. Certifications are the best means of validating a student's skills and knowledge.

Joe Gibbs Performance Management Minor

REQUIREMENTS

Required Courses

JGR 100	Finding Your Leadership Purpose
JGR 200	The Power of People
JGR 210	Motivating Teams
JGR 300	Performing Under Pressure
JGR 310	The Right Way to Win

Subtotal: 22.5

All courses are 4.5 quarter credit hours.

Management Minor

REQUIREMENTS

Required Courses

BUS 310	Human Resource Management
BUS 322	Organizational Behavior
BUS 375	Project Management
BUS 402	Small Business Management
BUS 430	Operations Management

Subtotal: 22.5

All courses are 4.5 quarter credit hours.

Marketing Minor

REQUIREMENTS

Required Courses

MKT 305	Consumer Behavior
MKT 312	Marketing Communications
MKT 320	International Marketing
MKT 402	Strategic Market Pricing
MKT 475	Strategic Marketing

Subtotal: 22.5

All courses are 4.5 quarter credit hours.

Networking Minor

REQUIREMENTS

Required Courses

CIS 175	Introduction to Networking
CIS 332	Network Server Administration I
CIS 333	Networking Security Fundamentals
CIS 337	Internetworking Basics
CIS 357	Advanced Internetworking

Subtotal: 22.5

All courses are 4.5 quarter credit hours.

The university recognizes that the IT industry uses IT certifications as a means of vetting potential IT professionals in the fields of computer networks, database management, network security, technical support and more. Therefore, a number of carefully chosen courses have embedded IT certification training along with academic rigor in order to prepare students for certification. Review the undergraduate-level CIS course descriptions (p. 164) in the course descriptions section of this catalog to determine which courses in this minor have certification training availability and the requirements associated with each course. Certifications are the best means of validating a student's skills and knowledge.

Project Management Minor

REQUIREMENTS

Required Courses

BUS 375	Project Management
BUS 377	Managing Project Risk
BUS 380	Managing Project Teams
BUS 419	Project Estimating and Budgeting
BUS 437	Project Procurement Management

Subtotal: 22.5

All courses are 4.5 quarter credit hours.

The university recognizes that the IT industry uses IT certifications as a means of vetting potential IT professionals in the fields of computer networks, database management, network security, technical support and more. Therefore, a number of carefully chosen courses have embedded IT certification training along with academic rigor in order to prepare students for certification. Review the CIS course descriptions in the course descriptions section of this catalog to determine which courses in this minor have certification training availability and the requirements associated with each course. Certifications are the best means of validating a student's skills and knowledge.

Social Media Marketing Minor

REQUIRED COURSES

Required Courses

MKT 305	Consumer Behavior
MKT 325	Social Media Marketing
MKT 330	Marketing Research and Digital Analysis
MKT 465	Social Media Strategy
MKT 478	Social Media Campaign

Subtotal: 22.5

All courses are 4.5 quarter credit hours.

Web Development Minor

REQUIREMENTS

Required Courses

CIS 110	Computer Programming Design
CIS 111	Introduction to Relational Database Management Systems
CIS 307	Web Page Development I
CIS 373	Web Design and Development
CIS 309	Web Page Development II

Subtotal: 22.5

All courses are 4.5 quarter credit hours.

Graduate Programs

Graduate Certificate, Artificial Intelligence Systems Management

The Graduate Certificate Program in Artificial Intelligence (AI) Systems Management is designed to provide professionals with the knowledge and skills necessary to effectively manage and optimize AI systems within organizations. The program focuses on AI strategies to enhance systems performance and capabilities, providing students with a comprehensive understanding of AI technologies, their implementation, and the management principles required to drive successful AI initiatives. This three-course program is suitable for individuals who are interested in the intersection of AI and business strategies, without assuming prior programming experience. The credits earned from this certificate may be applied towards the completion of the Master of Science in Information Systems, Artificial Intelligence (AI) Systems Management (p. 119)concentration.

This program is available in an online-only format and is not available to students in Florida.

REQUIREMENTS

Required Courses

CIS 509	Fundamentals of Artificial Intelligence Systems Management
CIS 543	AI Strategy for Performance Optimization
CIS 548	AI for Innovation and Strategic Decision-Making

Subtotal: 13.5

All courses are 4.5 quarter credit hours.

Graduate Certificate, Corporate Learning

The Corporate Learning Certificate is designed to impart students with the skills and abilities necessary to be a learning and development professional in corporate settings. Students will learn about using instructional design to create meaningful and aligned learning experiences, specific approaches for planning and facilitating development programs in an organization, and strategies for creating training and assessing learning. Students will be prepared for careers in for-profit and non-profit settings. The credits earned from this certificate may be applied toward the completion of the Master of Education.

This certificate is only available in an online format.

REQUIREMENTS

Required Courses

EDU 533	Instructional Design and Development
EDU 535	Organizational Training and Development
EDU 565	Training Strategies and Assessment

Subtotal: 13.5

All courses are 4.5 quarter credit hours.

Graduate Certificate, Cybersecurity Management

The certificate in Cybersecurity is designed to foster technology leadership and strategic influence in deploying information technology solutions, thereby enhancing organizational performance and cybersecurity posture. The program emphasizes the application of technology and management strategies to safeguard an organization's data and operations against cybersecurity concerns. This certificate offers an exciting educational opportunity for students seeking to broaden their knowledge, advance their careers, and explore new prospects in the realm of cybersecurity. Real-world cybersecurity case studies and advanced techniques are also presented to help students identify threats and cybercrimes and mitigate their impact on IT systems.

The credits earned from this certificate may be applied towards the completion of the Master of Business Administration Cybersecurity Management (p. 110) concentration as well as to the Master of Science in Information Security and Assurance (p. 118).

This program is available in an online-only format. It is not available to students in Florida or Georgia. The program does not currently offer access to federal financial aid from the U.S. Department of Education.

REQUIREMENTS

Required Courses

CIS 502	Theories of Security Management
CIS 527	IT Risk Management
CIS 552	Cybercrime Techniques and Response

Subtotal: 13.5

All courses are 4.5 quarter credit hours.

Graduate Certificate, Digital Entrepreneurship

Students in this certificate program will develop the skills necessary to manage and grow a digital business. As part of those skills, students will learn how to run the day-to-day operations of a modern business as well as the more strategic skills necessary to develop and then take a product to market. These three courses coincide with the Digital Entrepreneurship concentration in the MBA as it is designed for students who already possess core business skills but want to learn about the digital business world.

This certificate is only available in an online format.

Strayer business programs create value for students by providing a flexible, innovative and career-focused experience to maximize their economic mobility and empower them to succeed in business. The Strayer University Graduate Certificate in Digital Entrepreneurship is accredited by the Accreditation Council for Business Schools and Programs (ACBSP), 11520 West 119th Street, Overland Park, KS 66213, 913-339-9356.

REQUIREMENTS

Required Courses

BUS 523	High Growth Digital Startup Management
BUS 543	Digital Business Operations
BUS 553	Technology and Product Management

Subtotal: 13.5

All courses are 4.5 quarter credit hours.

Graduate Certificate, Educational Administration

The Educational Administration Certificate is designed to prepare students to be effective administrators in various educational settings. Students will learn how educational institutions fund and finance their operations, the strategies used to plan and lead initiatives, and the impact of public policy and politics on education. Students will be prepared for careers serving K-12 or higher education populations in public, private and government settings. The credits earned from this certificate may be applied towards the completion of the Master of Education.

This certificate is only available in an online format.

REQUIREMENTS

Required Courses

EDU 560	Public Policy and Political Influences in Education
EDU 561	Finance and Funding in Education
EDU 575	Strategic Planning and Leadership in Education

Subtotal: 13.5

All courses are 4.5 quarter credit hours.

Graduate Certificate, Instructional Design and Technology

The certificate in Instructional Design and Technology is designed to allow students to focus on the skills and abilities needed to design meaningful and aligned learning experiences that utilize appropriate technology. Students will learn about applying instructional design processes to develop engaging learning experiences, evaluating educational technology for relevance and need, and integrating that technology appropriately to enhance the learning experience. The credits earned from this certificate may be applied toward the completion of the Master of Education Design, Technology, and Leadership (p. 113) program.

This program is available in an online-only format. It is not available to students in Florida. This program does not currently offer access to federal financial aid from the U.S. Department of Education.

REQUIREMENTS

EDU 533	Instructional Design and Development
EDU 540	Designing, Developing and Evaluating Educational Technology
EDU 542	Integrating Technology into Education

Subtotal: 13.5

All courses are 4.5 quarter credit hours.

Master of Science in Accounting

The Master of Science in Accounting program provides a well-balanced integration of theoretical accounting concepts and modern quantitative and qualitative methods in decision-making. The program curriculum presents specialized, graduate-level education that prepares students to become accounting professionals in public accounting firms, corporations, government, and nonprofit organizations. With an increased understanding of accounting management, analysis of accounts, business concepts, communication, and ethics, students will be prepared to advance in their careers in the field of accounting.

The Master of Science in Accounting provides students the opportunity to tailor their degree to fit their career and learning goals through the choice of a concentration in one of the following areas:

- Corporate Accounting
- Forensic Accounting
- Public Accounting*
- Taxation

Students who have not earned degrees from appropriate fields of study may be required to take additional coursework as a prerequisite for completing the program.

Courses earned from Strayer University do not automatically qualify the holder to participate in professional licensing examinations to practice certain professions in any state. All students interested in practicing a regulated accounting profession requiring licensure from a state regulatory agency should contact the appropriate state regulatory agency in their field of interest. A listing of contact information for the most common accounting-related licensing boards is available on the Strayer website at: https://www.strayer.edu/student-consumer-information/licensed-careers.

Licensing information is also available from the following websites: American Institute of Certified Public Accountants (https://www.aicpa.org/), National Association of State Boards of Accountancy (www.nasba.org), Institute of Internal Auditors (www.theiia.org), Institute of Management Accountants (www.imanet.org), and the Accreditation Council for Accountancy and Taxation (www.acatcredentials.org).

Most states have additional requirements directly related to CPA examination preparation. Students should consult their respective state Board of Accountancy for further details.

This program is not available at the Mississippi or New Jersey campuses and is available in an online-only format to Mississippi and New Jersey students.

* Students in North Carolina must have completed a bachelor's degree in accounting in order to be admitted into the Public Accounting concentration.

Strayer business programs create value for students by providing a flexible, innovative and career-focused experience to maximize their economic mobility and empower them to succeed in business. The Strayer University Master of Science in Accounting degree program is accredited by the Accreditation Council for Business Schools and Programs (ACBSP), 11520 West 119th Street, Overland Park, KS 66213, 913.339.9356.

AREA I – CORE COMPONENT

Required Courses

ACC 557	Financial Accounting
ACC 560	Cost Accounting
ACC 562	Advanced Auditing
ACC 564	Accounting Information Systems
ACC 599	Graduate Accounting Capstone
ECO 550	Managerial Economics and Globalization
FIN 534	Financial Management
LEG 565	Commercial Law
MAT 540	Quantitative Methods

Subtotal: 40.5

AREA II – CONCENTRATION COMPONENT

Students must choose one of the following concentrations to complete the Master of Science in Accounting.

Corporate Accounting Concentration

The Corporate Accounting Concentration reviews advanced accounting concepts in accounting theory, organizational tax research and planning, and financial reporting and analysis. Through completing the Corporate Accounting Concentration in the MSAC program, students will apply advanced accounting theory, examine more complex concepts in organizational tax research and planning, and address concepts of financial reporting and analysis to make better informed decisions in a business environment.

ACC 563	Advanced Accounting Theory
ACC 565	Organizational Tax Research and Planning
ACC 573	Financial Reporting and Analysis

Subtotal: 13.5

Forensic Accounting Concentration

The Forensic Accounting Concentration provides students the knowledge and skills necessary to detect and prevent fraudulent activity in accounting. Students will learn skills in forensic accounting, emerging auditing technologies, and fraud detection and prevention. Students will be prepared to mitigate risk of fraud in accounting practices.

ACC 571	Forensic Accounting

ACC 574	Emerging Auditing Technologies
ACC 578	Fraud Prevention and Detection

Subtotal: 13.5

Public Accounting Concentration*

The Public Accounting concentration reviews the functional knowledge and skills of the public accounting profession. Students will learn concepts in business law and tax, auditing within a business environment, and concepts in comprehensive financial accounting. Students will be able to perform comprehensive functions in financial accounting, tax, and audit functions for individuals and businesses.

ACC 575	Business Law and Tax
ACC 576	Auditing and Selected Discipline
ACC 577	Comprehensive Financial Accounting

Subtotal: 13.5

Taxation Concentration

The Taxation Concentration provides students the knowledge and skills necessary to evaluate and prepare tax related documentation to fulfill a specific business need. Students will learn skills in tax research and planning from the perspective of the individual, organization, and international perspective. Students will be able to demonstrate skills in assessing the taxation complexities of the federal income tax structure and income tax accounting related to individuals and proprietorships, corporations and partnerships, and key international tax systems.

ACC 555	Individual Tax Research and Planning
ACC 565	Organizational Tax Research and Planning
ACC 568	International Tax Planning and Research

Subtotal: 13.5

All courses are 4.5 quarter credit hours.

Total Credit Hours: 54.0

Master of Business Administration

The Master of Business Administration program offers a broad set of business management tools while also allowing students a choice of concentration in order to tailor their degrees to fit their careers and learning goals. The program curriculum prepares working professionals to become effective decision-makers and managers in a world increasingly affected by globalization, technology and ethical challenges. It is designed for working professionals from a wide range of backgrounds who wish to advance or enhance their business careers.

Students who have not had courses in certain fields of study may be required to take additional coursework as a prerequisite for completing some of the concentrations.

The Master of Business Administration program will use basic computer literacy skills (such as word processing and use of spreadsheets) that will be expected in the workplace. Students entering the program are expected to have a basic knowledge of MS Office or equivalent.

The Master of Business Administration program is an exciting educational option for students looking to increase their understanding, advance their careers and expand their opportunities in the world of business.

Concentrations are available in the following areas:

(See Note below regarding study requirements for North Carolina and Pennsylvania students.)

- Accounting
- Acquisition
- Artificial Intelligence (AI) Systems Management*
- Business Data
- Cybersecurity Management*
- Digital Entrepreneurship*
- Finance
- Global Management**
- Health Services Administration
- Human Resource Management
- Management
- Marketing
- Professional Studies (This concentration is called the MBA Graduate Elective in North Carolina.)
- Project Management
- Public Administration
- Sales***

*Artificial Intelligence (AI) Systems Management, Cybersecurity Management and Digital Entrepreneurship: These concentrations are only available online.

**Global Management: This concentration is not offered at on-ground campuses in Maryland or Mississippi. Is only available online in Maryland and Mississippi.

***Sales: This concentration is not available in North Carolina and Pennsylvania.

Note: Availability subject to state regulatory approvals, may not be available in all states. For students residing in North Carolina and Pennsylvania, in order to earn the Master of Business Administration, they must complete 54 quarter credit hours composed of the required courses and a concentration. Please see the North Carolina (p. 148) or Pennsylvania (p. 153) state-specific curriculum information for program requirements details applicable in those states. For North Carolina and Pennsylvania students completing the Artificial Intelligence (AI) Systems Management, Business Data and Cybersecurity Management concentrations, these concentrations are only available online in these states. The Artificial Intelligence (AI) Systems Management and Cybersecurity concentrations are not available in Florida or Georgia.

Strayer business programs create value for students by providing a flexible, innovative and career-focused experience to maximize their economic mobility and empower them to succeed in business. The Strayer University Master of Business Administration degree program is accredited by the Accreditation Council for Business Schools and Programs (ACBSP), 11520 West 119th Street, Overland Park, KS 66213, 913.339.9356.

REQUIRED COURSES

Required Courses

ACC 556	Financial Accounting for Managers
BUS 520	Leadership and Organizational Behavior
BUS 599	Strategic Management
COM 510	Business Communications
ECO 550	Managerial Economics and Globalization
FIN 534	Financial Management
LEG 500	Law, Ethics and Corporate Governance
BUS 512	Data-Driven Decision Making for Leaders
MKT 500	Marketing Management
	Graduate Elective from a concentration component in the Master of Business Administration

Subtotal: 45.0

OPTIONAL CONCENTRATION COMPONENT

Students may earn a Master of Business Administration with concentration by completing one of the following concentrations listed below. For students electing to complete a concentration, a course from the chosen concentration will satisfy the Graduate Elective requirement in the program core. Once students satisfactorily complete the two remaining concentration courses they will have completed 12 total courses and earned a total of 54.0 total quarter credit hours.

Accounting Concentration

The Accounting Concentration reviews foundational accounting principles from the perspective of a business manager. Students will acquire skills and knowledge in cost accounting, organizational tax research and planning, and financial reporting and analysis. Students will be prepared to interpret accounting data to inform business decisions about organizational challenges.

ACC 560	Cost Accounting
ACC 565	Organizational Tax Research and Planning
ACC 573	Financial Reporting and Analysis

Subtotal: 13.5

Acquisition Concentration

The Acquisition Concentration evaluates the foundational elements of contract management from the perspective of general business and government. The concepts of government acquisitions, business strategies and proposals, and government contract law will be reviewed. Students will be able to evaluate the unique requirements and expectations of the federal government acquisition and contraction system to determine their impact on a business.

BUS 501	Government Acquisition
BUS 505	Business Strategies and Proposals
LEG 505	Government Contract Law

Subtotal: 13.5

Artificial Intelligence (AI) Systems Management Concentration*

The Artificial Intelligence (AI) Systems Management Concentration is designed to provide professionals with the knowledge and skills necessary to effectively manage and optimize AI systems within organizations. The program focuses on AI strategies to enhance systems performance and capabilities, providing students with a comprehensive understanding of AI technologies, their implementation, and the management principles required to drive successful AI initiatives. This concentration is suitable for individuals who are interested in the intersection of AI and business strategies.

CIS 509	Fundamentals of Artificial Intelligence Systems Management
CIS 543	AI Strategy for Performance Optimization
CIS 548	AI for Innovation and Strategic Decision-Making

Subtotal: 13.5

Business Data Concentration

The Business Data Concentration assesses organizational data needs to drive business decisions and business process development. Concepts covered include understanding business data, business data and decisions, and operational data. Students will be able to conduct business analyses using current industry trends and data sets to solve business problems.

DAT 500	Understanding Business Data
DAT 510	Business Data and Decisions
DAT 520	Operational Data

Subtotal: 13.5

Cybersecurity Management Concentration*

The Cybersecurity Management Concentration applies current and emerging security management best practices to protect computing environments and reduce risk to organizations. Concepts reviewed include information systems for decision-making, theories of security management, IT risk management, and identifying and responding to cybercrimes. Students will be able to develop information technology strategies and mitigate the risk of cybercrimes to improve quality, timeliness and competitive advantage for organizations.

CIS 500	Information Systems for Decision-Making
	OR
CIS 502	Theories of Security Management
CIS 527	IT Risk Management
CIS 552	Cybercrime Techniques and Response

Subtotal: 13.5

Digital Entrepreneurship Concentration*

The Digital Entrepreneurship Concentration presents the foundational knowledge of small businesses. Students will learn fundamental knowledge of managing a start-up organization, digital aspects of business operations, and the technology and product management needed to be successful in a business environment.

BUS 523	High Growth Digital Startup Management
BUS 543	Digital Business Operations
BUS 553	Technology and Product Management

Subtotal: 13.5

*Digital Entrepreneurship: This concentration is only available online.

Finance Concentration

The Finance Concentration provides students the knowledge to formulate financial management strategies for a firm's operations in global markets. The elements of international finance, advanced corporate finance and corporate investment analysis are discussed. Students should be prepared to evaluate capital investments and structure to minimize risks and maximize rewards for a firm. Students will also be able to apply analytical techniques and models to inform investment decisions.

FIN 535	International Finance
FIN 540	Advanced Corporate Finance

FIN 550	Corporate Investment Analysis

Subtotal: 13.5

Global Management Concentration**

The Global Management Concentration applies management theories and practices to organizations operating in global markets. Students will learn global business management techniques and practices, how to formulate global strategy and global marketing management principles. Student should be prepared to create global operations strategies to achieve a competitive advantage within international business environments.

MGT 510	Global Business Management
BUS 536	Global Strategy
MKT 515	Global Marketing Management

Subtotal: 13.5

*Global Management: This concentration is not offered at on-ground campuses in Maryland or Mississippi. It is only available online in Maryland and Mississippi.

Health Services Administration Concentration

The Health Services Administration Concentration reviews the principles and practices of administration in a healthcare services setting. Students will learn how to manage a healthcare business; the policies, laws, and ethics of working in the healthcare industry; and how to properly manage the financial side of a profitable healthcare organization. Students will be prepared for careers in the administration and management of the healthcare organizations.

HSA 501	Management in Healthcare
HSA 515	Healthcare Policy, Law and Ethics
HSA 525	Health Financial Management

Subtotal: 13.5

Human Resource Management Concentration

The Human Resource Management Concentration explores the fundamental practices of human resources from an organizational management perspective. Students will learn the foundations and strategic perspective of human resource management along with how to effectively manage change within an organization. Students will be prepared for careers that require fundamental human resource knowledge.

HRM 500	Human Resource Management Foundations
HRM 530	Strategic Human Resource Management
HRM 560	Managing Organizational Change

Subtotal: 13.5

Management Concentration

The Management Concentration of the MBA program emphasizes the foundations of management including management principles and practices of planning, organizing, leading, and controlling. Students will learn the interactions of the functional aspects of business from the operations perspective, explore the concepts and applications of sustainable business, and evaluate the strategic aspects of human resource management. Students are presented the fundamental skills and knowledge necessary to make effective business decisions.

BUS 515	Operations Management
BUS 521	Entrepreneurship and Innovation
	OR
HRM 530	Strategic Human Resource Management
MGT 500	Modern Management

Subtotal: 13.5

Marketing Concentration

The Marketing Concentration enables students to create marketing strategies that lead to a competitive advantage in the current global marketplace. Students will acquire knowledge and skills in global marketing management, social media marketing and consumer behavior. Students will be prepared to develop marketing approaches that consider the impact of consumer behavior.

MKT 515	Global Marketing Management
MKT 520	Social Media Marketing
MKT 510	Consumer Behavior

Subtotal: 13.5

Professional Studies Concentration**

The Professional Studies Concentration provides students the opportunity to create a custom learning experience in business. Students will be able to choose three courses from the portfolio of MBA concentration courses that they feel best fit their learning needs. Students also have the option of taking the BUS 595 Business Experience through Workplace Learning course as one of their three courses in this concentration. Through the choice of three additional graduate courses, students will be able to acquire skills and knowledge necessary to be successful in their chosen career within the business environment.

These courses are selected in consultation with a dean or coach. Courses may be selected from graduate-level courses in developing a curriculum that meets students' educational and professional needs. Students are responsible for fulfilling any prerequisites associated with the graduate courses selected in the program.

Subtotal: 13.5

**Professional Studies: This concentration is called the MBA Graduate Elective in North Carolina.

Project Management Concentration

The Project Management Concentration applies the fundamentals of the project management process to an organizational

project. Students will learn the skills and knowledge of the project management process including determining project cost, effective project scheduling and sequencing, and quality management to ensure successful project delivery. Students will also learn how to identify and mitigate project risk through the project management process.

BUS 517	Project Management
BUS 518	Project Management Leadership
BUS 519	Project Risk Management

Subtotal: 13.5

Public Administration Concentration

The Public Administration Concentration provides opportunities for students to evaluate public policies and programs using quantitative analysis skills. Topics covered include modern public administration, public budgeting and finance, policy analysis and program evaluation, and public personnel management. Students will be prepared to apply organizational and management practices to ensure efficiency and accountability within public and non-profit organizations.

PAD 500	Modern Public Administration: Managing Public and Nonprofit Organizations
PAD 505	Public Budgeting and Finance
PAD 530	Public Personnel Management

Subtotal: 13.5

Sales Concentration***

The Sales Concentration provides the opportunity to refine one's knowledge and skills in sales. Through the process of identifying trends through ongoing customer and market research, students will better understand the sales process, strategy and communications. Students will be prepared to build a targeted sales strategy that leverages appropriate inputs from key internal and external stakeholders.

SAL 500	Understanding Sales
SAL 510	Sales Strategy
SAL 520	Sales Communications

Subtotal: 13.5

***Sales: The Sales concentration is not available in North Carolina and Pennsylvania.

All courses are 4.5 quarter credit hours.

Total Credit Hours: 45.0-54.0

Master of Educational Design and Technology

The Master of Educational Design and Technology degree program of study is designed to prepare professionals in K-12, higher education, corporate, and military environments to develop skills needed to enhance their careers in educational technology and design, corporate training, learning and development, and leadership. Graduate students take courses that impart critical skills and knowledge of theoretical foundations, technology skills and integration, strategic leadership and planning, designing, teaching, training, and learning, active research, innovations and disruptions in educational design, instructional technology, and paradigms for effective online delivery assessment.

Within this curriculum, students have the option of choosing a concentration in:

Adult Education and Development

Corporate Learning

Curriculum, Instruction and Assessment

Educational Administration

Education Technology Leadership

Instructional Design and Technology

Teacher Leadership

Technology Innovations for Education

This program is only available in an online format. It is not available to students in Georgia. This program does not currently offer access to federal financial aid from the U.S. Department of Education.

Completion of the Strayer University Master of Education program does not guarantee a student has met the requirements to apply for public school teacher or administrator licensure in any state, nor that a student will be eligible for pay raises, promotions or other job-related benefits. Students pursuing teacher or school administrator certifications in the public school system should contact their respective state offices of education as well as local school districts to confirm educational requirements before beginning the program.

State-Specific Information:

Alabama: Strayer University has been granted authorization by the State of Alabama under Ala. Code §16-5-10(14) (1975) to offer the academic program described herein. Because credentials earned in the Master of Education do not automatically qualify for teaching certification, endorsement and/or salary benefits within the State of Alabama, prospective students are advised to contact the Office of the Alabama State Superintendent of Education and/or their local school district administrators for verification.

Georgia: Due to revisions in program qualification requirements in Georgia, this program may no longer qualify students for a certificate-level upgrade. Students seeking a certificate-level upgrade in Georgia should refer to the Georgia Professional Standards Commission, http://www.gapsc.com/home.asp regarding eligibility requirements.

South Carolina: Completion of this program will not lead to teacher or administrator certification in South Carolina. Although it is not guaranteed, graduates may be eligible for pay upgrade or promotion.

Virginia: This program is not an approved educator preparation program with the Virginia Department of Education and may not lead to licensure in Virginia. For more information, please visit the Virginia Department of Education website at http://www.doe.virginia.gov/teaching/licensure/.

West Virginia: Strayer is not an approved provider for students in West Virginia seeking certification to teach in West Virginia.

REQUIRED COURSES

Adult Education Track

EDU 500	Adult Learning Theory
EDU 508	Educational Research Methods
EDU 522	Theory and Practice of e-Learning
EDU 526	Diversity in Adult Education
EDU 529	Assessing Adult Learners
EDU 550	Adult Learning: Curriculum, Design and Development
EDU 599	Education Capstone

Subtotal: 31.5

K-12 Track

EDU 501	Learning Theories (K-12)
EDU 508	Educational Research Methods
EDU 510	Educational Assessment
EDU 512	Diversity in K-12 Education
EDU 522	Theory and Practice of e-Learning
EDU 555	K-12: Curriculum Design and Development
EDU 599	Education Capstone

Subtotal: 31.5

CONCENTRATION REQUIREMENTS

Students must complete one of the concentrations listed in order to complete the Master of Education.

Adult Education and Development Concentration

The Adult Education and Development Concentration is designed to allow students to focus on the specifics of the field of adult learning. Students will explore the history of adult education, the various social and economic factors influencing the field, methods for motivating and developing adult learners, and specific approaches for planning, facilitating and assessing

training and development programs. This concentration is designed to prepare students for careers serving in education in public, private and government settings.

NOTE: This concentration is only available in the Adult Education Track

EDU 525	Perspectives of Adult Education
EDU 528	Methods of Teaching in Adult Education
EDU 535	Organizational Training and Development

Subtotal: 13.5

Corporate Learning Concentration

The Corporate Learning Concentration and related certificate is designed to allow students to focus on the skills and abilities necessary to be a learning and development professional in corporate settings. Students will learn about using instructional design to create meaningful and aligned learning experiences, specific approaches for planning and facilitating development programs in an organization, and strategies for creating training and assessing learning. This concentration is designed to prepare students for careers in corporate, non-profits and higher education settings.

NOTE: This concentration is only available in the Adult Education Track.

EDU 533	Instructional Design and Development
EDU 535	Organizational Training and Development
EDU 565	Training Strategies and Assessment

Subtotal: 13.5

Curriculum, Instruction and Assessment Concentration

The Curriculum, Instruction and Assessment Concentration is designed to provide students the knowledge and skills necessary for curriculum, instruction and assessment in a K-12 setting. Students will learn about evaluating the performance of school curricula and programs, selecting appropriate instructional methods, and personalizing curriculum and assessment to better meet the needs of students. Students will be prepared for careers serving K-12 populations in public, private, and charter schools.

NOTE: This concentration is only available in the K-12 Track.

EDU 571	Evaluating School Programs
EDU 573	Instructional Methods
EDU 574	Designing for Personalized Learning and Assessment

Subtotal: 13.5

Educational Administration Concentration

The Educational Administration Concentration is designed to allow students to focus on the knowledge and skills to be an effective administrator in various educational settings. Students will learn about how educational institutions fund and finance their operations, the strategies used to plan and lead initiatives, and the impact of public policy and politics on education. This concentration is designed to prepare students for careers serving in K-12 or higher education in both public and private education settings.

EDU 560	Public Policy and Political Influences in Education
EDU 561	Finance and Funding in Education
EDU 575	Strategic Planning and Leadership in Education

Subtotal: 13.5

Educational Technology Leadership Concentration

The Educational Technology Leadership concentration is designed to develop educational technology leaders in school systems, educational programs, corporate, public, and private sectors, and other education enterprises to effectively lead and facilitate technological innovation and change.

EDU 537	Educational and Instructional Innovation in the Learning Environment
EDU 539	Ethical and Social Impacts of Technology in Education
EDU 575	Strategic Planning and Leadership in Education

Subtotal: 13.5

Instructional Design and Technology Concentration

The Instructional Design and Technology Concentration is designed to allow students to focus on the skills and abilities needed to design meaningful and aligned learning experiences that utilize appropriate technology. Students will learn about applying instructional design processes to develop engaging learning experiences, evaluating educational technology for relevance and need, and integrating that technology appropriately to enhance the learning experience. This concentration is designed to prepare students for careers serving in K-12 or higher education and in the public and private sectors.

EDU 533	Instructional Design and Development
EDU 540	Designing, Developing and Evaluating Educational Technology
EDU 542	Integrating Technology into Education

Subtotal: 13.5

Technology Innovations for Education Concentration

The Technology Innovations for Education concentration is designed to allow students to will tackle promising and challenging frontiers of education — leveraging the science of learning, applying innovations in education technology, and

developing powerful pedagogies to improve learning outcomes. The courses in this concentration focus on teaching aids, software, social networking tools, emerging technologies, and other artificial intelligence tools and systems that are disrupting the traditional classrooms or working environments. Students will develop strategies and techniques to manage the effects that technological innovations have on the educational enterprise.

EDU 538	Disruptive Innovations in Education
EDU 539	Ethical and Social Impacts of Technology in Education
EDU 543	Designing Engaging e-Learning Experiences

Subtotal: 13.5

Teacher Leadership Concentration

The Teacher Leadership Concentration is designed to allow students to focus on the skills and experience needed to become teacher-leaders in a K-12 setting. Students will learn about the intersection of law and teaching, improving curriculum through strategic policy, and leadership in areas of teacher responsibility, such as instruction and professional development. This concentration is designed to prepare students for careers serving K-12 populations in public, private and charter schools, as well as government settings.

NOTE: This concentration is only available in the K-12 Track.

EDU 520	Education and the Law
EDU 558	Seminar in Teacher Leadership
EDU 564	Curriculum Policy and Leadership

Subtotal: 13.5

All courses are 4.5 quarter credit hours.

Total Credit Hours: 45.0

Master of Science in Health Services Administration

The Master of Science in Health Services Administration provides students with the advanced healthcare administration competencies needed to excel in careers as healthcare administrators and careers related to the business of healthcare. The program provides students the depth of knowledge required of today's healthcare professionals coupled with the managerial perspective essential to success. The learning environment enables application of healthcare administration theory and practice, and a focus on selected concentrations of healthcare administration. The program is designed to provide students with both current and relevant practices in the industry.

Completion of the Strayer University Master of Science in Health Services Administration program does not guarantee a student has met the requirements to apply for licensure as a healthcare administrator in any state. Students pursuing professional healthcare certifications should contact their respective state health departments to confirm educational requirements before beginning the program.

Students who have not earned degrees from appropriate fields of study may be required to take additional coursework as a prerequisite for completing the program.

This program is not available at the Mississippi or New Jersey campuses. This program is available in an online-only format to Mississippi or New Jersey students. Students enrolled through a Maryland ground-based campus should refer to the Maryland-specific (p. 139) portion of the catalog. Maryland residents enrolled through online global should refer to the curriculum on this page. The curriculum and concentration offerings described on this page are not available to students enrolled through a Maryland ground-based campus.

Strayer business programs create value for students by providing a flexible, innovative and career-focused experience to maximize their economic mobility and empower them to succeed in business. The Strayer University Master of Science in Health Services Administration degree program is accredited by the Accreditation Council for Business Schools and Programs (ACBSP), 11520 West 119th Street, Overland Park, KS 66213, 913.339.9356.

AREA I – CORE COMPONENT

Required Courses

HSA 501	Management in Healthcare
HSA 505	Health Services Strategic Marketing
	OR
PAD 501	Grantsmanship in Public Administration
HSA 510	Health Economics
HSA 520	Health Information Systems
HSA 515	Healthcare Policy, Law and Ethics
HSA 525	Health Financial Management
HSA 530	Health Services Human Resource Management
HSA 599	Health Services Administration Capstone
MAT 543	Quantitative Methods for Health Services

Subtotal: 40.5

AREA II – CONCENTRATION COMPONENT

Students must choose one of the following concentrations to complete the Master of Science in Health Services Administration.

Clinical Care Management Concentration

The Clinical Care Management Concentration is designed to expose students to healthcare services and the related administrative and management functions. Students will learn administrative practices including supervision, strategic planning, change management, policy and fiscal responsibility related to quality care delivery strategies in the healthcare environment. Students will also gain a comprehensive understanding of health care ethics, patient rights and safety and regulatory compliance.

HSA 540	Healthcare Operations Management
HSA 545	Long-Term Care Management
HSA 546	Physician's Practice Management

Subtotal: 13.5

Public Health Management Concentration

The Public Health Management Concentration is designed to provide opportunities for students to obtain broad knowledge and basic skills in the core areas of public health. In addition, students will explore the basic principles of health service management, the complexities associated with public health and optimization methods deployed by managers and leaders in the health management environment.

HSA 535	Managerial Epidemiology
HSA 550	Public Health Management
HSA 551	Environmental Health Management

Subtotal: 13.5

All courses are 4.5 quarter credit hours.

Total Credit Hours: 54.0

Master of Science in Human Resource Management

The Master of Science in Human Resource Management program prepares graduates to become leaders, now and in the future, in the human resource departments of their organizations. It teaches students to align human resource principles in supporting with organizational goals and strategies to deliver business results. The program covers key topics such as strategic human resource management, leadership and organizational behavior, ethics, employment law and human resource information systems.

The Society of Human Resource Managers (SHRM) has reviewed this program and acknowledged that it aligns with its curriculum guidelines for human resource degrees. SHRM is the largest and most widely recognized human resource professional organization in the world.

While the program curriculum covers much of the content of the Professional in Human Resources (PHR) and Senior Professional in Human Resources (SPHR) certification exams, the program does not specifically prepare students to take the exams nor does completion of the program guarantee any SHRM certification.

Within this program, students may choose from the following concentrations:

- Human Resource Generalist
- Human Resource and Organizational Development

This program is not available at Mississippi, New Jersey or Pennsylvania campuses and is available in an online-only format to Mississippi, New Jersey and Pennsylvania students.

Strayer business programs create value for students by providing a flexible, innovative and career-focused experience to maximize their economic mobility and empower them to succeed in business. The Strayer University Master of Science in Human Resource Management degree program is accredited by the Accreditation Council for Business Schools and Programs (ACBSP), 11520 West 119th Street, Overland Park, KS 66213, 913.339.9356.

REQUIREMENTS

Required Courses

BUS 520	Leadership and Organizational Behavior
HRM 500	Human Resource Management Foundations
HRM 510	Business Employment Law
HRM 517	Managing Human Resource Projects
HRM 520	Human Resource Information Systems
HRM 522	Ethics and Advocacy for Human Resource Professionals
HRM 530	Strategic Human Resource Management
HRM 560	Managing Organizational Change
HRM 590	SHRM Certification Exam Preparation
	OR
HRM 599	Human Resource Management Capstone

Subtotal: 40.5

CONCENTRATION REQUIREMENTS

Students must complete one of the concentrations listed in order to complete the Master of Science in Human Resource Management.

Human Resource Generalist

The Human Resource Generalist Concentration reviews the processes and strategies for building and maintaining the workforce of an organization. Students will develop skills in talent management, total rewards, employee and labor relations, and performance management. The application of these concepts will prepare students for careers in the human resources field.

HRM 532	Talent Management
HRM 533	Total Rewards
HRM 534	Employee and Labor Relations
	OR
HRM 538	Performance Management

Subtotal: 13.5

Human Resource and Organizational Development

The Human Resource and Organizational Development Concentration explores the development of an organization based on learning-based cultures and influencing human capital development. Students will gain knowledge in developing a learning organization, developing human capital and organizational workforce planning. Students will be prepared to develop organizational strategies around learning-based cultures, managing human capital and planning for the future of an organization's workforce.

HRM 562	Developing a Learning Organization
HRM 565	Developing Human Capital
HRM 567	Workforce Planning: Recruitment and Retention

Subtotal: 13.5

All courses are 4.5 quarter credit hours.

Total Credit Hours: 54.0

Master of Science in Information Security and Assurance

The Master of Science in Information Security and Assurance program is an exciting educational option for students looking to increase their understanding, advance their careers and expand their opportunities in the world of information assurance and computing security. The Master of Science in Information Security and Assurance program prepares cybersecurity professionals to provide leadership as organizations provision, operate, protect and defend their information technology systems. Students in the program are exposed to technologies and strategies necessary to administer and maintain effective and efficient information technology system performance and security. Students are likewise exposed to real world cybersecurity case studies, lab settings, and advanced techniques to identify threats, investigate cybersecurity events or crimes and mitigate their impact on information technology systems.

Students who have not had courses in certain areas may be required to take additional coursework as a prerequisite for completing some of the concentrations.

The Master of Science in Information Security and Assurance program will require computer literacy skills (such as word processing and use of spread sheets or databases) that are expected of information assurance professionals in the technology workplace. Students entering the program are expected to have a good knowledge of MS Office or equivalent.

This program is not available in all states.
See www.strayer.edu for the latest information regarding program availability. This program is available in an online only format in Maryland, Mississippi, New Jersey, North Carolina, Oklahoma, Pennsylvania, Virginia and West Virginia.

Credits earned from Strayer University do not automatically qualify the holder to participate in professional licensing examinations to practice certain information systems professions. General information about information systems licensure options is available from vendor-specific websites such as Microsoft, Cisco, Project Management Institute, CompTIA or EC-Council.

The university recognizes that the IT industry uses IT certifications as a means of vetting potential IT professionals in the fields of computer networks, database management, network security, technical support and more. Therefore, a number of carefully chosen courses have embedded IT certification training along with academic rigor in order to prepare students for certification. Review the graduate-level CIS course descriptions (p. 170) in the course descriptions section of this catalog to determine which courses in this program have certification training availability and the requirements associated with each course. Certifications are the best means of validating a student's skills and knowledge.

The National Security Agency (NSA) and a committee of academic peers named Strayer University as a National Center of Academic Excellence in Cyber Defense (CAE-CD) and validated the Master of Science in Information Security and Assurance (MSISA) program. The MSISA aligns with standards set by the National Initiative for Cybersecurity Education (NICE), led by the National Institute of Standards and Technology (NIST) in the U.S. Department of Commerce.

REQUIREMENTS

Required Courses

CIS 502	Theories of Security Management
CIS 512	Advanced Computer Architecture
CIS 527	IT Risk Management
CIS 534	Advanced Network Security Design
CIS 542	Web Application Security
CIS 552	Cybercrime Techniques and Response
CIS 560	Security Access and Control Strategies
CIS 562	Computer Forensics Planning
CIS 565	Cryptography
CIS 598	Graduate Information Assurance Capstone

Subtotal: 45.0

All courses are 4.5 quarter credit hours.

Master of Science in Information Systems

The Master of Science in Information Systems program is designed to present students a broad range of topics across the technology spectrum coupled with skills that promote technology leadership and technology-inspired organizational change management.

The program emphasizes the application of technology to organizational requirements while fostering communications skills, information literacy, abstract thinking and critical analysis. This program is consistent with the technologies, controls and security practices used and supported by numerous organizations. In order to affirm program currency and relevance, the curriculum was designed and aligned with expert guidance along with peer-reviewed curricular body recommendations. Students are expected to demonstrate computer, analytical, leadership and critical-thinking skills in order to succeed in the Master of Science in Information Systems program.

Students who have not earned degrees from appropriate fields of study may be required to take additional coursework as a prerequisite for completing the program.

Within this curriculum, students have the option of choosing a concentration in:

- Artificial Intelligence Systems Management*
- Computer Forensic Management
- Computer Security Management
- Enterprise Network Management
- Information Systems Management
- IT Project Management
- Software Engineering Management

This program is not available at the Mississippi or New Jersey campuses, and is available in an online-only format to Mississippi and New Jersey students.

*The Artificial Intelligence Systems Management concentration is only available in an online-only format.

Credits earned from Strayer University do not automatically qualify the holder to participate in professional licensing examinations to practice certain information systems professions. General information about information systems licensure options is available from vendor-specific websites such as Microsoft, Cisco, Project Management Institute, CompTIA or EC-Council.

The university recognizes that the IT industry uses IT certifications as a means of vetting potential IT professionals in the fields of computer networks, database management, network security, technical support and more. Therefore, a number of carefully chosen courses have embedded IT certification training along with academic rigor in order to prepare students for certification. Review the graduate-level CIS course descriptions (p. 170) in the course descriptions section of this catalog to determine which courses in this minor have certification training availability and the requirements associated with each course. Certifications are the best means of validating a student's skills and knowledge.

REQUIREMENTS

Required Courses

BUS 517	Project Management
CIS 502	Theories of Security Management
CIS 505	Communication Technologies
CIS 510	Advanced Systems Analysis and Design
CIS 512	Advanced Computer Architecture
CIS 515	Strategic Planning for Database Systems
CIS 524	Computer Interaction and Design
CIS 554	Information Technology Project Leadership Strategies
CIS 599	Graduate Information Systems Capstone

Subtotal: 40.5

CONCENTRATION REQUIREMENTS

Students must choose one of the following concentrations to complete the Master of Science in Information Systems.

Artificial Intelligence Systems Management Concentration

The Master of Science in Information Systems program with the Artificial Intelligence (AI) Systems Management Concentration is designed to provide professionals with the knowledge and skills necessary to effectively manage and optimize AI systems within organizations. The program focuses on AI strategies to enhance systems performance and capabilities, providing students with a comprehensive understanding of AI technologies, their implementation, and the management principles required to drive successful AI initiatives. This concentration is suitable for individuals who are interested in the intersection of AI and business strategies.

CIS 509	Fundamentals of Artificial Intelligence Systems Management
CIS 543	AI Strategy for Performance Optimization
CIS 548	AI for Innovation and Strategic Decision-Making

Subtotal: 13.5

Computer Security Management Concentration

The Master of Science in Information Systems program with the Computer Security Management Concentration is designed to promote technology leadership to deploy and strategically influence information technology solutions to enhance organizational performance and cybersecurity posture. The program emphasizes the application of technology and

management strategies to secure an organization's data and operations against cybersecurity concerns.

CIS 534	Advanced Network Security Design
CIS 542	Web Application Security
CIS 552	Cybercrime Techniques and Response

Subtotal: 13.5

Computer Forensic Management Concentration

The Master of Science in Information Systems program with the Computer Forensic Management Concentration is designed to promote technology leadership to deploy and strategically influence information technology solutions to enhance organizational performance and cybersecurity posture. The program emphasizes the application of technology and management strategies to manage the digital forensics process in response to a given security incident.

CIS 558	Information Technology Audit and Control
CIS 560	Security Access and Control Strategies
CIS 562	Computer Forensics Planning

Subtotal: 13.5

Enterprise Network Management Concentration

The Master of Science in Information Systems program with the Enterprise Network Management Concentration is designed to promote technology leadership to deploy and strategically influence information technology solutions to enhance organizational performance and IT service accessibility. The program emphasizes the application of technology and management strategies to enhance network performance and to meet its organizational business and security requirements.

CIS 513	Enterprise Wireless Networks
CIS 532	Network Architecture and Analysis
CIS 534	Advanced Network Security Design

Subtotal: 13.5

Information Systems Management Concentration

The Master of Science in Information Systems program with the Information Systems Management Concentration is designed to promote technology leadership to deploy and strategically influence information technology solutions to enhance organizational performance and cybersecurity posture. The program emphasizes the advanced technical skills needed to implement, manage and administer IT infrastructure.

CIS 525	Advanced Agile Project Management
CIS 527	IT Risk Management
CIS 558	Information Technology Audit and Control

Subtotal: 13.5

IT Project Management Concentration

The Master of Science in Information Systems program with the IT Project Management Concentration is designed to promote technology leadership to deploy and strategically influence information technology solutions to enhance organizational performance. The program emphasizes the application of technology and management strategies to develop project plans and manage human capital to meet business goals.

BUS 518	Project Management Leadership
BUS 519	Project Risk Management
CIS 525	Advanced Agile Project Management

Subtotal: 13.5

Software Engineering Management Concentration

The Master of Science in Information Systems program with the Software Engineering Management Concentration is designed to promote technology leadership to deploy and strategically influence information technology solutions to enhance organizational performance and business requirements. The program emphasizes the application of technology and management strategies for rapid development, deployment, and maintenance of software applications.

CIS 518	Advanced Software Engineering
CIS 555	Performance and Requirements Engineering
CIS 567	Software Development for Managers

Subtotal: 13.5

All courses are 4.5 quarter credit hours.

Total Credit Hours: 54.0

Master of Science in Management

The Master of Science in Management is designed for students seeking to develop and expand their knowledge and broaden their skills in management and leadership in order to succeed as business leaders in an evolving workplace. The curriculum is designed to enhance a student's ability to develop and implement organizational strategies that deliver improved business results. Emphasis is given to contemporary management practices in a globalized economy.

The program offers graduates a broad range of management tools to advance business operations. Courses in the program build skills in critical areas such as: decision-making, conflict resolution, and management and leadership strategies. Students will also gain increased knowledge and understanding of the dynamics of operating in a global business environment.

Concentrations are available in:

- Leadership
- Project Management
- Marketing Management

Students who have not had courses in certain fields of study may be required to take additional coursework as a prerequisite for completing some of the concentrations.

This program is not available at campus locations and is available in an online-only format.

Strayer business programs create value for students by providing a flexible, innovative and career-focused experience to maximize their economic mobility and empower them to succeed in business. The Strayer University Master of Science in Management degree program is accredited by the Accreditation Council for Business Schools and Programs (ACBSP), 11520 West 119th Street, Overland Park, KS 66213, 913.339.9356.

REQUIRED COURSES

Required Courses

BUS 508	Contemporary Business
BUS 520	Leadership and Organizational Behavior
CIS 500	Information Systems for Decision-Making
HRM 530	Strategic Human Resource Management
LEG 500	Law, Ethics and Corporate Governance
MGT 500	Modern Management
MGT 505	Managerial and Business Communication
MGT 510	Global Business Management
MGT 599	Management Capstone
	Graduate Elective from a concentration component in the Master of Science in Management

Subtotal: 45.0

OPTIONAL CONCENTRATION COMPONENT

Students may earn a Master of Science in Management with concentration by completing one of the following concentrations listed below.

Leadership Concentration

The Leadership Concentration will review leadership theories and practices related to managing organizational change, negotiating conflict, and navigating through today's challenges in current organizational environments. Students will be able to develop strategies, apply leadership skills and overcome organizational challenges to foster individual and corporate productivity.

HRM 560	Managing Organizational Change
BUS 526	Negotiation and Conflict Resolution
	OR
MGT 522	Women in Leadership
MGT 550	Leadership Strategies

Subtotal: 13.5

Project Management Concentration

The Project Management Concentration explores the strategic thinking behind effectively managing organizational projects. Students will gain skills in the general principles of project management, project management leadership, and how to address and mitigate risk in project management. Students will be able to strategically manage projects by applying effective project management principles, leadership in project management, and managing risk inherent in the project management process.

BUS 517	Project Management
BUS 518	Project Management Leadership
BUS 519	Project Risk Management

Subtotal: 13.5

Marketing Management Concentration

The Marketing Management Concentration will review concepts related to marketing management and strategies. Students will demonstrate skills in marketing management, social media marketing, and how consumer behavior influences marketing decisions. Students will be prepared to influence their organizations through their understanding of marketing management principles.

MKT 500	Marketing Management
MKT 510	Consumer Behavior
MKT 520	Social Media Marketing

Subtotal: 13.5

All courses are 4.5 quarter credit hours.

Total Credit Hours: 45-54

Master of Public Administration

The Master of Public Administration (MPA) program is designed for professionals who aspire to begin or enhance a career in public service or nonprofit management. The MPA program instills a spirit of service throughout the learning journey as students develop the skills required to manage and promote positive change in public and nonprofit sectors.

In this program students will be provided opportunities to develop qualitative and quantitative analytical skills and acquire substantive knowledge of policy analysis and evaluation. Students will also explore topics such as grant writing and grant management, state and local government administration, public budgeting, and financial policy and management in public and nonprofit sectors. Graduates of the MPA program will be equipped with the knowledge and skills necessary to make ethical decisions, respect diversity and demonstrate accountability and responsibility as public servants.

The MPA degree prepares students to manage and direct public and nonprofit organizations and local, state and federal governmental offices. MPA graduates are employed in a range of occupations including but not limited to: policy analysts and policy planners; political analysts; and administrators in criminal justice, healthcare, higher education, business and HR/personnel.

Students who have not earned an undergraduate degree from a related field of study may be required to take additional coursework as a prerequisite for entry into the program.

This program is available online only.

Note: Availability subject to state regulatory approvals, may not be available in all states. For students residing in Florida, in order to earn the Master of Public Administration, they must complete 54 quarter credit hours composed of the core and major component courses. Please see the Florida (p. 138) state-specific curriculum information for program requirements details applicable in that state.

REQUIRED COURSES

Required Courses

PAD 500	Modern Public Administration: Managing Public and Nonprofit Organizations
PAD 501	Grantsmanship in Public Administration
PAD 505	Public Budgeting and Finance
PAD 510	Introduction to Public Policy Analysis
PAD 515	Leadership and Conflict Resolution
PAD 522	Urban Planning and Management
PAD 525	Constitutional and Administrative Law
PAD 530	Public Personnel Management
PAD 540	International Public Administration
PAD 599	Public Administration Capstone

Subtotal: 45.0

Total Credit Hours: 45.0

The Jack Welch Management Institute

The mission of the Jack Welch Management Institute is to transform the lives of our students by providing them with the tools to become better leaders, build great teams and help their organizations win. The program is designed to provide graduates with a strong, balanced and integrated foundation across the disciplines of management. Building on that foundation, the program develops advanced leadership skills to prepare experienced managers and professionals for senior roles in their organizations. The program teaches the best theory from management thought-leaders around the world and instructs students in the most up-to-the-moment business practices. The JWMI MBA, which includes the JWMI MBA Healthcare concentration, JWMI MBA Human Resources concentration, JWMI MBA Operations Management concentration, and the JWMI graduate certificates are all programmatically accredited by the Accreditation Council for Business Schools and Programs (ACBSP).

Accreditation Council for Business Schools and Programs
11520 West 119th Street
Overland Park, KS 66213
913.339.9356

JWMI Master of Business Administration

The JWMI Master of Business Administration program offers a leadership-focused business education completely through an online format. The program teaches immediately applicable principles and practices based on the management canon of Jack Welch and other renowned business leaders. Defined by the core belief that the best business leaders build great teams, accelerate innovation and help their organizations win, the Jack Welch Management Institute graduates MBA students who are prepared to change the trajectory of their companies and careers.

The JWMI MBA program is only available in an online format.

REQUIREMENTS

Required Courses

JWI 505	Business Communications and Executive Presence
JWI 510	Leadership in the 21st Century
JWI 515	Managerial Economics
JWI 518	Marketing in a Global Environment
JWI 520	People Management
JWI 530	Financial Management I
JWI 531	Financial Management II
JWI 540	Strategy
JWI 550	Operational Excellence
JWI 555	Organizational Change and Culture
JWI 575	New Business Ventures and Entrepreneurship
JWI 599	Business Analytics and Capstone

Subtotal: 54.0

All courses are quarter credit hours.

JWMI Master of Business Administration Healthcare Concentration

The JWMI MBA Healthcare Concentration offers coursework with an application-focused business perspective and a leadership lens on healthcare operations, finance, technology and policy. This healthcare pathway is a good fit for a student who is interested in the healthcare industry but wants the flexibility of the MBA credential and a focus on leadership. In the JWMI MBA Healthcare concentration, students explore how to apply current healthcare management strategies, navigate a complex regulatory environment and effectively lead in today's healthcare sector.

The JWMI MBA Healthcare Concentration is only available in an online format.

Note: Completion of the JWMI MBA Healthcare Concentration does not guarantee a student has met the requirements to apply for licensure as a healthcare administrator in any state.

HEALTHCARE CONCENTRATION REQUIREMENTS

Required Courses

JWI 505	Business Communications and Executive Presence
JWI 510	Leadership in the 21st Century
JWI 515	Managerial Economics
JWI 518	Marketing in a Global Environment
JWI 520	People Management
JWI 530	Financial Management I
JWI 533	Saving Money, Saving Lives
JWI 540	Strategy
JWI 551	It's All About the Patient – Improve the Patient Experience
JWI 555	Organizational Change and Culture
JWI 570	Leading through the Bureaucracy in Healthcare
JWI 581	Healthcare Informatics
JWI 597	Graduate Healthcare Capstone

Subtotal: 54.0

All courses are quarter credit hours.

JWMI Master of Business Administration Human Resources Concentration

The JWMI MBA Human Resources Concentration offers coursework with a broad business and leadership perspective and a focus on people management, recruitment, organizational change and strategy. This approach makes it an excellent fit for a student who is interested in the human resources field but wants the flexibility of an MBA credential and a focus on leadership. In the JWMI MBA Human Resources Concentration, students explore how to apply effective human resource strategies to compete in today's corporate environment.

The Society of Human Resource Managers (SHRM) has reviewed this program and acknowledged that it aligns with its curriculum guidelines for human resource degrees. SHRM is the largest and most widely recognized human resource professional organization in the world.

While the program curriculum covers much of the content of the Professional in Human Resources (PHR) and Senior Professional in Human Resources (SPHR) certification exams, the program does not specifically prepare students to take the exams nor does completion of the program guarantee any SHRM certification

The JWMI MBA Human Resources Concentration is only available in an online format.

HUMAN RESOURCES CONCENTRATION REQUIREMENTS

Required Courses

JWI 505	Business Communications and Executive Presence
JWI 510	Leadership in the 21st Century
JWI 518	Marketing in a Global Environment
JWI 521	Recruit, Develop, Assess, Reward, Retain
JWI 522	Strategic Partnering with the C-Suite
JWI 530	Financial Management I
JWI 531	Financial Management II
JWI 540	Strategy
JWI 550	Operational Excellence
JWI 556	Leading Change by Putting People First
JWI 575	New Business Ventures and Entrepreneurship
JWI 599	Business Analytics and Capstone

Subtotal: 54.0

All courses are quarter credit hours.

JWMI Master of Business Administration Operations Management Concentration

The JWMI MBA Operations Management Concentration offers coursework with a broad business and leadership perspective and a focus on process and quality management, operational change and strategy. This approach makes it an excellent fit for a student who is interested in the operations management field but wants the flexibility of an MBA credential and a focus on leadership. In the JWMI MBA Operations Management program, students explore how to apply the analytical and quantitative tools used by operations professionals to improve performance, reduce costs, ensure quality and create a competitive advantage.

The JWMI MBA Operations Management Concentration is only available in an online format.

OPERATIONS MANAGEMENT CONCENTRATION REQUIREMENTS

Required Courses

JWI 505	Business Communications and Executive Presence
JWI 510	Leadership in the 21st Century
JWI 515	Managerial Economics
JWI 520	People Management
JWI 530	Financial Management I
JWI 531	Financial Management II
JWI 540	Strategy
JWI 550	Operational Excellence
JWI 552	Getting Your Customers What They Need
JWI 554	Delivering Quality
JWI 557	Leading Operational Change
JWI 596	Operations Capstone

Subtotal: 54.0

All courses are quarter credit hours.

Graduate Healthcare Certificate, Jack Welch Management Institute

The JWMI Graduate Healthcare Certificate offers coursework with a broad business and leadership perspective and a focus on healthcare operations, finance, technology and policy. Because of this, the Healthcare Certificate is a good fit for a student who is interested in the healthcare industry but wants the flexibility of the certificate credential and a focus on leadership.

This certificate is only available in an online format.

REQUIREMENTS

Required Courses

JWI 533	Saving Money, Saving Lives
JWI 551	It's All About the Patient – Improve the Patient Experience
JWI 570	Leading through the Bureaucracy in Healthcare

Subtotal: 13.5

All courses are 4.5 quarter credit hours.

Graduate Human Resources Certificate, Jack Welch Management Institute

The JWMI Graduate Human Resources Certificate offers coursework with a broad business and leadership perspective and a focus on people management, recruitment, organizational change and strategy. This approach makes this an excellent fit for a student who is interested in the human resources field but wants the flexibility of a certificate credential and a focus on leadership.

This certificate is only available in an online format.

REQUIREMENTS

Required Courses

JWI 521	Recruit, Develop, Assess, Reward, Retain
JWI 522	Strategic Partnering with the C-Suite
JWI 556	Leading Change by Putting People First

Subtotal: 13.5

All courses are 4.5 quarter credit hours.

Graduate Leadership Certificate, Jack Welch Management Institute

The focus of the JWMI Graduate Certificate in Leadership is to develop highly effective leaders who can inspire and lead their organizations through dynamic ever-changing environments, communicate clearly and persuasively, hire and place the right players in the right positions and keep their workforce motivated and engaged.

This certificate is only available in an online format.

REQUIREMENTS

Required Courses

JWI 505	Business Communications and Executive Presence
JWI 510	Leadership in the 21st Century
JWI 520	People Management

Subtotal: 13.5

All courses are 4.5 quarter credit hours.

Graduate Operations Management Certificate, Jack Welch Management Institute

The JWMI Graduate Operations Management Certificate offers coursework with a focus on critical tools and topics in the pursuit of operational excellence, including supply chain management, logistics, process improvement, quality management and operational leadership. The design and content of this certificate is ideal for students who want to develop the knowledge and skills needed to manage operations as well as the business skills needed to successfully lead operational change initiatives.

This certificate is only available in an online format.

REQUIREMENTS

Required Courses

JWI 552	Getting Your Customers What They Need
JWI 554	Delivering Quality
JWI 557	Leading Operational Change

Subtotal: 13.5

All courses are 4.5 quarter credit hours.

Total Credit Hours: 13.5

Arkansas

Students enrolled in Arkansas are required to follow a state-specific curriculum for the programs listed here. All other programs approved in Arkansas follow the curriculum outlined in the general Strayer University Program Availability section of the catalog. If a program is not approved in all states, it will be noted.

Arkansas State-Specific Programs:

- Bachelor of Science in Accounting (p. 126)
- Bachelor of Business Administration (p. 127)
- Bachelor of Business Administration, Joe Gibbs Performance Management Concentration (p. 130)
- Bachelor of Science in Criminal Justice (p. 132)
- Bachelor of Science in Information Technology (p. 135)

Bachelor of Science in Accounting-Arkansas

The principal objectives of the Bachelor of Science in Accounting program are to provide students with a broad, fundamental knowledge of the field, to prepare them for employment in accounting careers, and to provide a strong liberal arts component that develops communications skills, information literacy, abstract thinking and critical analysis and fosters historical, political and social awareness.

Courses earned from Strayer University do not automatically qualify the holder to participate in professional licensing examinations to practice certain professions in any state. All students interested in practicing a regulated accounting profession requiring licensure from a state regulatory agency should contact the appropriate state regulatory agency in the field of their interest. A listing of contact information for the most common accounting-related licensing boards is available on the Strayer website at: https://www.strayer.edu/student-consumer-information/licensed-careers.

Licensing information is also available from the following websites: American Institute of Certified Public Accountants (www.aicpa.org), National Association of State Boards of Accountancy (www.nasba.org), Institute of Internal Auditors (www.theiia.org), Institute of Management Accountants (www.imanet.org) and the Accreditation Council for Accountancy and Taxation (www.acatcredentials.org).

Many states have additional requirements directly related to CPA examination preparation. Students should consult their respective state Board of Accountancy for further details.

Strayer business programs create value for students by providing a flexible, innovative and career-focused experience to maximize their economic mobility and empower them to succeed in business. The Strayer University Bachelor of Science in Accounting degree program is accredited by the Accreditation Council for Business Schools and Programs (ACBSP), 11520 West 119th Street, Overland Park, KS 66213, 913.339.9356.

REQUIREMENTS

Major

ACC 100	Accounting I
ACC 206	Accounting II
ACC 303	Intermediate Accounting I
ACC 304	Intermediate Accounting II
ACC 305	Intermediate Accounting III
ACC 307	Federal Taxation
ACC 308	Accounting Information Systems Fundamentals
ACC 309	Data Analytics for Accounting
ACC 317	Advanced Federal Taxation
ACC 350	Managerial Accounting
ACC 401	Advanced Accounting
ACC 403	Auditing
ACC 410	Government and Not-for-Profit Accounting
ACC 499	Undergraduate Accounting Capstone
BUS 100	Introduction to Business
FIN 100	Principles of Finance
LEG 100	Business Law I
LEG 305	The Legal Environment of Business

Subtotal: 81.0

General Education Core

CIS 101	Navigating a Digital World
COM 100	Communication at Work
COM 200	Communication: The Key to Working Together
ECO 110	Taking Charge of Your Economic Future
ENG 116	Discover the Writer in You
ENG 201	The Power of Persuasion
HIS 110	U.S. History: Learn from the Past, Prepare for the Future
HUM 201	Exploring Cultures: Adapting in a Global World
MAT 110	Using Math to Inform Your World
MAT 210	Data-Driven Decisions
PHI 201	Thinking it Through
PSY 101	Smarter Decisions through Psychology

SCI 201	Unlocking the Secrets of Science and Innovation
SCI 110	Introduction to Physical Science
SCI 115	Introduction to Biology
SOC 101	The Story of Us: Embracing Diversity and Collaboration
WRK 100	Preparing for the Future of Work

Subtotal: 76.5

Electives

These courses are selected in consultation with a dean, advisor or coach. Students attending an Arkansas campus must take a minimum of one upper-level course (4.5 credits at the 300 or 400 level) to satisfy the Electives requirement. Within this component, it is possible for students to develop a minor in a second area of study (see Minors).

Subtotal: 22.5

All courses are 4.5 quarter credit hours.

Total Credit Hours: 180.0

Bachelor of Business Administration-Arkansas

The Bachelor of Business Administration prepares graduates for a wide range of managerial positions in business, government and nonprofit organizations. Business administration students acquire fundamental as well as practical and professional skills in all phases of business, including decision-making and problem-solving. The program also provides a strong liberal arts component that develops communications skills, information literacy, abstract thinking and critical analysis and fosters historical, political and social awareness.

The Bachelor of Business Administration program offers concentrations that enable students to tailor their degrees to their careers and educational goals. Concentrations are available in:

- Acquisition and Contract Management
- Entrepreneurship
- Finance
- Health Services Administration
- Human Resource Management
- Management
- Marketing
- Project Management
- Retail Management
- Social Media Marketing

Also available is a Master of Business Administration (p. 109).

Strayer business programs create value for students by providing a flexible, innovative and career-focused experience to maximize their economic mobility and empower them to succeed in business. The Strayer University Bachelor of Business Administration degree program is accredited by the Accreditation Council for Business Schools and Programs (ACBSP), 11520 West 119th Street, Overland Park, KS 66213, 913.339.9356.

REQUIREMENTS

Major

ACC 100	Accounting I
BUS 100	Introduction to Business
BUS 300	Public Relations
BUS 302	Management Concepts
BUS 309	Business Ethics
BUS 322	Organizational Behavior
BUS 475	Business and Society
BUS 499	Business Administration Capstone
ECO 100	Principles of Economics
FIN 100	Principles of Finance
LEG 100	Business Law I
MKT 100	Principles of Marketing

Subtotal: 54.0

Concentration

Students must choose one of the Concentration Components listed to complete the Bachelor of Business Administration.

Subtotal: 22.5

General Education Core

CIS 101	Navigating a Digital World
COM 100	Communication at Work
COM 200	Communication: The Key to Working Together
ECO 110	Taking Charge of Your Economic Future
ENG 116	Discover the Writer in You
ENG 201	The Power of Persuasion
HIS 110	U.S. History: Learn from the Past, Prepare for the Future
HUM 201	Exploring Cultures: Adapting in a Global World
MAT 110	Using Math to Inform Your World
MAT 210	Data-Driven Decisions
PHI 201	Thinking it Through
PSY 101	Smarter Decisions through Psychology

SCI 201	Unlocking the Secrets of Science and Innovation
SCI 110	Introduction to Physical Science
SCI 115	Introduction to Biology
SOC 101	The Story of Us: Embracing Diversity and Collaboration
WRK 100	Preparing for the Future of Work

Subtotal: 76.5

Electives

These courses are selected in consultation with a dean, advisor or coach. Students attending an Arkansas campus must take a minimum of three upper-level courses (13.5 credits at the 300 or 400 level) to satisfy the Electives requirement. Within this component it is possible for students to develop a minor in a second area of study (see Minors). (p. 100)

Subtotal: 27.0

All courses are 4.5 quarter credit hours.

CONCENTRATION REQUIREMENTS

Acquisition and Contract Management Concentration

The Acquisition and Contract Management Concentration prepares students to establish and administrate equitable pricing and procurement processes. Students will learn legal and regulatory guidelines to support strategies for developing, negotiating and administrating contracts at the local and federal government levels. Students will develop the skills and abilities for careers working in a government setting.

BUS 315	Cost and Price Analysis
BUS 319	Principles of Federal Acquisition and Contract Management
BUS 330	Contract Administration and Management
BUS 340	Contract and Purchasing Negotiation Techniques
	OR
BUS 375	Project Management
LEG 440	Procurement and Contract Law

Subtotal: 22.5

Entrepreneurship Concentration

The Entrepreneurship Concentration teaches students to develop critical thinking and decision-making skills to identify new business opportunities. Students will learn to create a business plan to raise capital to fund business ventures. Students will be prepared to organize, plan, manage and control the functions of the business to accelerate business growth.

BUS 313	Introduction to Entrepreneurship
BUS 363	Technology and Innovation in Entrepreneurship
BUS 435	Management and Growth in Entrepreneurship
BUS 463	Entrepreneurship Feasibility and Analysis
FIN 317	Financing Entrepreneurships

Subtotal: 22.5

Finance Concentration

The Finance Concentration develops student knowledge of theory and practice of financial decision making. Students will learn the role/risk of the financial institution and the sources and uses of funds. Students will be able to use financial tools to analyze investment risk and rewards in a variety of financial markets. Students will be prepared for careers in a variety of settings, including banks, financial firms, small business and corporation.

ECO 320	Money and Banking
FIN 320	Investments
FIN 350	Financial Markets and Institutions
FIN 355	Financial Risk Analysis
FIN 405	Advanced Financial Management

Subtotal: 22.5

Health Services Administration Concentration

The Health Services Administration Concentration prepares students to understand various roles and functions of business in a healthcare setting. Students will learn about the aspects of human resources, marketing, data quality and systems, policy, regulations and laws applicable to the field of healthcare. Students will be prepared for careers in clinical, hospital, non-profit and corporate settings.

HSA 300	Health Services Organization Management
HSA 305	Health Services Marketing
HSA 315	Health Information Systems
HSA 320	Healthcare Human Resource Management
HSA 405	Healthcare Policy and Law

Subtotal: 22.5

Human Resource Management Concentration

The Human Resources Management Concentration will examine the roles and functions of human resources professionals. Students will focus on staffing, development planning, compensation and global human resources management. Students will be prepared for careers seeking human resources professionals in a variety of industries.

BUS 310	Human Resource Management
BUS 325	Global Human Resource Management
BUS 335	Staffing Organizations

BUS 407	Training and Development
BUS 409	Compensation Management

Subtotal: 22.5

Management Concentration

The Management Concentration will support students with developing the fundamental skills of management. Students will learn how to determine and set the tone for organizational behaviors, management of human capital, projects and operations. Students will be equipped to work in small, medium and large organizations

BUS 310	Human Resource Management
BUS 375	Project Management
BUS 402	Small Business Management
BUS 430	Operations Management
ITB 300	Fundamentals of Global Management

Subtotal: 22.5

Marketing Concentration

The Marketing Concentration explores the essentials of marketing. Students will learn to understand consumer behaviors, how to market products to a target audience, and develop effective pricing strategies for products and services. Students will be prepared for careers in any industry seeking marketing professionals.

MKT 305	Consumer Behavior
MKT 312	Marketing Communications
MKT 320	International Marketing
MKT 402	Strategic Market Pricing
MKT 475	Strategic Marketing

Subtotal: 22.5

Project Management Concentration

The Project Management Concentration will focus on the essential skills of a project manager. Students will be prepared to support human capital with reaching project goals and milestones. The student will learn to manage project contracting, procurement, and develop methods for managing project risk. Students will be equipped to serve in roles where project management skills are needed within the business.

BUS 375	Project Management
BUS 377	Managing Project Risk
BUS 380	Managing Project Teams
BUS 419	Project Estimating and Budgeting
BUS 437	Project Procurement Management

Subtotal: 22.5

Retail Management Concentration

The Retail Management Concentration teaches students essential skills to be leaders in the retail industry. Students will learn strategic management and branding communication strategies. The student will be prepared to develop a marketing strategy and to develop effective pricing strategies. This concentration equips students to pursue careers in the retail industry.

MKT 305	Consumer Behavior
MKT 310	Retail Management
MKT 312	Marketing Communications
MKT 315	Business Logistics Management
MKT 402	Strategic Market Pricing

Subtotal: 22.5

Social Media Marketing Concentration

The Social Media Marketing Concentration prepares students to conduct appropriate research to launch a social media campaign. Students will learn the dynamics that influence customer behaviors and learn about the social media tools that can be used to connect with targeted customers to execute a successful social media campaign. Students will be able to seek careers in small, medium and large companies seeking social media marketing professionals.

MKT 305	Consumer Behavior
MKT 325	Social Media Marketing
MKT 330	Marketing Research and Digital Analysis
MKT 465	Social Media Strategy
MKT 478	Social Media Campaign

Subtotal: 22.5

All courses are 4.5 quarter credit hours.

Total Credit Hours: 180.0

Bachelor of Business Administration, Joe Gibbs Performance Management Concentration- Arkansas

The Bachelor of Business Administration prepares graduates for a wide range of managerial positions in business, government and nonprofit organizations. Business Administration students acquire fundamental, practical and professional skills in all phases of business including decision-making and problem-solving capabilities. The program also provides a strong liberal arts component that develops communications skills, information literacy, abstract thinking and critical analysis while fostering historical, political and social awareness.

The Joe Gibbs Performance Management Concentration of the Bachelor of Business Administration is designed to develop you as a leader. If anyone has figured out the key to success, it's legendary coach Joe Gibbs. With Super Bowls (SB) wins in SB XVII, SB XXII, SB XXVI and four NASCAR championships to his name, Coach Gibbs has defined what it takes to build and lead people to both personal and professional success. This concentration will expose you to the essential elements of performance management and leadership principles so that you can lead from anywhere you are within an organization—whether private, public or nonprofit. This innovative and practical curriculum draws from Joe Gibbs' coaching strategies to help you determine your personal and professional purpose. You will learn what makes an effective team, how to lead a team to success and how to manage challenges along the way.

Also available are a Joe Gibbs Performance Management Graduate Certificate and a Master of Business Administration (p. 109).

Strayer business programs create value for students by providing a flexible, innovative and career-focused experience to maximize their economic mobility and empower them to succeed in business. The Strayer University Bachelor of Business Administration Joe Gibbs Performance Management Concentration is accredited by the Accreditation Council for Business Schools and Programs (ACBSP), 11520 West 119th Street, Overland Park, KS 66213, 913.339.9356.

REQUIREMENTS

Major

ACC 100	Accounting I
BUS 100	Introduction to Business
BUS 300	Public Relations
BUS 302	Management Concepts
BUS 309	Business Ethics
BUS 322	Organizational Behavior
BUS 475	Business and Society
BUS 499	Business Administration Capstone
ECO 100	Principles of Economics
FIN 100	Principles of Finance
LEG 100	Business Law I
MKT 100	Principles of Marketing

Subtotal: 54.0

Concentration

JGR 100	Finding Your Leadership Purpose
JGR 200	The Power of People
JGR 210	Motivating Teams
JGR 300	Performing Under Pressure
JGR 310	The Right Way to Win

Subtotal: 22.5

General Education Core

CIS 101	Navigating a Digital World
COM 100	Communication at Work
COM 200	Communication: The Key to Working Together
ECO 110	Taking Charge of Your Economic Future
ENG 116	Discover the Writer in You
ENG 201	The Power of Persuasion
HIS 110	U.S. History: Learn from the Past, Prepare for the Future
HUM 201	Exploring Cultures: Adapting in a Global World
MAT 110	Using Math to Inform Your World
MAT 210	Data-Driven Decisions
PHI 201	Thinking it Through
PSY 101	Smarter Decisions through Psychology
SCI 201	Unlocking the Secrets of Science and Innovation
SCI 110	Introduction to Physical Science
SCI 115	Introduction to Biology
SOC 101	The Story of Us: Embracing Diversity and Collaboration
WRK 100	Preparing for the Future of Work

Subtotal: 76.5

Electives

These courses are selected in consultation with a dean, advisor or coach. Students attending an Arkansas campus must take six upper-level courses (27.0 credits at the 300 or 400 level) to satisfy the Electives requirement. Within this component, it is possible for students to develop a minor in a second area of study (see Minors). (p. 100)

Subtotal: 27.0

All courses are 4.5 quarter credit hours.

Total Credit Hours: 180.0

ARKANSAS

Bachelor of Science in Criminal Justice- Arkansas

The Bachelor of Science in Criminal Justice provides students with the knowledge, skills and professional abilities relevant to the criminal justice field, as well as a strong liberal arts component that develops communications skills, information literacy, abstract thinking and critical analysis and fosters historical, political and social awareness. Students will explore the theoretical, operational and legal components of law enforcement and the prevention, adjudication and correction of juvenile and adult crime. Graduates are prepared for careers in the public or private sector of criminal justice or cybercrime and security.

The Bachelor of Science in Criminal Justice program offers area concentrations that enable students to tailor their degrees to their careers and educational goals. Concentrations include:

- Computer Forensics
- Criminal Justice Administration
- Crime and Criminal Behavior
- Homeland Security and Emergency Management
- Probation and Parole

Completion of the Strayer University Bachelor of Science in Criminal Justice program does not guarantee that a student has met the requirements for employment in the criminal justice field. Prior to enrolling in the program, students are encouraged to consult the applicable licensing board in the field of their employment. Students should be advised that many criminal justice employers take into account the following factors when determining eligibility for employment: U.S. citizenship, state residency, criminal background screening, physical and psychological health, age and military discharge information. Links to the most commonly requested information for regulated professions are available on the Strayer website at https://www.strayer.edu/student-consumer-information/licensed-careers.

The university recognizes that the IT industry uses IT certifications as a means of vetting potential IT professionals in the fields of network security and cybersecurity. Therefore, a number of carefully chosen courses have embedded IT certification training along with academic rigor in order to prepare students for being certified. Review the undergraduate-level CIS course descriptions in the course descriptions section of this catalog to determine which courses in this program have certification training availability and the requirements associated with each course. Certifications are the best means of validating a student's skills and knowledge.

REQUIREMENTS

Major

BUS 300	Public Relations
	OR
CIS 324	Ethics in IT
CRJ 100	Introduction to Criminal Justice
CRJ 105	Crime and Criminal Behavior
CRJ 150	Criminal Justice Report Writing
CRJ 180	Juvenile Delinquency and Justice
CRJ 220	Ethics and Leadership in Criminal Justice
CRJ 317	Criminal Justice Technology
CRJ 320	Criminal Investigation
CRJ 325	Criminal Procedure
CRJ 499	Undergraduate Capstone in Criminal Justice
LEG 320	Criminal Law
LEG 420	U.S. Courts
SOC 205	Society, Law and Government
SOC 210	Social Intelligence
SOC 400	Sociology of Class, Gender, Ethnicity, and Race

Subtotal: 67.5

Concentration

Students must choose one of the concentrations (p. 133) listed to complete the Bachelor of Science in Criminal Justice.

Subtotal: 18.0

General Education Core

CIS 101	Navigating a Digital World
COM 100	Communication at Work
COM 200	Communication: The Key to Working Together
ECO 110	Taking Charge of Your Economic Future
ENG 116	Discover the Writer in You
ENG 201	The Power of Persuasion
HIS 110	U.S. History: Learn from the Past, Prepare for the Future
HUM 201	Exploring Cultures: Adapting in a Global World
MAT 110	Using Math to Inform Your World
MAT 210	Data-Driven Decisions
PHI 201	Thinking it Through

PSY 101	Smarter Decisions through Psychology
SCI 201	Unlocking the Secrets of Science and Innovation
SCI 110	Introduction to Physical Science
SCI 115	Introduction to Biology
SOC 101	The Story of Us: Embracing Diversity and Collaboration
WRK 100	Preparing for the Future of Work

Subtotal: 76.5

Electives

These courses are selected in consultation with a dean, advisor or coach. Students attending an Arkansas campus must take a minimum of two upper-level courses (9.0 credits at the 300 or 400 level) to satisfy the Elective requirement, with the exception of students in the Computer Forensics Concentration who must take four upper-level courses (18.0 credits at the 300 or 400 level) to satisfy the Elective requirement. Within this component, it is possible for students to develop a minor in a second area of study (see Minors). (p. 100)

Subtotal: 18.0

CONCENTRATION REQUIREMENTS

Computer Forensics Concentration

The Computer Forensics Concentration is designed to provide opportunities for students to explore computer networking, security and forensics technologies. Students will learn how to gather evidence to identify, track and prosecute cybercriminals students, as well as focusing on networking protocols, topologies, hardware and operating systems.

CIS 170	Information Technology in Criminal Justice
CIS 175	Introduction to Networking
CIS 333	Networking Security Fundamentals
SEC 340	Computer Forensic Technology

Subtotal: 18.0

Crime and Criminal Behavior Concentration

The Crime and Criminal Behavior Concentration is designed to provide students opportunities to explore the logical structure of criminology theories. Students are introduced to the application of major theories, concepts of crime, criminal justice, and criminology as well as how criminology theories are used to formulate crime prevention programs and to provide a better understanding of criminal and delinquent behavior.

CRJ 310	Law Enforcement Operations and Management
	OR
CRJ 400	Crime Prevention Strategies
CRJ 322	The Criminal Mind
CRJ 331	Forensic Psychology
CRJ 435	Drugs, Gangs and Organized Crime

Subtotal: 18.0

Criminal Justice Administration Concentration

The Criminal Justice Administration Concentration is designed to provide opportunities for students to understand how criminal agencies operate. This concentration focuses on the leadership and operations of the intricate workings of the United States criminal justice system.

CRJ 310	Law Enforcement Operations and Management
	OR
CRJ 400	Crime Prevention Strategies
CRJ 330	Comparative Criminal Justice
CRJ 410	Corrections
CRJ 430	Advanced Law Enforcement

Subtotal: 18.0

Homeland Security and Emergency Management Concentration

The Homeland Security and Emergency Management Concentration is designed to provide opportunities for students to explore the operationally oriented field of emergency response management, including strategic responses to national security threats like terrorism, natural disasters, and global security issues.

CRJ 420	Emergency Management Procedures
CRJ 440	Terrorism and Antiterrorism
SEC 310	Homeland Security Organization and Administration
SEC 315	Security Assessment and Solutions

Subtotal: 18.0

Probation and Parole Concentration

The Probation and Parole Concentration is designed to provide opportunities for students to examine corrections, probation and parole in both concepts and procedures. This concentration focuses on the continuum of services provided in the criminal justice system that manages and supervises criminal and delinquent offenders.

CRJ 322	The Criminal Mind

CRJ 331	Forensic Psychology
CRJ 410	Corrections
CRJ 415	Community Corrections

Subtotal: 18.0

All courses are 4.5 quarter credit hours.

Total Credit Hours: 180.0

Bachelor of Science in Information Technology- Arkansas

The Bachelor of Science in Information Technology (BSIT) program provides students with the skills, knowledge and proficiency to support, troubleshoot and design key elements of the information technology infrastructure—from websites to networks—in organizations ranging from business and government to healthcare and many more. Students will be exposed to the essential skills needed to support the tactical technical operations of today's global companies, as well as the insight and critical thinking required to analyze and effectively deploy forward-looking technologies. Students are expected to demonstrate computer and critical-thinking skills in order to succeed in the Bachelor of Science in Information Technology program. Courses within the major component of the curriculum are overarching by design and will prepare students for success.

This program applies the use of technologies and practice employed by numerous diverse global organizations with emphasis on networking, security, programming and technology infrastructure. Graduates from the BSIT program possess a strong combination of technical skills, knowledge and practical, hands-on expertise to support an organization's technology infrastructure and the people who use it.

Within this curriculum, students have the option of choosing a concentration in:

- Artificial Intelligence*
- Cloud Computing*
- Cybersecurity
- Data Analytics
- Data Management
- IT Project Management
- Networking
- Software Development

The Artificial Intelligence (AI) and the Cloud Computing concentrations are available in an online only format.

Credits earned from Strayer University do not automatically qualify the holder to participate in professional licensing examinations to practice certain information systems professions. General information about information systems licensure options is available from vendor-specific websites such as Microsoft, Cisco, Project Management Institute, CompTia or EC-Council.

The university recognizes that the IT industry uses IT certifications as a means of vetting potential IT professionals in the fields of computer networks, database management, network security, technical support and more. Therefore, a number of carefully chosen courses have embedded IT certification training along with academic rigor in order to prepare students for being certified. Review the undergraduate-level CIS course descriptions (p. 164) in the course descriptions section of this catalog to determine which courses in this program have certification training availability and the requirements associated with each course. Certifications are the best means of validating a student's skills and knowledge.

Also available is a Master of Science in Information Systems (p. 119) and Master of Science in Information Security and Assurance (p. 118).

REQUIREMENTS

Major

BUS 100	Introduction to Business
BUS 375	Project Management
CIS 106	Introduction to Information Technology
CIS 109	Introduction to Management Information Systems
CIS 110	Computer Programming Design
CIS 111	Introduction to Relational Database Management Systems
	OR
CIS 112	Introduction to Cloud Computing
CIS 175	Introduction to Networking
CIS 261	Object-Oriented Computer Programming I
CIS 312	Computer Architecture
CIS 324	Ethics in IT
CIS 333	Networking Security Fundamentals
CIS 373	Web Design and Development
CIS 376	SQL Programming
CIS 498	Information Technology Capstone

Subtotal: 63.0

Concentration

Students must choose one of the concentrations (p. 136) listed to complete the Bachelor of Science in Information Technology.

Subtotal: 18.0

General Education Core

CIS 101	Navigating a Digital World
COM 100	Communication at Work
COM 200	Communication: The Key to Working Together
ECO 110	Taking Charge of Your Economic Future
ENG 116	Discover the Writer in You
ENG 201	The Power of Persuasion
HIS 110	U.S. History: Learn from the Past, Prepare for the Future
HUM 201	Exploring Cultures: Adapting in a Global World

MAT 110	Using Math to Inform Your World
MAT 210	Data-Driven Decisions
PHI 201	Thinking it Through
PSY 101	Smarter Decisions through Psychology
SCI 201	Unlocking the Secrets of Science and Innovation
SCI 110	Introduction to Physical Science
SCI 115	Introduction to Biology
SOC 101	The Story of Us: Embracing Diversity and Collaboration
WRK 100	Preparing for the Future of Work

Subtotal: 76.5

Electives

These courses are selected in consultation with a dean, advisor or coach. Students attending an Arkansas campus must take a minimum of three upper-level courses (13.5 credits at the 300 or 400 level) to satisfy the Electives requirement, with the exception of students in the Software Development Concentration who must take four upper-level courses (18.0 credits at the 300 or 400 level) to satisfy the Elective requirement. Within this component, it is possible for students to develop a minor in a second area of study (see Minors). (p. 100)

Subtotal: 22.5

CONCENTRATION REQUIREMENTS

Artificial-Intelligence Concentration

The Artificial Intelligence (AI) Concentration is designed for students who are interested in gaining a solid understanding of AI concepts and their practical applications. The curriculum is carefully structured to provide a step-by-step progression of knowledge, starting with an introduction to AI, through Python programming for AI and culminating with Deep Learning and Neural Networks. Through a combination of theoretical concepts, hands-on programming exercises, and practical applications, students will develop the skills necessary to understand, implement, and apply AI techniques and tools effectively.

CIS 211	Introduction to Artificial Intelligence
CIS 214	Introduction to Prompt Engineering
CIS 363	Python Programming for Artificial Intelligence
CIS 439	Deep Learning and Neural Networks

Subtotal: 18.0

Cloud-Computing-Concentration

The Cloud Computing Concentration is designed to teach students the skills needed to design and administer cloud environments, with an emphasis on the services provided by the major cloud providers Amazon Web Services (AWS) and Microsoft Azure.

CIS 332	Network Server Administration I
CIS 437	Cloud Architecture and Design
CIS 447	AWS Cloud Operations I
CIS 448	AWS Cloud Operations II

Subtotal: 18.0

Cybersecurity Concentration

The Cybersecurity Concentration is designed to teach students the skills integral to being able to secure an organization's data and operations against cybersecurity concerns.

CIS 332	Network Server Administration I
SEC 420	Perimeter Defense Techniques
SEC 435	Network Penetration Testing
SEC 340	Computer Forensic Technology

Subtotal: 18.0

Data Analytics Concentration

The Data Analytics Concentration is designed to teach students the skills integral to being able to design, develop and deploy systems that support the data analytics needs of an organization.

CIS 356	Decision Support and Business Intelligence
CIS 362	Data Analytics I
CIS 461	Data Analytics II
CIS 429	Data Warehouse Planning

Subtotal: 18.0

Data Management Concentration

The Data Management Concentration is designed to teach students the skills integral to being able to administer traditional and cloud-based database systems to meet business operational needs.

CIS 377	SQL Programming II
CIS 424	Database Administration I
CIS 428	Database Administration II
CIS 429	Data Warehouse Planning

Subtotal: 18.0

IT Project Management Concentration

The IT Project Management Concentration is designed to teach students the skills integral to being able to develop project plans to meet business goals.

CIS 348	Information Technology Project Management

BUS 377	Managing Project Risk
BUS 419	Project Estimating and Budgeting
CIS 443	Agile Project Management

Subtotal: 18.0

Networking Concentration

The Networking Concentration is designed to teach students the skills integral to being able to design and administer computer networks, both LANs and WANs, to meet organizational business and cybersecurity requirements.

CIS 332	Network Server Administration I
CIS 337	Internetworking Basics
CIS 357	Advanced Internetworking
CIS 401	Network Server Administration II

Subtotal: 18.0

Software Development Concentration

The Software Development Concentration is designed to teach students the skills integral to being able to design, develop and deploy software solutions to meet business needs.

CIS 361	Object Oriented Computer Programming II
CIS 375	Human-Computer Interaction
CIS 406	JAVA Programming I
CIS 407	JAVA Programming II

Subtotal: 18.0

All courses are 4.5 quarter credit hours.

Total Credit Hours: 180.0

FLORIDA

Florida

Students enrolled in Florida are required to follow a state-specific curriculum for the programs listed here. All other programs approved in Florida follow the curriculum outlined in the general Strayer University Program Availability section of the catalog. If a program is not approved in all states, it will be noted.

Florida State-Specific Programs:

- Master of Public Administration (p. 138)

Master of Public Administration-Florida

REQUIREMENTS

Area I – Core Component

CIS 500	Information Systems for Decision-Making
BUS 512	Data-Driven Decision Making for Leaders

Subtotal: 9.0

Area II – Major Component

PAD 500	Modern Public Administration: Managing Public and Nonprofit Organizations
PAD 501	Grantsmanship in Public Administration
PAD 505	Public Budgeting and Finance
PAD 510	Introduction to Public Policy Analysis
PAD 515	Leadership and Conflict Resolution
PAD 520	Policy Analysis and Program Evaluation
PAD 525	Constitutional and Administrative Law
PAD 530	Public Personnel Management
PAD 540	International Public Administration
PAD 599	Public Administration Capstone

Subtotal: 45.0

All courses are 4.5 quarter credit hours.

MARYLAND

Maryland

Students enrolled in Maryland are required to follow a state-specific curriculum for the programs listed here. All other programs approved in Maryland follow the curriculum outlined in the general Strayer University Program Availability section of the catalog. If a program is not approved in all states, it will be noted.

Maryland State-Specific Programs:

- Master of Health Services Administration (p. 139)

Master of Health Services Administration- Maryland

The Master of Health Services Administration program is designed to meet the needs of healthcare professionals and others who wish to obtain the knowledge and skills needed to assume mid- and executive-level managerial positions in health services organizations.

Health services administration degrees prepare students by training them to manage and direct the business aspects of healthcare. Graduates of the Master of Health Services Administration program are prepared for managerial positions in a variety of healthcare settings, including hospitals, nursing homes, physician's offices, pharmaceutical and device manufacturers, consulting, government and public policy and others.

Students who have not earned degrees from appropriate fields of study may be required to take additional coursework as a prerequisite for completing the program.

Completion of the Strayer University Master of Health Services Administration program does not guarantee a student has met the requirements to apply for licensure as a healthcare administrator in any state. Students pursuing professional healthcare certifications should contact their respective state health departments to confirm educational requirements before beginning the program.

The curriculum requirements, notes and information included on this page for the Master of Health Services Administration program offered in Maryland only apply to students enrolled through Maryland campuses (other than the White Marsh campus). This program is not available to any students enrolled at the White Marsh, MD, campus.

Maryland residents enrolled as online students through Strayer's Global campus (not through a Maryland ground-based campus) should refer to the university's standard program requirements to complete the Master of Science in Health Service Administration program (p. 116).

Strayer business programs create value for students by providing a flexible, innovative and career-focused experience to maximize their economic mobility and empower them to succeed in business. The Strayer University Master of Health Services Administration degree program is accredited by the Accreditation Council for Business Schools and Programs (ACBSP), 11520 West 119th Street, Overland Park, KS 66213, 913.339.9356.

REQUIREMENTS

Area I-Core Component

BUS 520	Leadership and Organizational Behavior
ECO 550	Managerial Economics and Globalization
MAT 540	Quantitative Methods
HSA 501	Management in Healthcare

Subtotal: 18.0

Area II-Major Component

HSA 505	Health Services Strategic Marketing
HSA 525	Health Financial Management
HSA 530	Health Services Human Resource Management
HSA 535	Managerial Epidemiology
HSA 599	Health Services Administration Capstone

Subtotal: 22.5

Area III-Concentration

HSA 510	Health Economics
HSA 515	Healthcare Policy, Law and Ethics
HSA 520	Health Information Systems

Subtotal: 13.5

All courses are 4.5 quarter credit hours.

NEW JERSEY

New Jersey

Students enrolled in New Jersey are required to follow a state-specific curriculum for the programs listed here. All other programs approved in New Jersey follow the curriculum outlined in the general Strayer University Program Availability section of the catalog. If a program is not approved in all states, it will be noted.

New Jersey State-Specific Programs

- Bachelor of Science in Accounting (p. 140)
- Bachelor of Business Administration (p. 141)
- Joe Gibbs Performance Management Concentration (p. 144)
- Bachelor of Science in Criminal Justice (p. 145)

Bachelor of Science in Accounting-New Jersey

The principal objectives of the Bachelor of Science in Accounting program are to provide students with a broad, fundamental knowledge of the field, to prepare them for employment in accounting careers, and to provide a strong liberal arts component that develops communications skills, information literacy, abstract thinking and critical analysis and fosters historical, political and social awareness.

Courses earned from Strayer University do not automatically qualify the holder to participate in professional licensing examinations to practice certain professions in any state. All students interested in practicing a regulated accounting profession requiring licensure from a state regulatory agency should contact the appropriate state regulatory agency in the field of their interest. A listing of contact information for the most common accounting-related licensing boards is available on the Strayer website at: https://www.strayer.edu/student-consumer-information/licensed-careers.

Licensing information is also available from the following websites: American Institute of Certified Public Accountants (www.aicpa.org), National Association of State Boards of Accountancy (www.nasba.org), Institute of Internal Auditors (www.theiia.org), Institute of Management Accountants (www.imanet.org) and the Accreditation Council for Accountancy and Taxation (www.acatcredentials.org).

Many states have additional requirements directly related to CPA examination preparation. Students should consult their respective state Board of Accountancy for further details.

Also available is a Master of Science in Accounting (p. 107).

Strayer business programs create value for students by providing a flexible, innovative and career-focused experience to maximize their economic mobility and empower them to succeed in business. The Strayer University Bachelor of Science in Accounting degree program is accredited by the Accreditation Council for Business Schools and Programs (ACBSP), 11520 West 119th Street, Overland Park, KS 66213, 913.339.9356.

REQUIREMENTS

Area I – Core Component

ACC 100	Accounting I
BUS 100	Introduction to Business
CIS 105	Introduction to Information Systems
COM 101	Effective Communication Skills
ENG 115	English Composition
FIN 100	Principles of Finance
MAT 104	Algebra with Applications

Subtotal: 31.5

Area II – Major Component

ACC 206	Accounting II
ACC 303	Intermediate Accounting I
ACC 304	Intermediate Accounting II
ACC 305	Intermediate Accounting III
ACC 307	Federal Taxation
ACC 308	Accounting Information Systems Fundamentals
ACC 309	Data Analytics for Accounting
ACC 317	Advanced Federal Taxation
ACC 350	Managerial Accounting
ACC 401	Advanced Accounting
ACC 403	Auditing
ACC 410	Government and Not-for-Profit Accounting
ACC 499	Undergraduate Accounting Capstone
LEG 100	Business Law I
LEG 305	The Legal Environment of Business

Subtotal: 67.5

Area III – General Education Component

COM 201	The Power of Effective Speaking
ENG 215	Research and Writing
ENG 315	Professional Communications
HUM 111	World Cultures I
	OR
HUM 112	World Cultures II

PHI 210	Critical Thinking
SCI 110	Introduction to Physical Science
	OR
SCI 115	Introduction to Biology
	OR
SCI 200	Environmental Science
MAT 300	Statistics
HIS 104	American History to 1865
	OR
HIS 105	American History after 1865
	OR
POL 110	U.S. Government
PSY 105	Introduction to Psychology
SOC 100	Introduction to Sociology
SOC 450	Solutions to Global Issues

Subtotal: 49.5

Area IV – Elective Component

These courses are selected in consultation with a dean, advisor or coach; within this component it is possible for students to develop a minor in a second area of study (see Minors) (p. 100). Students attending New Jersey campuses must take five electives from the General Studies disciplines listed in the catalog: Economics, English, Foreign Language, History, Humanities, Mathematics, Philosophy, Political Science, Psychology, Religion, Science and Sociology.

Subtotal: 31.5

All courses are 4.5 quarter hour credits.

Bachelor of Business Administration-New Jersey

The Bachelor of Business Administration prepares graduates for a wide range of managerial positions in business, government and nonprofit organizations. Business administration students acquire fundamental, practical and professional skills in all phases of business including decision-making and problem-solving. The program also provides a strong liberal arts component that develops communications skills, information literacy, abstract thinking and critical analysis while fostering historical, political and social awareness.

The Bachelor of Business Administration program offers concentrations that enable students to tailor their degrees to their careers and educational goals. Concentrations are available in:

- Accounting
- Acquisition and Contract Management
- Entrepreneurship
- Finance
- Health Services Administration
- Hospitality and Tourism Management
- Human Resource Management
- Management
- Marketing
- Project Management
- Retail Management
- Social Media Marketing

Also available are an Associate in Arts in Business Administration (p. 80) and a Master of Business Administration (p. 109).

Strayer business programs create value for students by providing a flexible, innovative and career-focused experience to maximize their economic mobility and empower them to succeed in business. The Strayer University Bachelor of Business Administration degree program is accredited by the Accreditation Council for Business Schools and Programs (ACBSP), 11520 West 119th Street, Overland Park, KS 66213, 913.339.9356.

REQUIREMENTS

Area I – Core Component

ACC 100	Accounting I
BUS 100	Introduction to Business
CIS 105	Introduction to Information Systems
COM 101	Effective Communication Skills
ENG 115	English Composition
FIN 100	Principles of Finance
MAT 104	Algebra with Applications

Subtotal: 31.5

Area II – Major Component

BUS 302	Management Concepts
BUS 309	Business Ethics
BUS 475	Business and Society
BUS 499	Business Administration Capstone
ECO 100	Principles of Economics
LEG 100	Business Law I
MKT 100	Principles of Marketing

Subtotal: 31.5

Area II – Concentration Component

Students must choose one of the concentrations (p. 142) listed to complete the Bachelor of Business Administration.

Subtotal: 22.5

Area III – General Education Component

COM 201	The Power of Effective Speaking
ENG 215	Research and Writing
ENG 315	Professional Communications
HUM 111	World Cultures I
	OR
HUM 112	World Cultures II
HIS 104	American History to 1865
	OR
HIS 105	American History after 1865
	OR
POL 110	U.S. Government
MAT 300	Statistics
PHI 210	Critical Thinking
PSY 105	Introduction to Psychology
SCI 110	Introduction to Physical Science
	OR
SCI 115	Introduction to Biology
	OR
SCI 200	Environmental Science
SOC 100	Introduction to Sociology
SOC 450	Solutions to Global Issues

Subtotal: 49.5

Area IV – Elective Component

These courses are selected in consultation with a dean, advisor or coach; within this component it is possible for students to develop a minor in a second area of study (see Minors). (p. 100) Students attending New Jersey campuses must take five electives from the General Studies disciplines listed in the catalog: Economics, English, Foreign Language, History, Humanities, Mathematics, Philosophy, Political Science, Psychology, Religion, Science and Sociology.

Subtotal: 45.0

AREA II – CONCENTRATION

Accounting Concentration

The Accounting Concentration explores accounting principles and procedures. Students will use accounting software applications to perform accounting functions such as debits and credits. Students will specifically focus on federal taxation, managerial accounting, and cost and price analysis. Students will be prepared for careers that require fundamental accounting knowledge.

ACC 206	Accounting II
ACC 306	Microcomputer Applications for Accountants
ACC 307	Federal Taxation
ACC 350	Managerial Accounting
BUS 315	Cost and Price Analysis

Subtotal: 22.5

Acquisition and Contract Management Concentration

The Acquisition and Contract Management Concentration prepares students to establish and administrate equitable pricing and procurement processes. Students will learn legal and regulatory guidelines to support strategies for developing, negotiating and administrating contracts at the local and federal government levels. Students will develop the skills and abilities for careers working in a government setting.

BUS 315	Cost and Price Analysis
BUS 319	Principles of Federal Acquisition and Contract Management
BUS 330	Contract Administration and Management
BUS 340	Contract and Purchasing Negotiation Techniques
	OR
BUS 375	Project Management
LEG 440	Procurement and Contract Law

Subtotal: 22.5

Entrepreneurship Concentration

The Entrepreneurship Concentration teaches students to develop critical thinking and decision-making skills to identify new business opportunities. Students will learn to create a business plan to raise capital to fund business ventures. Students will be prepared to organize, plan, manage and control the functions of the business to accelerate business growth.

BUS 313	Introduction to Entrepreneurship
BUS 363	Technology and Innovation in Entrepreneurship
BUS 435	Management and Growth in Entrepreneurship
BUS 463	Entrepreneurship Feasibility and Analysis
FIN 317	Financing Entrepreneurships

Subtotal: 22.5

Finance Concentration

The Finance Concentration develops student knowledge of theory and practice of financial decision making. Students will learn the role/risk of the financial institution and the sources and uses of funds. Students will be able to use financial tools to analyze investment risk and rewards in a variety of financial markets.

Students will be prepared for careers in a variety of settings including banks, financial firms, small business and corporations.

ECO 320	Money and Banking
FIN 320	Investments
FIN 350	Financial Markets and Institutions
FIN 355	Financial Risk Analysis
FIN 405	Advanced Financial Management

Subtotal: 22.5

Health Services Administration Concentration

The Health Services Administration Concentration prepares students to understand various roles and functions of business in a healthcare setting. Students will learn about the aspects of human resources, marketing, data quality and systems, policy, regulations, and laws applicable to the field of healthcare. Students will be prepared for careers in clinical, hospital, non-profit and corporate settings.

HSA 300	Health Services Organization Management
HSA 305	Health Services Marketing
HSA 315	Health Information Systems
HSA 320	Healthcare Human Resource Management
HSA 405	Healthcare Policy and Law

Subtotal: 22.5

Hospitality and Tourism Management Concentration

The Hospitality and Tourism Management Concentration explores the roles and responsibilities of talent working in the hospitality industry. Students will learn to manage, communicate, and analyze systems and processes to control cost and quality in the hospitality industry. Students will be prepared to enter careers in the hospitality industry.

HTM 100	Principles of Hospitality and Tourism Management
HTM 150	Quality Service Assurance
HTM 250	Purchasing and Cost Control
HTM 280	Lodging Operations Management
HTM 310	Food and Beverage Operations Management

Subtotal: 22.5

Human Resource Management Concentration

The Human Resources Management Concentration will examine the roles and functions of human resource professionals. Students will focus on staffing, development planning, compensation and global human resource management. Students will be prepared for careers seeking human resources professionals in a variety of industries.

BUS 310	Human Resource Management
BUS 325	Global Human Resource Management
BUS 335	Staffing Organizations
BUS 407	Training and Development
BUS 409	Compensation Management

Subtotal: 22.5

Management Concentration

The Management Concentration will support students with developing the fundamental skills of management. Students will learn how to determine and set the tone for organizational behaviors, management of human capital, projects and operations. Students will be equipped to work in small, medium and large organizations.

BUS 310	Human Resource Management
BUS 322	Organizational Behavior
BUS 375	Project Management
BUS 402	Small Business Management
BUS 430	Operations Management

Subtotal: 22.5

Marketing Concentration

The Marketing Concentration explores the essentials of marketing. Students will learn to understand consumer behaviors, how to market products to a target audience, and develop effective pricing strategies for products and services. Students will be prepared for careers in any industry seeking marketing professionals.

MKT 305	Consumer Behavior
MKT 312	Marketing Communications
MKT 320	International Marketing
MKT 402	Strategic Market Pricing
MKT 475	Strategic Marketing

Subtotal: 22.5

Project Management Concentration

The Project Management Concentration will focus on the essential skills of a project manager. Students will be prepared to support human capital with reaching project goals and milestones. The student will learn to manage project contracting and procurement and develop methods for managing project risk. Students will be equipped to serve in roles where project management skills are needed within the business.

BUS 375	Project Management
BUS 377	Managing Project Risk
BUS 380	Managing Project Teams
BUS 419	Project Estimating and Budgeting

BUS 437	Project Procurement Management

Subtotal: 22.5

Retail Management Concentration

The Retail Management Concentration teaches students essential skills to be leaders in the retail industry. Students will learn strategic management and branding communication strategies. The student will be prepared to develop a marketing strategy and to develop effective pricing strategies. This concentration equips students to pursue careers in the retail industry.

MKT 305	Consumer Behavior
MKT 310	Retail Management
MKT 312	Marketing Communications
MKT 315	Business Logistics Management
MKT 402	Strategic Market Pricing

Subtotal: 22.5

Social Media Marketing Concentration

The Social Media Marketing Concentration prepares students to conduct appropriate research to launch a social media campaign. Students will learn the dynamics that influence customer behaviors and learn about the social media tools that can be used to connect with targeted customers to execute a successful social media campaign. Students will be able to seek careers in small, medium and large companies seeking social media marketing professionals.

MKT 305	Consumer Behavior
MKT 325	Social Media Marketing
MKT 330	Marketing Research and Digital Analysis
MKT 465	Social Media Strategy
MKT 478	Social Media Campaign

Subtotal: 22.5

All courses are 4.5 quarter credit hours.

Bachelor of Business Administration, Joe Gibbs Performance Management Concentration- New Jersey*

The Bachelor of Business Administration prepares graduates for a wide range of managerial positions in business, government and nonprofit organizations. Business Administration students acquire fundamental, practical and professional skills in all phases of business, including decision-making and problem-solving capabilities. The program also provides a strong liberal arts component that develops communications skills, information literacy, abstract thinking and critical analysis while fostering historical, political and social awareness.

The Joe Gibbs Performance Management Concentration of the Bachelor of Business Administration is designed to develop you as a leader. If anyone has figured out the key to success, it's legendary coach Joe Gibbs. With Super Bowl (SB) wins in SB XVII, SB XXII, SB XXVI and four NASCAR championships to his name, Coach Gibbs has defined what it takes to build and lead people to both personal and professional success. This concentration will expose you to the essential elements of performance management and leadership principles so that you can lead from anywhere you are within an organization—whether private, public or nonprofit. This innovative and practical curriculum draws from Joe Gibbs' coaching strategies to help you determine your personal and professional purpose. You will learn what makes an effective team, how to lead a team to success and how to manage challenges along the way.

Also available are an Associate in Arts in Business Administration (p. 80), a Joe Gibbs Performance Management Graduate Certificate, and a Master of Business Administration (p. 109).

*This program is available in an online-only format to New Jersey students.

Strayer business programs create value for students by providing a flexible, innovative and career-focused experience to maximize their economic mobility and empower them to succeed in business. The Strayer University Bachelor of Business Administration degree program is accredited by the Accreditation Council for Business Schools and Programs (ACBSP), 11520 West 119th Street, Overland Park, KS 66213, 913.339.9356.

REQUIREMENTS

Area I – Core Component

ACC 100	Accounting I
BUS 100	Introduction to Business
CIS 105	Introduction to Information Systems
COM 101	Effective Communication Skills
ENG 115	English Composition
FIN 100	Principles of Finance
MAT 104	Algebra with Applications

Subtotal: 31.5

Area II – Major Component

BUS 302	Management Concepts
BUS 309	Business Ethics
BUS 475	Business and Society
BUS 499	Business Administration Capstone
ECO 100	Principles of Economics
LEG 100	Business Law I
MKT 100	Principles of Marketing

Subtotal: 31.5

Area II – Concentration Component

JGR 100	Finding Your Leadership Purpose
JGR 200	The Power of People
JGR 210	Motivating Teams
JGR 300	Performing Under Pressure
JGR 310	The Right Way to Win

Subtotal: 22.5

Area III – General Education Component

COM 201	The Power of Effective Speaking
ENG 215	Research and Writing
ENG 315	Professional Communications
HUM 111	World Cultures I
	OR
HUM 112	World Cultures II
HIS 104	American History to 1865
	OR
HIS 105	American History after 1865
	OR
POL 110	U.S. Government
MAT 300	Statistics
PHI 210	Critical Thinking
PSY 105	Introduction to Psychology
SCI 110	Introduction to Physical Science
	OR
SCI 115	Introduction to Biology
	OR
SCI 200	Environmental Science
SOC 100	Introduction to Sociology
SOC 450	Solutions to Global Issues

Subtotal: 49.5

Area IV – Elective Component

These courses are selected in consultation with a dean, advisor or coach; within this component it is possible for students to develop a minor in a second area of study (see Minors). (p. 100)

Subtotal: 45.0

All courses are 4.5 quarter credit hours.

Total Credit Hours: 180.0

Bachelor of Science in Criminal Justice- New Jersey

The Bachelor of Science in Criminal Justice provides students with the knowledge, skills and professional abilities relevant to the criminal justice field, as well as a strong liberal arts component that develops communications skills, information literacy, abstract thinking and critical analysis and fosters historical, political and social awareness. Students will explore the theoretical, operational and legal components of law enforcement and the prevention, adjudication and correction of juvenile and adult crime. Graduates are prepared for careers in the public or private sector of criminal justice or cybercrime and security.

The Bachelor of Science in Criminal Justice program offers area concentrations that enable students to tailor their degrees to their careers and educational goals. Concentrations include:

- Artificial Intelligence in Criminal Justice*
- Probation and Parole**
- Computer Security and Forensics
- Crime and Criminal Behavior
- Criminal Justice Administration
- Homeland Security and Emergency Management

*Artificial Intelligence in Criminal Justice: This concentration is only available online.

**Probation and Parole: This concentration is available online only in New Jersey.

Completion of the Strayer University Bachelor of Science in Criminal Justice program does not guarantee that a student has met the requirements for employment in the criminal justice field. Prior to enrolling in the program, students are encouraged to consult the applicable licensing board in the field of their employment. Students should be advised that many criminal justice employers take into account the following factors when determining eligibility for employment: U.S. citizenship, state residency, criminal background screening, physical and psychological health, age and military discharge information. Links to the most commonly requested information for regulated professions are available on the Strayer website at https://www.strayer.edu/student-consumer-information/licensed-careers.

The university recognizes that the information technology (IT) industry uses IT certifications as a means of vetting potential IT professionals in the fields of network security and cybersecurity. Therefore, a number of carefully chosen courses have embedded IT certification training along with academic rigor in order to prepare students for certification. Review the undergraduate-level CIS course descriptions (p. 164) in the course descriptions section of this catalog to determine which courses in this program have certification training availability and the requirements associated with each course. Certifications are the best means of validating a student's skills and knowledge.

REQUIREMENTS

Area I – Core Component

BUS 100	Introduction to Business
CIS 105	Introduction to Information Systems
COM 101	Effective Communication Skills
CRJ 100	Introduction to Criminal Justice
ENG 115	English Composition
MAT 104	Algebra with Applications
LEG 100	Business Law I

Subtotal: 31.5

Area II – Major Component

CRJ 105	Crime and Criminal Behavior
CRJ 180	Juvenile Delinquency and Justice
CRJ 220	Ethics and Leadership in Criminal Justice
CRJ 317	Criminal Justice Technology
CRJ 320	Criminal Investigation
CRJ 325	Criminal Procedure
CRJ 499	Undergraduate Capstone in Criminal Justice
LEG 320	Criminal Law
SOC 205	Society, Law and Government

Subtotal: 40.5

Area II – Concentration Component

Students must choose one of the concentrations listed to complete the Bachelor of Science in Criminal Justice.

Subtotal: 18.0

Area III – General Education Component

COM 201	The Power of Effective Speaking
ENG 215	Research and Writing
ENG 315	Professional Communications
HIS 104	American History to 1865
	OR
HIS 105	American History after 1865
	OR
POL 110	U.S. Government
HUM 111	World Cultures I
	OR
HUM 112	World Cultures II
MAT 300	Statistics
PHI 210	Critical Thinking
PSY 105	Introduction to Psychology
SCI 110	Introduction to Physical Science
	OR
SCI 115	Introduction to Biology
	OR
SCI 200	Environmental Science
SOC 100	Introduction to Sociology
SOC 450	Solutions to Global Issues

Subtotal: 49.5

Area IV – Elective Component

These courses are selected in consultation with a dean, advisor or coach; within this component it is possible for students to develop a minor in a second area of study (see Minors). (p. 100) Students attending New Jersey campuses must take five electives from the General Studies disciplines listed in the catalog: Economics, English, Foreign Language, History, Humanities, Mathematics, Philosophy, Political Science, Psychology, Religion, Science and Sociology.

Subtotal: 40.5

AREA II – CONCENTRATION REQUIREMENTS

Artificial Intelligence in Criminal Justice Concentration*

The Artificial Intelligence in Criminal Justice concentration integrates cutting-edge technology and artificial intelligence into the field of criminal justice. Students will gain a deep understanding of AI, its history, applications across the criminal justice system, and ethical considerations. This concentration equips graduates with the knowledge and skills needed to navigate the intersection of AI and criminal justice, making them well- prepared for the evolving landscape of law enforcement, crime prevention and many other criminal justice applications.

CIS 211	Introduction to Artificial Intelligence
CIS 214	Introduction to Prompt Engineering
CIS 365	Advanced Artificial Intelligence Applications
CRJ 315	Artificial Intelligence in Criminal Justice

Subtotal: 18.0

**Artificial Intelligence in Criminal Justice:* *This concentration is only available online.*

Computer Security and Forensics Concentration

The Computer Security and Forensics Concentration is designed to provide opportunities for students to explore computer networking, security and forensics technologies. Students will

learn how to gather evidence to identify, track and prosecute cybercriminals, as well as focusing on networking protocols, topologies, hardware and operating systems.

CIS 170	Information Technology in Criminal Justice
CIS 175	Introduction to Networking
CIS 333	Networking Security Fundamentals
SEC 340	Computer Forensic Technology

Subtotal: 18.0

Crime and Criminal Behavior Concentration

The Crime and Criminal Behavior Concentration is designed to provide students opportunities to explore the logical structure of criminology theories. Students are introduced to the application of major theories, concepts of crime, criminal justice, and criminology as well as how criminology theories are used to formulate crime prevention programs and to provide a better understanding of criminal and delinquent behavior.

CRJ 310	Law Enforcement Operations and Management
	OR
CRJ 400	Crime Prevention Strategies
CRJ 322	The Criminal Mind
CRJ 331	Forensic Psychology
CRJ 435	Drugs, Gangs and Organized Crime

Subtotal: 18.0

Criminal Justice Administration Concentration

The Criminal Justice Administration Concentration is designed to provide opportunities for students to understand how criminal agencies operate. This concentration focuses on the leadership and operations of the intricate workings of the United States criminal justice system.

CRJ 310	Law Enforcement Operations and Management
	OR
CRJ 400	Crime Prevention Strategies
CRJ 330	Comparative Criminal Justice
CRJ 410	Corrections
CRJ 430	Advanced Law Enforcement

Subtotal: 18.0

Homeland Security and Emergency Management Concentration

The Homeland Security and Emergency Management Concentration is designed to provide opportunities for students to explore the operationally oriented field of emergency response management, including strategic responses to national security threats like terrorism, natural disasters and global security issues.

CRJ 420	Emergency Management Procedures
CRJ 440	Terrorism and Antiterrorism
SEC 310	Homeland Security Organization and Administration
SEC 315	Security Assessment and Solutions

Subtotal: 18.0

Probation and Parole Concentration**

The Probation and Parole Concentration is designed to provide opportunities for a student to examine corrections, probation and parole in both concepts and procedures. This concentration focuses on the continuum of services provided in the criminal justice system that manages and supervises criminal and delinquent offenders.

CRJ 322	The Criminal Mind
CRJ 331	Forensic Psychology
CRJ 410	Corrections
CRJ 415	Community Corrections

Subtotal: 18.0

**Probation and Parole: This concentration is available online only in New Jersey.

All courses are 4.5 quarter credit hours.

Total Credit Hours: 180.0

North Carolina

Students enrolled in North Carolina are required to follow a state-specific curriculum for the programs listed here. All other programs approved in North Carolina follow the curriculum outlined in the general Strayer University Program Availability section of the catalog. If a program is not approved in all states, it will be noted.

North Carolina State-Specific Programs

- Master of Business Administration (p. 148)

Master of Business Administration-North Carolina

The Master of Business Administration program offers a broad set of business management tools while also allowing students a choice of concentration in order to tailor their degrees to fit their careers and learning goals. The program curriculum prepares working professionals to become effective decision-makers and managers in a world increasingly affected by globalization, technology and ethical challenges. It is designed for working professionals from a wide range of backgrounds who wish to advance or enhance their business careers.

Students who have not had courses in certain fields of study may be required to take additional coursework as a prerequisite for completing some of the concentrations.

The Master of Business Administration program will use basic computer literacy skills (such as word processing and basic use of spreadsheets) that will be expected of students in the workplace. Students entering the program are expected to have a basic knowledge of MS Office or equivalent.

The Master of Business Administration program is an exciting educational option for students looking to increase their understanding, advance their careers and expand their opportunities in the world of business.

Concentrations are available in the following areas:

- Accounting
- Acquisition
- Artificial Intelligence (IA) Systems Management*
- Business Data*
- Cybersecurity Management*
- Digital Entrepreneurship*
- Finance
- Global Management
- Health Services Administration
- Human Resource Management
- Management
- Marketing
- MBA Graduate Elective
- Project Management
- Public Administration

*These concentrations are only available online in North Carolina.

Strayer business programs create value for students by providing a flexible, innovative and career-focused experience to maximize their economic mobility and empower them to succeed in business. The Strayer University Master of Business Administration degree program is accredited by the Accreditation Council for Business Schools and Programs (ACBSP), 11520 West 119th Street, Overland Park, KS 66213, 913.339.9356.

AREA I – CORE COMPONENT

Required Courses

ACC 556	Financial Accounting for Managers
BUS 508	Contemporary Business
BUS 520	Leadership and Organizational Behavior
BUS 599	Strategic Management
ECO 550	Managerial Economics and Globalization
FIN 534	Financial Management
LEG 500	Law, Ethics and Corporate Governance
BUS 512	Data-Driven Decision Making for Leaders
MKT 500	Marketing Management

Subtotal: 40.5

AREA II – CONCENTRATION COMPONENT

Students must choose one of the following concentrations to complete the Master of Business Administration.

Accounting Concentration

The Accounting Concentration reviews foundational accounting principles from the perspective of a business manager. Students will acquire skills and knowledge in cost accounting, organizational tax research and planning, and financial reporting and analysis. Students will be prepared to interpret accounting data to inform business decisions about organizational challenges.

ACC 560	Cost Accounting
ACC 565	Organizational Tax Research and Planning

ACC 573	Financial Reporting and Analysis

Subtotal: 13.5

Acquisition Concentration

The Acquisition Concentration evaluates the foundational elements of contract management from the perspective of general business and government. The concepts of government acquisitions, business strategies and proposals, and government contract law will be reviewed. Students will be able to evaluate the unique requirements and expectations of the federal government acquisition and contraction system to determine their impact on a business.

BUS 501	Government Acquisition
BUS 505	Business Strategies and Proposals
LEG 505	Government Contract Law

Subtotal: 13.5

Artificial Intelligence (AI) Systems Management Concentration*

The Artificial Intelligence (AI) Systems Management Concentration is designed to provide professionals with the knowledge and skills necessary to effectively manage and optimize AI systems within organizations. The program focuses on AI strategies to enhance systems performance and capabilities, providing students with a comprehensive understanding of AI technologies, their implementation, and the management principles required to drive successful AI initiatives. This concentration is suitable for individuals who are interested in the intersection of AI and business strategies.

CIS 509	Fundamentals of Artificial Intelligence Systems Management
CIS 543	AI Strategy for Performance Optimization
CIS 548	AI for Innovation and Strategic Decision-Making

Subtotal: 13.5

*Artificial Intelligence (AI) Systems Management: This concentration is only available online in North Carolina.

Business Data Concentration*

The Business Data Concentration assesses organizational data needs to drive business decisions and business process development. Concepts covered include understanding business data, business data and decisions, and operational data. Students will be able to conduct business analyses using current industry trends and data sets to solve business problems.

DAT 500	Understanding Business Data
DAT 510	Business Data and Decisions
DAT 520	Operational Data

Subtotal: 13.5

*Business Data: This concentration is only available online in North Carolina.

Cybersecurity Management Concentration*

The Cybersecurity Management Concentration applies current and emerging security management best practices to protect computing environments and reduce risk to organizations. Concepts reviewed include information systems for decision-making, theories of security management, IT risk management, and identifying and responding to cybercrimes. Students will be able to develop information technology strategies and mitigate the risk of cybercrimes to improve quality, timeliness and competitive advantage for organizations.

CIS 500	Information Systems for Decision-Making
	OR
CIS 502	Theories of Security Management
CIS 527	IT Risk Management
CIS 552	Cybercrime Techniques and Response

Subtotal: 13.5

*Cybersecurity Management: This concentration is only available online in North Carolina.

Digital Entrepreneurship Concentration*

The Digital Entrepreneurship Concentration presents the foundational knowledge of small businesses. Students will learn fundamental knowledge of managing a start-up organization, digital aspects of business operations, and the technology and product management needed to be successful in a business environment.

BUS 523	High Growth Digital Startup Management
BUS 543	Digital Business Operations
BUS 553	Technology and Product Management

Subtotal: 13.5

*Digital Entrepreneurship: This concentration is only available online in North Carolina.

Finance Concentration

The Finance Concentration provides students the knowledge to formulate financial management strategies for a firm's operations in global markets. The elements of international finance, advanced corporate finance and corporate investment analysis are discussed. Students should be prepared to evaluate capital investments and structure to minimize risks and maximize rewards for a firm. Students will also be able to apply analytical techniques and models to inform investment decisions.

FIN 535	International Finance
FIN 540	Advanced Corporate Finance
FIN 550	Corporate Investment Analysis

Subtotal: 13.5

Global Management Concentration

The Global Management Concentration applies management theories and practices to organizations operating in global markets. Students will learn global business management techniques and practices, how to formulate global strategy and global marketing management principles. Student should be prepared to create global operations strategies to achieve a competitive advantage within international business environments.

MGT 510	Global Business Management
BUS 536	Global Strategy
MKT 515	Global Marketing Management

Subtotal: 13.5

Health Services Administration Concentration

The Health Services Administration Concentration reviews the principles and practices of administration in a healthcare services setting. Students will learn how to manage a healthcare business; the policies, laws and ethics of working in the healthcare industry; and how to properly manage the financial side of a profitable healthcare organization. Students will be prepared for careers in the administration and management of healthcare organizations.

HSA 501	Management in Healthcare
HSA 515	Healthcare Policy, Law and Ethics
HSA 525	Health Financial Management

Subtotal: 13.5

Human Resource Management Concentration

The Human Resource Management Concentration explores the fundamental practices of human resources from an organizational management perspective. Students will learn the foundations and strategic perspective of human resource management along with how to effectively manage change within an organization. Students will be prepared for careers that require fundamental human resource knowledge.

HRM 500	Human Resource Management Foundations
HRM 530	Strategic Human Resource Management
HRM 560	Managing Organizational Change

Subtotal: 13.5

Management Concentration

The Management Concentration of the MBA program emphasizes the foundations of management, including management principles and practices of planning, organizing, leading and controlling. Students will learn the interactions of the functional aspects of business from the operations perspective, explore the concepts and applications of sustainable business, and evaluate the strategic aspects of human resource management. Students are presented the fundamental skills and knowledge necessary to make effective business decisions.

BUS 515	Operations Management
BUS 521	Entrepreneurship and Innovation
	OR
HRM 530	Strategic Human Resource Management
MGT 500	Modern Management

Subtotal: 13.5

Marketing Concentration

The Marketing Concentration enables students to create marketing strategies that lead to a competitive advantage in the current global marketplace. Students will acquire knowledge and skills in global marketing management, social media marketing and consumer behavior. Students will be prepared to develop marketing approaches that consider the impact of consumer behavior.

MKT 515	Global Marketing Management
MKT 520	Social Media Marketing
MKT 510	Consumer Behavior

Subtotal: 13.5

MBA Graduate Elective

The MBA Graduate Elective provides students the opportunity to create a custom learning experience in business. Students will be able to choose three courses from the portfolio of MBA concentration courses that they feel best fit their learning needs. Through the choice of three additional graduate courses that fit the student's needs, students will be able to acquire skills and knowledge necessary to be successful in their chosen career within the business environment.

These courses are selected in consultation with a dean or coach. Courses may be selected from graduate-level courses in developing a curriculum that meets students' educational and professional needs. Students are responsible for fulfilling any prerequisites associated with the graduate courses selected in the program.

Subtotal: 13.5

Project Management Concentration

The Project Management Concentration applies the fundamentals of the project management process to an organizational project. Students will learn the skills and knowledge of the project management process, including determining project cost, effective project scheduling and sequencing, and quality management to ensure successful project delivery. Students will also learn how to identify and mitigate project risk through the project management process.

BUS 517	Project Management
BUS 518	Project Management Leadership

BUS 519	Project Risk Management

Subtotal: 13.5

Public Administration Concentration

The Public Administration Concentration provides opportunities for students to evaluate public policies and programs using quantitative analysis skills. Topics covered include modern public administration, public budgeting and finance, policy analysis and program evaluation, and public personnel management. Students will be prepared to apply organizational and management practices to ensure efficiency and accountability within public and non-profit organizations.

PAD 500	Modern Public Administration: Managing Public and Nonprofit Organizations
PAD 505	Public Budgeting and Finance
PAD 520	Policy Analysis and Program Evaluation
	OR
PAD 530	Public Personnel Management

Subtotal: 13.5

All courses are 4.5 quarter credit hours.

Total Credit Hours: 54.0

Pennsylvania

Students enrolled in Pennsylvania are required to follow a specific curriculum for the programs listed. All other programs approved in Pennsylvania follow the curriculum outlined in the general Strayer University Program Availability section of the catalog. If a program is not approved in all states, it will be noted.

Pennsylvania State-Specific Programs:

- Associate in Arts in Acquisition and Contract Management (p. 152)
- Associate in Arts in Marketing (p. 152)
- Master of Business Administration (p. 153)

Associate in Arts in Acquisition and Contract Management- Pennsylvania

The Associate in Arts in Acquisition and Contract Management program focuses on developing general business skills to acquire and manage contracts, including scheduling, cost and price. Students will be prepared to manage contracts. The program will also equip students to work within an organization to acquire and manage federal, state or local business contracts.

Graduates of this program may be able to apply all credits earned toward a Bachelor of Business Administration (p. 86).

Also available: a Bachelor of Business Administration (p. 86) with a concentration in Acquisition and Contract Management (p. 87), and a Master of Business Administration with a concentration in Acquisition.

Strayer business programs create value for students by providing a flexible, innovative and career-focused experience to maximize their economic mobility and empower them to succeed in business. The Strayer University Associate in Arts in Acquisition and Contract Management degree program is accredited by the Accreditation Council for Business Schools and Programs (ACBSP), 11520 West 119th Street, Overland Park, KS 66213, 913.339.9356.

REQUIREMENTS

Major

ACC 100	Accounting I
BUS 100	Introduction to Business
BUS 315	Cost and Price Analysis
BUS 319	Principles of Federal Acquisition and Contract Management
BUS 330	Contract Administration and Management
BUS 340	Contract and Purchasing Negotiation Techniques
BUS 375	Project Management
LEG 440	Procurement and Contract Law

Subtotal: 36.0

General Education Core

CIS 101	Navigating a Digital World
COM 100	Communication at Work
ENG 116	Discover the Writer in You
ENG 201	The Power of Persuasion
HIS 110	U.S. History: Learn from the Past, Prepare for the Future
HUM 201	Exploring Cultures: Adapting in a Global World
MAT 110	Using Math to Inform Your World
PSY 101	Smarter Decisions through Psychology
SCI 201	Unlocking the Secrets of Science and Innovation
SOC 101	The Story of Us: Embracing Diversity and Collaboration
WRK 100	Preparing for the Future of Work

Subtotal: 49.5

Electives

These courses are selected in consultation with a dean, advisor or coach.

Subtotal: 4.5

All courses are 4.5 quarter credit hours.

Total Credit Hours: 90.0

Associate in Arts in Marketing- Pennsylvania

The Associate in Arts in Marketing program focuses on developing marketing skills to understand consumer behaviors and devise marketing plans to attract customers. Students will learn how to use a variety of marketing skills to improve business traffic and attract new business. The program will prepare students for careers in small and large marketing operations.

Graduates of the Associate in Arts program may apply all the credits earned toward a Bachelor of Business Administration.

Also available are a Bachelor of Business Administration and a Master of Business Administration.

Strayer business programs create value for students by providing a flexible, innovative and career-focused experience to maximize their economic mobility and empower them to succeed in

business. The Strayer University Associate in Arts in Marketing degree program is accredited by the Accreditation Council for Business Schools and Programs (ACBSP), 11520 West 119th Street, Overland Park, KS 66213, 913.339.9356.

REQUIREMENTS

Major

ACC 100	Accounting I
BUS 100	Introduction to Business
MKT 100	Principles of Marketing
MKT 305	Consumer Behavior
MKT 310	Retail Management
MKT 312	Marketing Communications
MKT 320	International Marketing
MKT 325	Social Media Marketing

Subtotal: 36.0

General Education Core

CIS 101	Navigating a Digital World
COM 100	Communication at Work
ENG 116	Discover the Writer in You
ENG 201	The Power of Persuasion
HIS 110	U.S. History: Learn from the Past, Prepare for the Future
HUM 201	Exploring Cultures: Adapting in a Global World
MAT 110	Using Math to Inform Your World
PSY 101	Smarter Decisions through Psychology
SCI 201	Unlocking the Secrets of Science and Innovation
SOC 101	The Story of Us: Embracing Diversity and Collaboration
WRK 100	Preparing for the Future of Work

Subtotal: 49.5

Electives

These courses are selected in consultation with a dean, advisor or coach.

Subtotal: 4.5

All courses are 4.5 quarter credit hours.

Total Credit Hours: 90.0

Master of Business Administration-Pennsylvania

The Master of Business Administration program offers a broad set of business management tools while also allowing students a choice of concentration in order to tailor their degrees to fit their careers and learning goals. The program curriculum prepares working professionals to become effective decision-makers and managers in a world increasingly affected by globalization, technology and ethical challenges. It is designed for working professionals from a wide range of backgrounds who wish to advance or enhance their business careers.

Students who have not had courses in certain fields of study may be required to take additional coursework as a prerequisite for completing some of the concentrations.

The Master of Business Administration program will use basic computer literacy skills (such as word processing and basic use of spreadsheets) that will be expected of students in the workplace. Students entering the program are expected to have a basic knowledge of MS Office or equivalent.

The Master of Business Administration program is an exciting educational option for students looking to increase their understanding, advance their careers and expand their opportunities in the world of business.

Concentrations are available in the following areas:

- Accounting
- Acquisition
- Artificial Intelligence (AI) Systems Management*
- Business Data*
- Cybersecurity Management*
- Digital Entrepreneurship*
- Finance
- Global Management
- Health Services Administration
- Human Resource Management
- Management
- Marketing
- Professional Studies
- Project Management
- Public Administration

*These concentrations are only available online in Pennsylvania.

Strayer business programs create value for students by providing a flexible, innovative and career-focused experience to maximize their economic mobility and empower them to succeed in business. The Strayer University Master of Business Administration degree program is accredited by the Accreditation Council for Business Schools and Programs (ACBSP), 11520 West 119th Street, Overland Park, KS 66213, 913.339.9356.

AREA I – CORE COMPONENT

Required Courses

ACC 556	Financial Accounting for Managers

BUS 508	Contemporary Business
BUS 520	Leadership and Organizational Behavior
BUS 599	Strategic Management
ECO 550	Managerial Economics and Globalization
FIN 534	Financial Management
LEG 500	Law, Ethics and Corporate Governance
BUS 512	Data-Driven Decision Making for Leaders
MKT 500	Marketing Management

Subtotal: 40.5

AREA II – CONCENTRATION COMPONENT

Students must choose one of the following concentrations to complete the Master of Business Administration.

Accounting Concentration

The Accounting Concentration reviews foundational accounting principles from the perspective of a business manager. Students will acquire skills and knowledge in cost accounting, organizational tax research and planning, and financial reporting and analysis. Students will be prepared to interpret accounting data to inform business decisions about organizational challenges.

ACC 560	Cost Accounting
ACC 565	Organizational Tax Research and Planning
ACC 573	Financial Reporting and Analysis

Subtotal: 13.5

Acquisition Concentration

The Acquisition Concentration evaluates the foundational elements of contract management from the perspective of general business and government. The concepts of government acquisitions, business strategies and proposals, and government contract law will be reviewed. Students will be able to evaluate the unique requirements and expectations of the federal government acquisition and contraction system to determine their impact on a business.

BUS 501	Government Acquisition
BUS 505	Business Strategies and Proposals
LEG 505	Government Contract Law

Subtotal: 13.5

Artificial Intelligence (AI) Systems Management Concentration*

The Artificial Intelligence (AI) Systems Management Concentration is designed to provide professionals with the knowledge and skills necessary to effectively manage and optimize AI systems within organizations. The program focuses on AI strategies to enhance systems performance and capabilities, providing students with a comprehensive understanding of AI technologies, their implementation, and the management principles required to drive successful AI initiatives. This concentration is suitable for individuals who are interested in the intersection of AI and business strategies.

CIS 509	Fundamentals of Artificial Intelligence Systems Management
CIS 543	AI Strategy for Performance Optimization
CIS 548	AI for Innovation and Strategic Decision-Making

Subtotal: 13.5

*Artificial Intelligence (AI) Systems Management: This concentration is only available online in Pennsylvania.

Business Data Concentration*

The Business Data Concentration assesses organizational data needs to drive business decisions and business process development. Concepts covered include understanding business data, business data and decisions, and operational data. Students will be able to conduct business analyses using current industry trends and data sets to solve business problems.

DAT 500	Understanding Business Data
DAT 510	Business Data and Decisions
DAT 520	Operational Data

Subtotal: 13.5

**Business Data concentration: This concentration is only available online in Pennsylvania.*

Cybersecurity Management Concentration*

The Cybersecurity Management Concentration applies current and emerging security management best practices to protect computing environments and reduce risk to organizations. Concepts reviewed include information systems for decision-making, theories of security management, IT risk management, and identifying and responding to cybercrimes. Students will be able to develop information technology strategies and mitigate the risk of cybercrimes to improve quality, timeliness and competitive advantage for organizations.

CIS 500	Information Systems for Decision-Making
	OR
CIS 502	Theories of Security Management
CIS 527	IT Risk Management
CIS 552	Cybercrime Techniques and Response

Subtotal: 13.5

*Cybersecurity Management: This concentration is only available online in Pennsylvania.

Digital Entrepreneurship Concentration*

The Digital Entrepreneurship Concentration presents the

foundational knowledge of small businesses. Students will learn fundamental knowledge of managing a start-up organization, digital aspects of business operations, and the technology and product management needed to be successful in a business environment.

BUS 523	High Growth Digital Startup Management
BUS 543	Digital Business Operations
BUS 553	Technology and Product Management

Subtotal: 13.5

**This concentration is only available online in Pennsylvania.*

Finance Concentration

The Finance Concentration provides students the knowledge to formulate financial management strategies for a firm's operations in global markets. The elements of international finance, advanced corporate finance and corporate investment analysis are discussed. Students should be prepared to evaluate capital investments and structure to minimize risks and maximize rewards for a firm. Students will also be able to apply analytical techniques and models to inform investment decisions.

FIN 535	International Finance
FIN 540	Advanced Corporate Finance
FIN 550	Corporate Investment Analysis

Subtotal: 13.5

Global Management Concentration

The Global Management Concentration applies management theories and practices to organizations operating in global markets. Students will learn global business management techniques and practices, how to formulate global strategy and global marketing management principles. Student should be prepared to create global operations strategies to achieve a competitive advantage within international business environments.

MGT 510	Global Business Management
BUS 536	Global Strategy
MKT 515	Global Marketing Management

Subtotal: 13.5

Health Services Administration Concentration

The Health Services Administration Concentration reviews the principles and practices of administration in a healthcare services setting. Students will learn how to manage a healthcare business; the policies, laws and ethics of working in the healthcare industry; and how to properly manage the financial side of a profitable healthcare organization. Students will be prepared for careers in the administration and management of healthcare organizations.

HSA 501	Management in Healthcare
HSA 515	Healthcare Policy, Law and Ethics
HSA 525	Health Financial Management

Subtotal: 13.5

Human Resource Management Concentration

The Human Resource Management Concentration explores the fundamental practices of human resources from an organizational management perspective. Students will learn the foundations and strategic perspective of human resource management along with how to effectively manage change within an organization. Students will be prepared for careers that require fundamental human resource knowledge.

HRM 500	Human Resource Management Foundations
HRM 530	Strategic Human Resource Management
HRM 560	Managing Organizational Change

Subtotal: 13.5

Management Concentration

The Management Concentration of the MBA program emphasizes the foundations of management, including management principles and practices of planning, organizing, leading and controlling. Students will learn the interactions of the functional aspects of business from the operations perspective, explore the concepts and applications of sustainable business, and evaluate the strategic aspects of human resource management. Students are presented the fundamental skills and knowledge necessary to make effective business decisions.

BUS 515	Operations Management
BUS 521	Entrepreneurship and Innovation
	OR
HRM 530	Strategic Human Resource Management
MGT 500	Modern Management

Subtotal: 13.5

Marketing Concentration

The Marketing Concentration enables students to create marketing strategies that lead to a competitive advantage in the current global marketplace. Students will acquire knowledge and skills in global marketing management, social media marketing and consumer behavior. Students will be prepared to develop marketing approaches that consider the impact of consumer behavior.

MKT 515	Global Marketing Management
MKT 520	Social Media Marketing
MKT 510	Consumer Behavior

Subtotal: 13.5

Professional Studies Concentration

The Professional Studies Concentration provides students the

opportunity to create a custom learning experience in business. Students will be able to choose three courses from the portfolio of MBA concentration courses that they feel best fit their learning needs. Through the choice of three additional graduate courses that fit the student's needs, students will be able to acquire skills and knowledge necessary to be successful in their chosen career within the business environment.

These courses are selected in consultation with a dean or coach. Courses may be selected from graduate-level courses in developing a curriculum that meets students' educational and professional needs. Students are responsible for fulfilling any prerequisites associated with the graduate courses selected in the program.

Subtotal: 13.5

Project Management Concentration

The Project Management Concentration applies the fundamentals of the project management process to an organizational project. Students will learn the skills and knowledge of the project management process, including determining project cost, effective project scheduling and sequencing, and quality management to ensure successful project delivery. Students will also learn how to identify and mitigate project risk through the project management process.

BUS 517	Project Management
BUS 518	Project Management Leadership
BUS 519	Project Risk Management

Subtotal: 13.5

Public Administration Concentration

The Public Administration Concentration provides opportunities for students to evaluate public policies and programs using quantitative analysis skills. Topics covered include modern public administration, public budgeting and finance, policy analysis and program evaluation, and public personnel management. Students will be prepared to apply organizational and management practices to ensure efficiency and accountability within public and non-profit organizations.

PAD 500	Modern Public Administration: Managing Public and Nonprofit Organizations
PAD 505	Public Budgeting and Finance
PAD 530	Public Personnel Management

Subtotal: 13.5

All courses are 4.5 quarter credit hours.

Total Credit Hours: 54.0

Courses

ACC – Accounting

Undergraduate Accounting Courses

ACC 100 – Accounting I

Prerequisite: CIS 101 or CIS 105, MAT 104 or MAT 110

Provides an understanding of accounting concepts, assumptions and principles. Covers analysis and recording of business transactions, the adjusting process and procedures to complete the accounting cycle. Progresses to illustrating merchandising operations and merchandise inventory accounting; covers internal control and cash; and explains accounting procedures for receivables.

ACC 206 – Accounting II

Prerequisite: ACC 100

Provides an understanding of accounting concepts, assumptions and principles. Progresses to evaluation of accounting data for plant assets, current liabilities, deferrals and accruals, intangibles, payables and payroll. Introduces accounting for corporations as related to stocks, bonds and corporate earnings. Introduces partnership accounting and the statement of cash flows.

ACC 303 – Intermediate Accounting I

Prerequisite: ACC 206

This course provides an in-depth study of accounting theory and a review of the accounting cycle. It concentrates on the conceptual framework underlying financial accounting; the preparation of financial statements; the time value of money; and the valuation of cash, temporary investments and receivables. The course refers to pronouncements of the Financial Accounting Standards Board (FASB) and the American Institute of Certified Public Accountants (AICPA).

ACC 304 – Intermediate Accounting II

Prerequisite: ACC 303

Topics covered include accounting for inventories; property, plant and equipment; intangible assets; current and noncurrent liabilities and contingencies; and stockholders' equity. The material refers to pronouncements of the Financial Accounting Standards Board (FASB) and the American Institute of Certified Public Accountants (AICPA).

ACC 305 – Intermediate Accounting III

Prerequisite: ACC 304

Topics covered include accounting for investments, revenue recognition, income taxes, pensions and postretirement benefits, and leases; accounting changes and error analysis; preparation of the statement of cash flows; and full disclosure in financial reporting. The material refers to pronouncements of the Financial Accounting Standards Board (FASB) and the American Institute of Certified Public Accountants (AICPA).

ACC 306 – Microcomputer Applications for Accountants

Prerequisite: ACC 206 or ACC 304

This course covers the use of QuickBooks Accountant, Microsoft Excel and the interface between the two software packages, as well as the functions and applications available under QuickBooks and Excel.

ACC 307 – Federal Taxation

Provides a comprehensive study of the types of taxes imposed by federal, state and local authorities. Concepts covered include income realization, property and depreciation, tax deductions and credits and rules related to capital gains and losses.

ACC 308 – Accounting Information Systems Fundamentals

Prerequisite: ACC 304

This course acquaints students with the fundamentals of the accounting information system (AIS) and how it functions and fits into the organization. The course focuses on the needs and responsibilities of accountants as users and developers of information technology, and as auditors.

ACC 309 – Data Analytics for Accounting

Prerequisite: ACC 206 and CIS 101 and MAT 110

This course is designed to provide students with the knowledge and skills necessary to work with statistical analytics in traditional accounting activities such as financial statement analysis and tax planning. Students will also develop their skills for preparing, analyzing and interpreting data and applications as they pertain to real-world problems.

ACC 317 – Advanced Federal Taxation

Prerequisite: ACC 307

Covers the federal taxation of corporations, partnerships and S corporations. Examines the administrative power of the IRS and tax concepts related to gifts, trusts and estates.

ACC 350 – Managerial Accounting

Prerequisite: ACC 206

This course covers accounting procedures relating to the job costing system, cost-volume-profit analysis, activity-based costing, the master budget, flexible budgets, responsibility accounting, variance analysis, inventory costing and capacity analysis.

ACC 399 – Accounting Experience Through Workplace Learning

Prerequisite: BUS 100, ACC 305 and ACC 350

This course enables students to gain professional experience by working with a team to complete an accounting project for a business client. Students should be prepared to be active

collaborators and contributors so their team can be successful in the course experience in a specific area of accounting. Students will have an opportunity to add key skills and workplace experience to their professional profile or résumé and expand their network. Students will also examine how their academic courses tie to their field of study and gain essential skills and competencies to prepare for future career opportunities. Required coursework includes audio/video presentations that will be recorded for grading purposes only.

ACC 401 – Advanced Accounting

Prerequisite: ACC 305

Covers accounting for home office and branches and business combinations and consolidations. Also covers various techniques for solving some of the more complex problems in the business environment.

ACC 403 – Auditing

Prerequisite: ACC 304

Covers the theory of auditing, including the educational and ethical qualifications for auditors, as well as the role of the auditor in the American economy. Emphasizes professional standards, professional ethics and the legal liability of auditors, as well as the planning and design of an audit program, gathering and summarizing evidence and evaluating internal control.

ACC 410 – Government and Not-for-Profit Accounting

Prerequisite: ACC 304

This course analyzes accounting principles and procedures unique to federal, state and local governments, and not-for-profit organizations. It illustrates financial statements and reports prepared for each type of entity, fund and account group. The course explores the role of the Governmental Accounting Standards Board (GASB) and the Financial Accounting Standards Board (FASB) in establishing accounting standards and disclosure requirements for governments and not-for-profit organizations.

ACC 499 – Undergraduate Accounting Capstone

Prerequisite: ACC 305, ACC 317

This course provides students opportunities for analysis, synthesis, prescription and application of accounting concepts. Students will apply critical thinking and decision-making skills to real-world business cases involving complex accounting decisions.

A grade of C or higher is required for satisfactory course completion.

Course residency requirement: This course must be taken as last or next-to-last class; it is not eligible for transfer credit and must be taken at Strayer University.

Graduate Accounting Courses

ACC 555 – Individual Tax Research and Planning

Provides a basis for examining additional, more complex topics in individual federal taxation. Includes a comprehensive study of the federal income tax structure and the practical application of income tax accounting to specific problems as related to individuals and proprietorships. Emphasizes the general filing status, includable and excludable income, analysis of the categories of itemized and other deductions, tax treatment of sales and exchange of property, available depreciation methods and recapture provisions. Introduces the alternative minimum tax on individuals, the earned income credit, childcare credit and credit for the elderly. Ethics, research and tax planning are integral parts of the course.

ACC 556 – Financial Accounting for Managers

The course is designed with a focus on accounting to meet the needs of managers and stresses the interpretation and uses of accounting information. The information presented in the course is designed for a user of accounting information instead of preparer. Key concepts include financial statements and ratio analysis, uses of accounting information for decision-making and planning and control within key functional areas in an organization.

ACC 557 – Financial Accounting

This course provides a framework for financial accounting concepts and practices used by internal and external users in businesses. Topics presented include the accounting cycle, financial reporting, financial statements analysis, ratio calculation and interpretation, and management decision-making based on financial results.

ACC 560 – Cost Accounting

Prerequisite: ACC 556 or ACC 557

Covers the creation, use and interpretation of internal accounting data and information. Emphasizes the managerial functions of cost control and reporting, budgeting, profit planning and projections used in decision-making.

ACC 562 – Advanced Auditing

Prerequisite: ACC 403

Surveys in-depth analysis of current auditing issues, including professional standards and ethics, internal control gathering and documentation of evidence and statistical sampling. Focuses on detailed analysis of audit programs and electronic data processing, as well as concepts concerning the financial condition and operation of commercial enterprises.

ACC 563 – Advanced Accounting Theory

Prerequisite: ACC 556 or ACC 557

Provides a frame of reference for advanced accounting theories. Emphasizes income, liability and asset valuation based on inductive, deductive and capital market approaches. Also surveys price level changes, monetary and nonmonetary factors, problems of ownership equities and the disclosure of relevant information to investors and creditors.

ACC 564 – Accounting Information Systems

Prerequisite: ACC 562

Introduces the student to systems analysis and application of

information systems concepts to the accounting process and accounting models, both manual and automated.

ACC 565 – Organizational Tax Research and Planning

Provides a basis for examining additional, more complex topics in corporate and partnership taxation. Additional topics such as estate and gift taxes, fiduciary accounting, tax-exempt entities and qualified and nonqualified plans are discussed. Ethics, research and tax planning are an integral part of the course.

ACC 568 – International Tax Planning and Research

Provides a comprehensive overview of the tax systems of key European, Asian, African, South American and Central American countries, as well as Canada. Examines the various complex issues in partnership and corporate tax planning, and the tax issues involved with joint ventures and consolidated returns filed in the United States.

ACC 571 – Forensic Accounting

Prerequisite: ACC 562

This course provides a framework for an understanding of forensic accounting. Topics covered include various foundation areas of importance to the forensic accountant, the basic forensic accounting tool-oriented areas and practice areas relevant to forensic accounting.

ACC 573 – Financial Reporting and Analysis

Prerequisite: ACC 560

This course prepares students to address concepts of financial reporting and analysis required in the business environment. Students learn important criteria for preparing and presenting financial statements and the related footnote information. Focus is on the analysis of financial statements and related information from the standpoint of the different users of financial reports.

ACC 574 – Emerging Auditing Technologies

Prerequisite: ACC 562

This course focuses on the assurances given to financial statements and other documents by the independent auditor in the context of auditing organizations and their business strategies. It compares the traditional independent auditing procedures to those found in the emerging new audit process and risk models.

ACC 575 – Business Law and Tax

Prerequisite: ACC 307, ACC 317, LEG 500 or LEG 565

This course covers advanced topics in the business law and tax environment for students pursuing a career in public accounting. Concepts covered include business ethics; business law; the Uniform Commercial Code; and federal income, estate, and gift taxation. Students analyze accounting information and make recommendations orally and in writing. Topics include the American Institute of Certified Public Accountants Code of Professional Conduct, ethics and responsibilities in tax practice, legal responsibilities and liabilities, agency and contracts, debtor-creditor relationships, the federal government's regulation of business, and the federal taxation of individuals, corporations, S corporations, partnerships, fiduciaries, estates and gifts.

ACC 576 – Auditing and Selected Discipline

Prerequisite: ACC 403

This course covers advanced topics in auditing and a selected discipline of the student's choice for pursuing a career in public accounting. Concepts covered include auditing procedures and attestation engagements. Students evaluate risk assessment, perform attestation services, and analyze the entire audit process, from preparation to review. Topics include auditing procedures, generally accepted domestic auditing standards, audit reports, other attestation reports, other professional services, the Sarbanes-Oxley Act of 2002, and the Public Company Accounting Oversight Board. In addition to auditing and attestation concepts, students will learn the concepts of the discipline they choose: Business Analysis and Reporting (BAR), Information Systems and Controls (ISC), or Tax Compliance and Planning (TCP).

ACC 577 – Comprehensive Financial Accounting

Prerequisite: ACC 556 or ACC 557

This course covers advanced topics in financial accounting for students pursuing a career in public accounting. Concepts covered include complex accounting functions affecting businesses. Students analyze financial accounting and financial reporting information and make recommendations both orally and in writing. Topics covered include concepts and standards; financial statements; income statement items; financial statement disclosure; cash and inventories; receivables; inventories; property, plant, and equipment; intangibles and other assets; payables and taxes; employee benefits; long-term liabilities; leases and contingencies; equity; business combinations; foreign currency issues and other topics; governmental concepts; fund accounting and reporting; and not-for-profit concepts, accounting and reporting.

ACC 578 – Fraud Prevention and Detection

Evaluate the fraud risk environment, key roles related to fraud prevention, and strategies for fraud prevention and detection.

ACC 599 – Graduate Accounting Capstone

This course allows students to apply the knowledge gained in the program related to financial and managerial accounting, forensic accounting and auditing concepts. The students will apply critical thinking and decision-making skills to real world business cases involving complex accounting decision through analysis, synthesis, prescription and application of accounting concepts.

A grade of B or higher is required for satisfactory course completion.

Course residency requirement: This course must be taken as last or next-to-last class; it is not eligible for transfer credit and must be taken at Strayer University.

BAS – Bachelor of Applied Science

BAS 499 – Bachelor of Applied Science in Management Capstone

This course is the capstone course for the Bachelor of Applied Science program. The capstone examines the strategies needed by management and organizations in technical settings to make difficult decisions, implement long and short-term strategy, and considerations to remain competitive in the marketplace. The ethical implications of strategic choices are a central concern of this course. Analytic, integrative and decision-making skills will be exercised through the use of case analysis and decision-making.

A grade of C or higher is required for satisfactory course completion.

Course residency requirement: This course must be taken as last or next-to-last class; it is not eligible for transfer credit and must be taken at Strayer University.

BUS – Business

Undergraduate Business Courses

BUS 100 – Introduction to Business

With a focus on adapting through change, the course provides an introduction to today's business operations including the product, the pitch, the profit, the people, the competition, and more. This course introduces the concept of the S-Curve and shows how continuous innovation creates personal and professional growth. Students will also learn how to identify a company's strengths, weaknesses, opportunities, and threats while understanding how companies adapt and innovate along the S-Curve.

BUS 210 – Build Your Personal Brand and Accelerate Your Career

Prerequisite: BUS 100

To stand out in today's competitive marketplace, you need to identify, create, and refine your personal brand. With a strong brand and a well-honed ability to market yourself, you'll be better positioned to advance your career. In this course, you will learn to identify your strengths, tell your professional story, sharpen your résumé, and improve your marketability in the workforce. You will also write a personal mission statement and discover tools to help you build your brand.

BUS 230 – Purchasing and Materials Management

Examines integral aspects of purchasing and materials management including function, organization, quality and quantity considerations, pricing policies, supplier selection and ethical and legal implications. Reviews purchasing procedures, value analysis, inventory control, warehousing and traffic, capital equipment, make-or-buy decision-making, automation, budgets and institutional and governmental purchasing practices.

BUS 300 – Public Relations

Surveys the practice of public relations in business, nonprofit organizations and governmental institutions. Examines the major forms of media used in public relations: news releases, broadcast publicity, public service announcements and institutional advertising.

BUS 302 – Management Concepts

Prerequisite: BUS 100

Successful businesses depend on effective managers to create positive cultures, build efficient operations, and increase employee productivity. This course explores management concepts that are critical to ensuring businesses meet their objectives. As you study the five components of management—planning, organizing, staffing, leading, and controlling—you will learn to identify the organizational behaviors that help businesses thrive.

BUS 309 – Business Ethics

Prerequisite: BUS 100 and BUS 302

Ethical choices can make or break a company in many ways. As you can see in the news, many companies have been destroyed by poor ethical decisions. In this course, you'll learn the ethical perspectives of business decision-making and organizational culture in a variety of key areas including individual behavior, human resource management, work environments, marketing, property rights, and international business. Understanding how ethics play a role in good business decision-making will help you be more successful as you move along your personal and professional S-curve.

BUS 310 – Human Resource Management

Prerequisite: BUS 100

Businesses are made up of people, which is why human resource management, or HRM, is so important. Human resource management is a field that focuses on the employees and is essential to the success of an organization. Every organization needs a set of processes to manage all aspects of human resources, from recruitment to performance management and beyond. This course focuses on the key components of that process and the activities that managers complete to perform them as well as the role that human resources plays in strategic planning.

BUS 313 – Introduction to Entrepreneurship

Prerequisite: BUS 100

This course introduces the students to the key components of entrepreneurship. Topics covered include identifying new venture opportunities, getting started in a new venture, creating a business plan, financing and marketing ideas, and organizing and managing a small business.

BUS 315 – Cost and Price Analysis

Prerequisite: ACC 100

Covers establishment and administration of equitable pricing arrangements for goods and/or services. Analyzes the total price (cost plus profit) and the individual elements of cost (labor,

materials, indirect costs and profit). Emphasizes techniques for determining proper prices and estimating. Discusses methods of pricing research and development, and the selection of hardware and services.

BUS 319 – Principles of Federal Acquisition and Contract Management

Examines the federal procurement process and introduces concepts, policies and procedures associated with government contracting. Discusses the programming, planning, and justification of program funding, formulation and earmarking procurement requirements, preparation of work statements and specifications, procurement requests and acquisition planning.

BUS 322 – Organizational Behavior

Organizational behavior is a fascinating field that can help you unlock the secrets to short- and long-term business success. In this course, you will explore the intricacies of individual and group behavior within an organization and learn strategies and methods for improving performance. You will delve into employee engagement tactics, group interactions, communication, conflict resolution strategies, and managing change. By the end of the course, you will be able to identify organizational behaviors in the workplace that enhance employee and job satisfaction, leading to business success.

BUS 325 – Global Human Resource Management

Prerequisite: BUS 310

Examines the considerations for human resource management in support of global business operations. Analyzes the sources of labor, business strategy, corporate culture and cultural differences as elements of global human resource planning. Reviews fundamental human resource issues such as compensation, productivity and training.

BUS 330 – Contract Administration and Management

Presents the general policies and procedures for federal contract administration in accordance with Federal Acquisition Regulation. Reviews the responsibilities of contract administration including pre- and post-award activities, contract oversight, quality assurance, compliance, financing, cost controls, documentation, terminations and disputes, and subcontract management. Discusses coordination with procurement activities and audit agencies.

BUS 335 – Staffing Organizations

Prerequisite: BUS 310

Examines the role of staffing to support an organization's strategy and improve productivity. Reviews the key legal compliance issues associated with staffing organizations. Emphasis is placed on HRM planning, job analysis, effective recruitment strategies, developing selection processes and formulation of staffing plans. Provides considerations for employee retention.

BUS 340 – Contract and Purchasing Negotiation Techniques

Presents the theory, strategies, techniques and tactics for negotiating contracts, and principles and practices of negotiations for procurement. Includes preparation and conduct of negotiations and emphasizes interactions prior to/during negotiations and methods of dealing with situations under different types of negotiations. The focus is on federal government contracting.

BUS 363 – Technology and Innovation in Entrepreneurship

The course introduces students to the entrepreneurship process and how that process enhances the movement of technology to the market. The key concepts presented include how technology drives innovation, how to foster a culture of innovation, and how to create organizational wealth through innovation and technology.

BUS 375 – Project Management

Prerequisite: BUS 100

Presents the fundamentals of the project management process and examines application of the process. Reviews the stages and activities in the project life cycle, the organization for project management, and various project control and evaluations processes. Introduces considerations for negotiation and human resource management concerns in project management.

BUS 377 – Managing Project Risk

Prerequisite: BUS 375 or CIS 348

This course addresses the risk component of projects and provides an overview of project risk management and related tools. Students will learn techniques for identifying, analyzing and minimizing risks that are inherent to projects, and building skills to systematically manage project risk to ensure that projects are delivered within cost estimates and timelines.

BUS 380 – Managing Project Teams

Prerequisite: BUS 375 or CIS 348

This course examines the unique human resource aspects of managing human resources and project teams. The management areas of focus include planning for human capital needs, acquiring and developing skills needed for projects, motivating the team and measuring the project team's performance.

BUS 399 – Business Experience through Workplace Learning

Prerequisite: BUS 100, BUS 302, BUS 309, and MKT 100 or MKT 305

This course enables students to gain professional experience in a specific area of business by working with a team to complete a project for a business client. Students should be prepared to be active collaborators and contributors so their team can be successful in the course. Students will have an opportunity to add key skills and workplace experience to their professional profile or résumé and expand their network. Students will also examine how their academic courses tie to their field of study and gain essential skills and competencies to prepare for future career opportunities. Required coursework includes audio/video presentations that will be recorded for grading purposes only.

Course residency requirement: Successful completion of 90 total credits (including transfer credit).

BUS 402 – Small Business Management

Prerequisite: BUS 100

Provides the basic principles of operating and managing a small business. Topics include buying, merchandising, pricing, promotions, inventory management, customer service, location decisions and planning. Reviews strategic planning considerations related to operating a small business.

BUS 407 – Training and Development

Prerequisite: BUS 310

Presents the concepts of learning (cognitive and behaviorist), principles of instructional design, and the relationship of motivation and learning. Analyzes the phases of the training process model and the activities associated with each phase. Reviews how to develop viable training programs to fit a variety of organizational requirements for both employee and management training and development.

BUS 409 – Compensation Management

Prerequisite: BUS 310

Introduces and analyzes the basic concepts of compensation administration in organizations. Provides an intensive study of the wage system, methods of job evaluation, wage and salary structures, and the legal constraints on compensation programs.

BUS 419 – Project Estimating and Budgeting

Prerequisite: BUS 375 or CIS 348

This course focuses on critical aspects of the project process and techniques used for cost estimating and budgeting. The course will explore project essentials such as determining project costs, scheduling and project sequencing, and quality management to ensure the successful delivery of projects.

BUS 430 – Operations Management

Prerequisite: BUS 100

This course covers the key concepts related to operations management within an organization. Topics include strategic issues related to designing products and delivery services, making capacity and location decisions, and operating processes and control systems.

BUS 435 – Management and Growth in Entrepreneurship

This course explores the management growth aspects of an entrepreneurial business, focusing on the nature and challenges of entrepreneurial businesses as they move beyond startup. The primary focus of the course will be managing and building an organization capable of growth and ensuring the organization can sustain growth as the market and competitive environment changes. Key topics include managing with limited resources, identifying key people and establishing processes, creating organization culture, stabilizing cash and other financial resources and establishing a vision to drive the organization.

BUS 437 – Project Procurement Management

The course will address the essential elements of project contracting and resource procurement. Project areas to be addressed include procurement management process, various types of contracts, contract selection and negotiations, administration, fulfillment and completion. Learners in this course study the significance of contracts and the procurement process in project management.

BUS 463 – Entrepreneurship Feasibility and Analysis

This course provides students opportunities for analysis, synthesis, prescription and application of entrepreneurship concepts. Students will use real-work entrepreneurship cases and apply critical thinking and decision-making skills involving complex entrepreneurship decisions.

BUS 475 – Business and Society

Prerequisite: BUS 309

This course explores the role of primary and secondary stakeholders, both within and outside organizations. Ethics and social responsibility will be investigated and where organizational activities fall within different continuums will be reviewed. The broad forces in business, society, and globalization will be examined and how stakeholders can influence the destiny of both business and society will be discussed.

BUS 499 – Business Administration Capstone

This course is the capstone course for the Bachelor of Business Administration program. It examines the processes by which organizations formulate strategy, implement policy, and evaluate outcomes in the highly competitive and dynamic global environment. The ethical implications of strategic choices are a central concern of this course. Analytic, integrative and decision-making skills will be exercised through the use of case analysis and decision-making.

A grade of C or higher is required for satisfactory course completion.

Course residency requirement: This course must be taken as last or next-to-last class; it is not eligible for transfer credit and must be taken at Strayer University.

Graduate Business Courses

BUS 501 – Government Acquisition

This course provides an introduction and overview of government contracting and its unique nature, demonstrating the differences between commercial and government contracting with a concentration on the federal system. Using online resources, students cover the organization of the Federal Acquisition Regulation and how to interpret relevant subject coverage. Current reforms in the acquisition field will be incorporated into the course and emerging controversies will be highlighted to provide students with an up-to-date view of the profession.

BUS 505 – Business Strategies and Proposals

Prerequisite: BUS 501

Provides a framework for formulating business strategies to be competitive in the federal acquisition market. Examines the approaches for business development and effective proposal preparation. Reviews the request for proposal (RFP) process in federal acquisition, analysis of RFPs, preparation of proposals, and reviews and follow-up actions.

BUS 508 – Contemporary Business

Examines the functions and processes within a business

enterprise and key factors affecting productivity. Reviews the dynamics of the business operating environment both internal and external, factors affecting competition and considerations for global operations. Provides a conceptual base for managers to assess and enhance strategic performance in a business organization through the integration of the core business functions, effective resource management and sound leadership.

BUS 512 – Data-Driven Decision Making for Leaders

This course explores how business leaders can apply statistical and performance data to improve business process and performance. The concepts presented in this course relate to gathering and evaluating data within a business environment, using statistical tools and techniques, and formalizing conclusions based on the data to make better informed business decisions.

BUS 515 – Operations Management

Prerequisite: BUS 512 or MAT 510 or MAT 540

Presents production and operations concepts and the techniques used in their management. Examines the interaction of the operations functions with other primary functions such as marketing and finance. Analyzes the primary areas of process and product design, JIT manufacturing, allocation of scare resources, e-commerce and quality management principles.

BUS 517 – Project Management

Examines project management principles used to effectively plan, direct and control project activities to achieve schedule, budget and performance objectives. Reviews the project life cycle, organization and charters, work breakdown structures, responsibility matrixes, cost budgeting, scheduling and resource allocation. Presents planning and control methods such as PERT and Gantt charts, earned value management and an overview of project management software applications.

BUS 518 – Project Management Leadership

Prerequisite: BUS 517 or CIS 517

Prepares project managers to be champions and true leaders in their roles in order to ensure project success when faced with the challenges of an ever-changing, complex global environment. Develops the competencies to lead project teams through more effective communication, identify motivational value systems to improve productivity and cooperation, and recognize the role of business and personal ethics in leadership. Examines both the art and science of negotiation.

BUS 519 – Project Risk Management

Prerequisite: BUS 517 or CIS 517

Presents the application of risk management strategies to identify, analyze and mitigate the full range of project risks in order to ensure project success. Examines the six risk management processes outlined in the Project Management Body of Knowledge (PMBOK®) Guide: risk management planning, risk identification, qualitative risk analysis, quantitative risk analysis, risk response planning and risk monitoring and control.

BUS 520 – Leadership and Organizational Behavior

Analyzes the interaction of individual, group and organizational dynamics that influence human behavior in organizations and determines appropriate management approaches to foster a productive work environment. Examines a variety of theories, models and strategies used to understand motivation and individual behavior, decision-making, the dynamics of groups, work teams, communication, leadership, power and politics, conflict resolution, work design, organizational structure and culture and managing change. Provides a conceptual base for managers to interpret, assess and influence human behavior in an organization.

BUS 521 – Entrepreneurship and Innovation

Explores the concepts and applications of sustainable business, including creating, leading and managing business enterprises. Examines approaches for leading entrepreneurial individuals and companies. Analyzes innovation issues, including creating and realizing value, prioritizing opportunities and managing the innovation process.

BUS 523 – High Growth Digital Startup Management

There's a lot that goes into managing a high growth digital startup. This course will provide valuable information related to how to organize and grow the core financial and procedural operations of a digital business. Topics covered include an overview of people management, organizational design, sales, social media marketing, competition, funding methods, metrics, contracts/legal and when to sell a startup.

BUS 526 – Negotiation and Conflict Resolution

Examines conflict negotiation in organizations. Provides a background in negotiation, mediation, ombudsmen, investigator systems, peer review boards, arbitration and dispute resolution. Presents specialized concepts in managerial negotiations such as cross-culturally making effective group decisions, negotiating mergers and acquisitions and managing business integration teams.

BUS 536 – Global Strategy

The course explores the creation of effective strategies within global markets. The course content includes the exploration of global competitive dynamics, leveraging resources and capabilities, entering foreign markets and creating competitive advantages within a framework of ethics and social responsibility.

BUS 543 – Digital Business Operations

Day-to-day operations at a digital company are fast-paced. This course will provide an overview of the operational, sales and marketing skills specific to a digital business. Topics covered include digital platforms, industry trends, operating a distributed content company, analytics and optimization, video, social media management, digital advertising sales and client management/reporting.

BUS 553 – Technology and Product Management

You'll need talent and technology to ensure that your business is a success. This course will provide an overview on how to develop and take digital software, a digital site or a product to

market. Topics covered include landscape analysis, product design and description, production, project management, launch, key metrics, monetization, fostering feedback, product improvement and business growth/development.

BUS 595 – Business Experience through Workplace Learning

Prerequisite: BUS 520 and MKT 500

This course enables students to gain professional experience by working with a team to complete a project for a business client. Students should be prepared to be active collaborators and contributors so their team can be successful in the course experience in a specific area of business. Students will have an opportunity to add key skills and workplace experience to their professional profile or resume and expand their network. Students will also examine how their academic courses tie to their field of study and gain essential skills and competencies to prepare for future career opportunities. Required coursework includes audio/video presentations that will be recorded for grading purposes only.

This course may be taken to fulfill the MBA elective requirement. The course may also be applied toward fulfilling a requirement in the Professional Studies concentration but would not be applied to any other concentration in the 10-course MBA program.

BUS 599 – Strategic Management

Examines the strategic management process and implementation of successful business strategies in the highly competitive and dynamic global environment. Analyzes the impact of technology, government policy, and world economic and political forces on strategy formulation and execution. Analytic, integrative, and decision-making skills will be exercised through the use of case analysis and decision-making that will involve the core business functions, leadership challenges and global operations.

A grade of B or higher is required for satisfactory course completion.

Course residency requirement: This course must be taken as last or next-to-last class; it is not eligible for transfer credit and must be taken at Strayer University.

CIS – Information Systems

Undergraduate Computer Information System Courses

CIS 101 – Navigating a Digital World

Technology has transformed the way we live and work and staying up-to-date with digital tools can keep you ahead of the game. From Microsoft Office to social media to productivity tools, this course will teach you about technological tools you can use to stay organized, maximize your time, and stand out personally and professionally.

CIS 105 – Introduction to Information Systems

This course introduces students to the general purpose of information systems in organizations and their use of personal productivity software. Students will demonstrate tasks in common application software to include word processing, web browsing, spreadsheet modeling, database management, and presentation graphics.

CIS 106 – Introduction to Information Technology

Prerequisite: CIS 101 or CIS 105

This course provides a foundational overview to the discipline of Information Technology that illuminates key computing concepts and describes how those concepts relate to other computing disciplines. Students are presented the diverse context in which information technology is used and the challenges inherent in the diffusion of innovative technologies.

Certification offering: Certification availability is subject to change.

Course preparation requirements: Course may require that prerequisites are satisfied first through completion of a course at Strayer University, transfer credit, or review of previous certifications earned. Contact a dean, advisor or coach for additional information.

CIS 109 – Introduction to Management Information Systems

This course provides an introduction to contemporary information systems and demonstrates how these systems are used throughout the organization. The focus of this course will be on the key components of information systems—people, software, hardware, data, and communication technologies, and how these components are developed, acquired and integrated to create a competitive advantage.

CIS 110 – Computer Programming Design

Prerequisite: CIS 101 or CIS 105 or CIS 106 or CIS 109 and MAT 104 or MAT110

The course introduces students to fundamental programming concepts to include event-driven programming, object-oriented programming, basic data structures and algorithmic processes. Emphasis is placed on structure, decision-making, looping, arrays, methods, objects, events, databases, pseudo coding and visual flowcharting to construct workable programs.

CIS 111 – Introduction to Relational Database Management Systems

Prerequisite: CIS 101 or CIS 105 or CIS 106 or CIS 109

This course provides students with an introduction to the theory and applied concepts of database design, database management and information management. Students will focus on identifying organizational information requirements, express those requirements using conceptual data modeling techniques, verifying the structural characteristics with normalization techniques and convert conceptual data models into physical database models.

CIS 112 – Introduction to Cloud Computing

Prerequisite: CIS 106 or CIS 109

This course introduces students to Amazon Web Services (AWS) by providing an overview of cloud concepts, AWS core services, security, and the steps required for successful implementation.

This course is designed to support students in preparation for the AWS Certified Cloud Practitioner Exam. AWS preparatory materials are included in portions of this course's reading materials, assignments and quizzes that are delivered through the Strayer learning management system. There are no additional costs for the AWS Academy preparatory materials utilized in this course.

Certification offering: Certification availability is subject to change and students pursuing certification are responsible for the cost of the AWS Certified Cloud Practitioner exam separately administered by AWS.

CIS 170 – Information Technology in Criminal Justice

Prerequisite: CIS 101 or CIS 105

This course provides a foundational overview of the types of crimes and terrorist acts committed using digital technology. Students will explore information technology, computing networks and the Internet in a criminal justice context. Topics include the theories addressing digital criminals and an overview of legal strategies and tactics targeting digital crime. Fundamental research skills in the investigation of digital crime and terrorism also will be explored.

CIS 175 – Introduction to Networking

Prerequisite: CIS 106 or CIS 109 or CIS 111 or CIS 112 or CIS 170 (this course for Criminal Justice majors only)

This course introduces students to the fundamentals of networking technology. The focus of the course will include networking protocols, topologies, hardware and operating systems. Topics include data communications, telecommunications, infrastructure security, inter/intranetworking and the application of networking to multimedia, information storage and distribution.

Certification offering: Certification availability is subject to change.

Course preparation requirements: Course may require that prerequisites are satisfied through completion of a course at Strayer University, transfer credit or review of previous certifications earned. Contact a dean, advisor or coach for additional information.

CIS 210 – Systems Analysis and Development

Prerequisite: CIS 106 or CIS 109 or CIS 111

This course presents the processes, methods, techniques and tools that organizations use to effectively develop computer-based technologies. Topics include a fundamental review of project management and data design followed by the processes required to gather and articulate business requirements. Students will acquire skills to procure, evaluate, test and systematically build systems for integration into an organization.

CIS 211 – Introduction to Artificial Intelligence

This course provides an overview of artificial intelligence, exploring its history, applications, and impact on various industries. The course also covers ethical considerations and societal implications of AI. Practical exercises using popular AI tools and frameworks will provide hands-on experience.

CIS 214 – Introduction to Prompt Engineering

Prerequisite: CIS 211

This course introduces learners to the concept of prompt engineering, a crucial aspect of building AI models that understand and generate human-like text. They will explore techniques for prompt design, optimization, and fine-tuning, with an emphasis on natural language processing (NLP) tasks. Students will learn techniques for designing prompts, understanding their impact on model performance, and leveraging prompts for various AI applications.

CIS 242 – C++ Programming I

Prerequisite: CIS 110

This course introduces students to the fundamental constructs of the C++ object-oriented programming language. Students will test, document and design business-oriented programs. Topics include data types and objects, encapsulation, polymorphism and inheritance.

CIS 261 – Object-Oriented Computer Programming I

Prerequisite: CIS 110

This course explores the fundamentals of object-oriented programming. Students will apply basic programming concepts as they design, develop and test their own applications. Topics include variables, expressions, types, branching, loops, functions, string, list and dictionaries.

CIS 307 – Web Page Development I

Prerequisite: CIS 110 and CIS 376

This course prepares students to develop and program web-based applications using client-side scripting techniques. Topics include client-side scripting for developing interactive websites, the use of object-oriented techniques and creating well-formed webpages, as well as techniques for manipulating data in strings and arrays.

CIS 309 – Web Page Development II

Prerequisite: CIS 307

This course provides advanced techniques to design, develop and test web-based applications. Topics include using static and dynamic scripting languages to create interactive websites, manipulating strings, objects and data in arrays and working with client/server databases. Students will use object-oriented programming techniques, as well as authentication and security in creating the websites.

CIS 312 – Computer Architecture

Prerequisite: CIS 106

This course presents students with concepts and essential skills required to administer operating systems, networks, software, file systems, file servers, web systems, database systems, system documentation, policies and procedures. Topics include the methods required to select, deploy, integrate and administer computing platforms or components that support an organization's information technology infrastructure. The fundamentals of hardware and software and how they integrate to form essential components of systems are also explored.

Certification offering: Certification availability is subject to change.

Course preparation requirements: Course may require that prerequisites are satisfied through completion of a course at Strayer University, transfer credit, or review of previous certifications earned. Contact a dean, advisor or coach for additional information.

CIS 324 – Ethics in IT

This course provides critical ethical and legal information that computer security professionals must take into account when developing security policies, plans and procedures. This course focuses on ethical and legal issues and privacy considerations that organizations must take into account. Topics also include issues related to risk mitigation and analysis, incident response and contingency planning.

CIS 328 – C++ Programming II

Prerequisite: CIS 242

This course covers advanced topics in the C++ object-oriented programming language. Students will test, document and design business-oriented programs and solve advanced programming problems. Topics include data structures, recursion, design patterns, memory management and exception handling.

CIS 332 – Network Server Administration I

Prerequisite: CIS 175 or CIS 312 or CIS 337

This is a lab-based course that prepares students to install, configure, secure and maintain the Windows server environment. Topics include configuring and managing DHCP, DNS, routing and remote access and file and print services.

Certification offering: Certification availability is subject to change.

Course preparation requirements: Course may require that prerequisites are satisfied through completion of a course at Strayer University, transfer credit or review of previous certifications earned. Contact a dean, advisor or coach for additional information.

CIS 333 – Networking Security Fundamentals

Prerequisite: CIS 175 or CIS 170 for Criminal Justice majors only

This is a lab-based course that provides an overview of information technology security principles, challenges, vulnerabilities and countermeasure strategies. Topics include definition of security terms, concepts, elements and goals. Students will explore industry standards and practices that focus on the availability, integrity and confidentiality aspects of information systems security.

Certification offering: Certification availability is subject to change.

Course preparation requirements: Course may require that prerequisites are satisfied through completion of a course at Strayer University, transfer credit or review of previous certifications earned. Contact a dean, advisor or coach for additional information.

CIS 336 – Enterprise Architecture

Prerequisite: CIS 106 or CIS 109

This course explores the design, selection, implementation and management of enterprise IT solutions. Topics include frameworks and strategies for infrastructure management, system administration, data/information architecture, content management, distributed computing, middleware, legacy system integration, system consolidation, software selection, total cost of ownership calculation, IT investment analysis and emerging technologies.

CIS 337 – Internetworking Basics

Prerequisite: CIS 175

This course introduces students to the fundamentals of networking. Students will learn the skills necessary to install, operate, configure and verify local area networks in a simulated environment. Topics include configuring LAN switches and IP routers, managing network devices, assessing connectivity and access issues, and identifying basic security concerns.

Certification offering: Certification availability is subject to change.

Course preparation requirements: Course may require that prerequisites are satisfied through completion of a course at Strayer University, transfer credit or review of previous certifications earned. Contact a dean, advisor or coach for additional information.

CIS 348 – Information Technology Project Management

Prerequisite: CIS 106 or CIS 109

This course examines the processes, methods, techniques and tools that organizations use to manage their information technology projects in accordance with the Project Management Institutes Project Management Body of Knowledge (PMBOK®). Emphasis is placed on the methodology and project management software for initiating, planning, executing, controlling and closing technology projects. Topics include various types of technologies to support group collaboration and the use of resources from within the firm as well as contracted from outside the organization.

Certification offering: Certification availability is subject to change.

Course preparation requirements: Course may require that prerequisites are satisfied through completion of a course at Strayer University, transfer credit or review of previous certifications earned. Contact a dean, advisor or coach for additional information.

CIS 356 – Decision Support and Business Intelligence

Prerequisite: CIS 109 or CIS 111 or CIS 112

This course covers the techniques, frameworks and application of computerized decision support systems that support managerial decision-making. Topics include the characteristics, structure, uses and types of decision support systems.

CIS 357 – Advanced Internetworking

Prerequisite: CIS 337

This course builds on student knowledge of networking fundamentals and teaches students to design and configure wide-area networks (WANs). Students will learn the skills necessary to manage such networks in a simulated environment. Topics will include advanced network design and switching, VLANs, advanced router and network management configuration and network security.

Certification offering: Certification availability is subject to change.

Course preparation requirements: Course may require that prerequisites are satisfied through completion of a course at Strayer University, transfer credit or review of previous certifications earned. Contact a dean, advisor or coach for additional information.

CIS 358 – Introduction to Geographical Information Systems

Prerequisite: CIS 111

This course introduces students to geographic information systems (GIS) to include the acquisition, input, storage and editing of data; generation of maps and reports; and fundamental spatial data structures. Students will be provided an overview of the tools employed to include commercial software packages providing for a background of elementary GIS concepts.

CIS 359 – Disaster Recovery Management

This course provides a foundation in disaster recovery and incident response in computing environments. Students will learn to prepare a disaster recovery plan, assess risk and develop policies and procedures. Topics include contingency planning, business continuity and crisis management.

CIS 361 – Object Oriented Computer Programming II

Prerequisite: CIS 261

Students will build on the foundation developed in previous courses by solving problems and developing applications using an object-oriented programming language. Various methods to organize and interact with data will be addressed in the course. Students will design, implement, test and debug a variety of programs. Topics include classes, exceptions, modules, files, inheritance, recursion, searching and sorting, linked lists, stacks and queues.

CIS 362 – Data Analytics I

Prerequisite: CIS 261, MAT 210 or MAT 300

This course provides students with a comprehensive foundation in the field of data science and its application to decision-making. It focuses on using computational methods and statistical techniques to analyze massive amounts of data. It also teaches students to identify and deploy appropriate modeling and tools to extract meaningful information from big data.

CIS 363 – Python Programming for Artificial Intelligence

Prerequisite: CIS 211 and CIS 261

This course focuses on developing programming skills necessary for Artificial Intelligence (AI) applications using the Python programming language. Students will learn Python programming techniques and libraries commonly used in AI development and they will gain proficiency in writing Python code to solve AI-related problems.

CIS 365 – Advanced Artificial Intelligence Applications

Prerequisite: CIS 211

This course explores advanced applications of AI in various domains, such as healthcare, finance, and autonomous systems, and other industries. The course emphasizes practical implementation and real-world case studies to demonstrate the application of AI techniques. Topics such as reinforcement learning, ethical considerations, fairness, and interpretability in AI are included.

CIS 373 – Web Design and Development

Prerequisite: CIS 110

This course presents to students the design, implementation and testing of web-based applications, including related software, databases, scripting techniques, interfaces and digital media. It also covers social, ethical and security issues arising from the Web, e-commerce and social networking software applications.

CIS 375 – Human-Computer Interaction

Prerequisite: CIS 210 or CIS 361

This course presents students with user-centered methodologies in the development, evaluation and deployment of information technology applications and systems. Students are exposed to evolving technologies and devices and how to design interactive products that enhance the way people communicate, interact and work with computers. Topics include human-computer interaction, user and task analysis, human factors, ergonomics, accessibility standards and cognitive psychology.

CIS 376 – SQL Programming

Prerequisite: CIS 111 or CIS 112

This course covers the concepts, and components for designing, building and querying databases using the Structured Query Language (SQL). Students will use tools to create tables and apply database and table constraints through the use of the Data Manipulation Language (DML) and Data Definition Language (DDL).

CIS 377 – SQL Programming II

Prerequisite: CIS 376

This course covers the concepts, design and querying of databases using the Structured Query Language (SQL), including large datasets, objects and data dictionaries, system privileges and security functions.

CIS 399 – Information Technology Experience Through Workplace Learning

Prerequisite: CIS 175, CIS 261, CIS 373 and CIS 376

This course enables students to gain professional experience by working with a team to complete an information technology

project for an organization. Students should be prepared to be active collaborators and contributors so their team can be successful in the course experience in a specific area of information technology. Students will have an opportunity to add key skills and workplace experience to their professional profile or résumé and expand their network. Students will also examine how their academic courses tie to their field of study and gain essential skills and competencies to prepare for future career opportunities. Required coursework includes audio/video presentations that will be recorded for grading purposes only.

CIS 401 – Network Server Administration II

Prerequisite: CIS 332

This is a lab-based course that prepares students with advanced server administration concepts to plan, deploy, secure, monitor, back up and manage enterprise network server environments. Topics also include storage solutions, high availability, file and printer services and security.

Certification offering: Certification availability is subject to change.

Course preparation requirements: Course may require that prerequisites are satisfied through completion of a course at Strayer University, transfer credit or review of previous certifications earned. Contact a dean, advisor or coach for additional information.

CIS 406 – JAVA Programming I

Prerequisite: CIS 110

This course introduces students to the fundamental constructs of the Java object-oriented programming language. Students will test, document and design business-oriented programs. Topics include objects, classes, iteration, encapsulation, polymorphism and inheritance.

CIS 407 – JAVA Programming II

Prerequisite: CIS 406

This course covers advanced topics in the Java object-oriented programming language. Students will test, document and design business-oriented programs and solve advanced programming problems. Topics include advanced data structures, recursion, multithreading and the application of Java constructs to the Internet and database development.

CIS 409 – Network Services Infrastructure

Prerequisite: CIS 175 or CIS 337

This is a lab-based course that prepares students to install, configure, secure and maintain services in the Windows Active Directory environment. Topics include group policies, configuration management of various services, cloud infrastructure, virtual machines, security strategies and certificate services.

Certification offering: Certification availability is subject to change.

Course preparation requirements: Course may require that prerequisites are satisfied through completion of a course at Strayer University, transfer credit or review of previous certifications earned. Contact a dean, advisor or coach for additional information.

CIS 417 – Computer Forensics

Prerequisite: CIS 333

This course offers an introduction to system forensics investigation and response. Topics include procedures for investigating computer and cyber-crime, tools, techniques and methods used to perform forensic investigations and concepts for collecting, analyzing, recovering and preserving forensic evidence.

CIS 421 – Software Engineering

Prerequisite: CIS 210

This course introduces students to the systematic design and operation of software development and related activities. Students will explore software methodologies and practices that ensure the design is of high quality, affordable, maintainable and faster to build. Topics also will examine quantifiable and systematic approaches that test, maintain and reengineer software-driven systems.

CIS 424 – Database Administration I

Prerequisite: CIS 111 or CIS 112 and CIS 376
This is a lab-based course that prepares students with the skills to plan, install, develop, and administer databases in the Oracle database environment. Topics also include procedures that enable installing and configuring a database server, security, optimizing database performance, and troubleshooting techniques.

Certification offering: Certification availability is subject to change.

Course preparation requirements: Course may require that prerequisites are satisfied through completion of a course at Strayer University, transfer credit or review of previous certifications earned. Contact a dean, advisor or coach for additional information.

CIS 428 – Database Administration II

Prerequisite: CIS 424

This is a lab-based course that prepares students with the skills to design, plan and optimize the Microsoft SQL Server (MSSQL) database infrastructure. Topics include managing and maintaining databases or multidimensional databases, user accounts, database availability and recovery and reporting, as well as the design and implementation of security and server automation.

Certification offering: Certification availability is subject to change. Course preparation requirements: Course may require that prerequisites are satisfied through completion of a course at Strayer University, transfer credit or review of previous certifications earned. Contact a dean, advisor or coach for additional information.

CIS 429 – Data Warehouse Planning

Prerequisite: CIS 111 or CIS 112

This course covers the principles, approaches and critical issues

in planning, designing and deploying data warehouses. Topics include data extraction, data cleansing, data transformation, architecture and infrastructure. Students will examine recent trends in data warehousing, metadata and architectural components.

CIS 431 – Mobile Programming I

Prerequisite: CIS 406

This is a lab-based course that provides introductory topics in mobile programming development and usability design for the Android platform using Java. The course includes the user interface decisions required in the mobile design lifecycle. Students will design real-world mobile applications to animate images and manipulate data and include storage, retrieval, caching and off-line processing techniques.

CIS 432 – Mobile Programming II

Prerequisite: CIS 431

This is a lab-based course that provides advanced topics in mobile programming design to include the user interface decisions required in the mobile design lifecycle. Students will design secure real world mobile applications to animate images and manipulate data and include storage, retrieval, caching and off-line processing techniques.

CIS 433 – Software Architecture Techniques

Prerequisite: CIS 421

This course presents software techniques, principles and technical practices to enable rapid delivery of software solutions. Topics include the processes to build, deploy, test and release software delivery to include collaborative techniques among development teams and stakeholders.

CIS 437 – Cloud Architecture and Design

Prerequisite: CIS 376

Maintaining a cloud-based system is a high-demand skill in business today. This course prepares students to design, develop and administer a secure and efficient cloud-based system to support organizational data needs. It introduces students to fundamental cloud computing security concepts, including access control and management, governance, logging and encryption methods. It also covers security-related compliance protocols, risk management strategies and security features of cloud-based services. This course will also include Amazon Web Services (AWS) preparatory materials for the AWS Cloud Architecting Certification exam. AWS preparatory materials are included in portions of this course's reading materials, assignments and quizzes that are delivered through the Strayer learning management system. There are no additional costs for the AWS Academy preparatory materials utilized in this course.

Certification offering: Certification availability is subject to change and students pursuing certification are responsible for the cost of the AWS Cloud Architecting Certification exam separately administered by AWS.

Course preparation requirements: Course may require that prerequisites are satisfied through completion of a course at Strayer University, transfer credit or review of previous certifications earned. Contact a dean, advisor or coach for additional information.

CIS 438 – Information Security Legal Issues

Prerequisite: CIS 333

This course addresses the area where law and information security concerns intersect. Students will be presented with fundamental security and privacy concepts, recent U.S. laws that address information security and privacy, and security and privacy for organizations. Topics also include issues related to governance, risk analysis, incidence response and contingency planning.

CIS 439 – Deep Learning and Neural Networks

Prerequisite: CIS 363

In this course, students will explore advanced concepts and architectures including feedforward neural networks, convolutional neural networks, recurrent neural networks, and sequence modeling. Analysis of a practical implementation of deep learning models will be emphasized.

CIS 443 – Agile Project Management

Prerequisite: CIS 348

This course introduces students to Agile Project Management. Students are presented with core values, fundamentals, frameworks and the practices in various Agile phases. Topics also include governance, quality and the application of Agile methods in organizational settings.

Certification offering: Certification availability is subject to change.

Course preparation requirements: Course may require that prerequisites are satisfied through completion of a course at Strayer University, transfer credit or review of previous certifications earned. Contact a dean, advisor or coach for additional information.

CIS 447 – AWS Cloud Operations I

Prerequisite: CIS 437

This course introduces students to best practices in the Amazon Web Services (AWS) Cloud. It introduces design patterns to solve problems and troubleshoot various real-world cloud service scenarios. Opportunities to explore case studies and to build actual infrastructures through labs and hands on activities are provided throughout. This course is designed to support students in preparation for the AWS SysOps Administrator – Associate certification exam. This course will also include Amazon Web Services (AWS) preparatory materials for the AWS SysOps Administrator – Associate certification exam. AWS preparatory materials are included in portions of this course's reading materials, assignments and quizzes that are delivered through the Strayer learning management system. There are no additional costs for the AWS Academy preparatory materials utilized in this course.

Certification offering: Certification availability is subject to change and students pursuing certification are responsible for the cost of the AWS SysOps Administrator-Associate certification

exam separately administered by AWS.

CIS 448 – AWS Cloud Operations II

Prerequisite: CIS 447

This course introduces students to best practices in the design of repeatable, configurable, and deployable networking and storage solutions in the Amazon Web Services (AWS) Cloud. Opportunities to explore case studies and to build actual infrastructures through labs and hands on activities are provided throughout. This course is designed to support students in preparation for the AWS SysOps Administrator – Associate certification exam. This course will also include Amazon Web Services (AWS) preparatory materials for the AWS SysOps Administrator - Associate exam. AWS preparatory materials are included in portions of this course's reading materials, assignments and quizzes that are delivered through the Strayer learning management system. There are no additional costs for the AWS Academy preparatory materials utilized in this course.

Certification offering: Certification availability is subject to change and students pursuing certification are responsible for the cost of the AWS SysOps Administrator – Associate exam separately administered by AWS.

CIS 458 – Advanced Topics in Geographical Information Systems

Prerequisite: CIS 358

This course takes an integrative approach to geographical information systems with the latest developments in the field. Students will use case studies to consider the usability factors in the design and deployment of GIS to include the theories behind spatial cognition, map reading and location-based services.

CIS 461 – Data Analytics II

Prerequisite: CIS 362

The course provides a comprehensive overview of data mining. Students will learn different methods, such as data collection and selection, data cleaning and transformation, pattern discovery and knowledge extraction, including traditional statistical analysis and basic machine learning techniques. Students will analyze large data sets and learn to develop modeling solutions to support decision-making in a professional domain. In so doing, students will gain insight into how data analytics is applied in professional fields.

CIS 462 – Security Strategy and Policy

Prerequisite: CIS 333

The course presents a discussion on security policies created to protect and maintain a computing network, such as password policy, email policy and Internet policy. Students are presented with a comprehensive view of information security policies, frameworks and issues related to organizational behavior and crisis management. Topics also include governance, regulation, mandates, business drivers and legal considerations when implementing security policies and frameworks.

CIS 498 – Information Technology Capstone

This course is an integrative capstone course for the Bachelor of Science in Information Technology program. The course takes a senior management approach to examine and solve real-world problems and projects. Students will apply project management techniques to create integrative information technology solutions that include databases, systems analysis, security, networking, computer infrastructure, human-computer interaction and web design.

A grade of C or higher is required for satisfactory course completion.

Course residency requirement: This course must be taken as last or next-to-last class; it is not eligible for transfer credit and must be taken at Strayer University.

CIS 499 – Information Systems Capstone

This course is the capstone course for the Bachelor of Information Systems program. The course takes a senior management approach to examine issues in managing the information systems function in organizations and how information systems integrate, support and enable various types of organizational capabilities. Topics include developing an intellectual framework to critically assess existing information systems infrastructures, emerging technologies and how enabling technologies affect organizational strategy.

A grade of C or higher is required for satisfactory course completion.

Course residency requirement: This course must be taken as last or next-to-last class; it is not eligible for transfer credit and must be taken at Strayer University.

Graduate Computer Information Systems Courses

CIS 500 – Information Systems for Decision-Making

This course examines the strategic use and trends of organizational information systems with emphasis on the application of information technology. Students are presented key computing concepts in the strategic context in which information technology is used with emphasis on how information technology enables improvement in quality, timeliness and competitive advantage.

CIS 502 – Theories of Security Management

This course presents current and emerging theories in security management. Topics include the policies, guidance, technologies and organizational concerns that security managers must address in leading and providing secure computing environments. Students will explore topics such as access control, risk identification and cryptography.

Certification offering: Certification availability is subject to change.

Course preparation requirements: Course may require that prerequisites are satisfied through completion of a course at Strayer University, transfer credit or review of previous certifications earned. Contact a dean, advisor or coach for additional information.

CIS 505 – Communication Technologies

This course covers trends and topics of computer communications. Students are presented a balance of technical foundations and business practice to address a managerial level of knowledge in data communications. Topics also include networking, distributed applications, network management, security and network operating systems.

CIS 509 – Fundamentals of Artificial Intelligence Systems Management

This course provides a comprehensive introduction to the fundamentals of artificial intelligence systems management. It covers various artificial intelligence (AI) strategies and their impact on business performance and capabilities. Students will gain an understanding of how AI can be leveraged to optimize business processes, improve decision-making, and drive innovation. Emphasis will be placed on understanding the managerial aspects of AI, such as aligning AI strategies with business goals, assessing ethical considerations, and managing risks associated with AI systems.

CIS 510 – Advanced Systems Analysis and Design

This course provides an integrated approach to system analysis and design processes. Students will explore advanced topics to evaluate and select system development methodologies and design system solutions. The role of effective interpersonal communication techniques and integration practices with users and user systems is emphasized.

CIS 512 – Advanced Computer Architecture

This course examines the structure and operation of digital computers in the context of providing data and infrastructure security. Emphasis will be placed on strategies to select, deploy, integrate and administer modern computing environments to support the organization's overall security posture. Topics include hardware components of modern computing environments and their deployment in compliance with applicable cybersecurity laws and policies.

CIS 513 – Enterprise Wireless Networks

Prerequisite: CIS 505

This course covers the concepts and infrastructure of wireless systems, how mobility is supported and the interactions among the different wireless components. Emphasis is placed on wireless technologies that deliver reliable voice and data communication to organizational entities.

CIS 515 – Strategic Planning for Database Systems

Prerequisite: CIS 500 or CIS 512

This course covers the concepts, issues, principles and techniques for managing organizational data resources. Topics include the strategic information requirements of organizations, modeling those requirements using conceptual data modeling techniques, verifying the structural characteristics with normalization, and converting the conceptual data models into physical databases. Emphasis will be placed on the application and strategic use of database systems.

Certification offering: Certification availability is subject to change.

Course preparation requirements: Course may require that prerequisites are satisfied through completion of a course at Strayer University, transfer credit or review of previous certifications earned. Contact a dean, advisor or coach for additional information.

CIS 518 – Advanced Software Engineering

Prerequisite: CIS 512

This course provides advanced concepts describing the management, research and modeling of software engineering practices. Topics include the software lifecycle to include planning, managing, testing and requirements gathering techniques that create or improve software products and processes.

CIS 524 – Computer Interaction and Design

This course provides students with the concepts, theory and design of human-computer interaction (HCI) to address organizational issues. Students learn the practical principles and guidelines to develop high-quality interface designs that users can understand, predict and control. Topics include a strategic and tactical assessment of expert reviews, usability testing, direct manipulation, menu selection and form design. Current HCI topics are addressed with a balanced emphasis on mobile devices and web and desktop platforms.

CIS 525 – Advanced Agile Project Management

Prerequisite: BUS 517 or CIS 517

This course provides advanced topics in implementing Agile project management and coaching techniques into an overall business strategy. The course will focus on leadership and coaching strategies in an Agile practice with topics including delivery frameworks, values, principle and practice.

Certification offering: Certification availability is subject to change.

Course preparation requirements: Course may require that prerequisites are satisfied through completion of a course at Strayer University, transfer credit or review of previous certifications earned. Contact a dean, advisor or coach for additional information.

CIS 527 – IT Risk Management

Prerequisite: CIS 500 or CIS 502

This course addresses the topic of risk management and how risk, threats and vulnerabilities impact information systems. Topics include how to assess and manage risk based on defining an acceptable level of risk for information systems, elements of a business impact analysis, business continuity plan and disaster recovery planning.

Certification offering: Certification availability is subject to change.

Course preparation requirements: Course may require that prerequisites are satisfied through completion of a course at Strayer University, transfer credit or review of previous certifications earned. Contact a dean, advisor or coach for

additional information.

CIS 532 – Network Architecture and Analysis

Prerequisite: CIS 505 and CIS 512

This course focuses on a managerial approach to designing computing networks. Students will develop procedures and demonstrate best practices to satisfy end-user business and technical requirements. Topics include methods to design organizational networks for functionality, capacity, performance, availability, scalability, affordability and security.

CIS 534 – Advanced Network Security Design

Prerequisite: CIS 502

This course examines strategies to design, administer and maintain a comprehensive enterprise security infrastructure. Topics related to protection of information technology assets and infrastructure from external and internal threats are included.

CIS 539 – Cloud and Virtual Computing

Prerequisite: CIS 505 or CIS 512

This course examines the technologies, structure and future direction of cloud computing applications. Topics include the technologies associated with cloud computing and the organizational, legal and regulatory issues encountered in cloud computing environments.

CIS 542 – Web Application Security

Prerequisite: CIS 502 or CIS 505

This course addresses the risks, threats and vulnerabilities for web-based applications. This course presents security strategies that enable a secure operation of web applications by identifying and mitigating the risk associated with web-enabled applications. Topics include a review of the evolutionary changes that have occurred in web application technologies and cyberattacks, vulnerabilities associated with web-enabled applications and server/client controls.

Certification offering: Certification availability is subject to change.

Course preparation requirements: Course may require that prerequisites are satisfied through completion of a course at Strayer University, transfer credit or review of previous certifications earned. Contact a dean, advisor or coach for additional information.

CIS 543 – AI Strategy for Performance Optimization

Prerequisite: CIS 509

This course focuses on the strategic planning and implementation of AI initiatives within an organization. Students will learn how to develop AI strategies aligned with business goals, create implementation roadmaps, and overcome common challenges associated with AI adoption. They will explore topics such as data governance, privacy, and security in the context of AI implementation while gaining hands-on experience through practical exercises and case studies.

CIS 548 – AI for Innovation and Strategic Decision-Making

This course explores how AI can drive innovation and support strategic decision-making within organizations. Students will learn about AI-enabled innovation processes, such as generative design, deep learning, reinforcement learning, and advanced analytics. Students will explore ethical considerations, bias mitigation, and the responsible use of AI systems while working on real-world projects to apply AI techniques to strategic business challenges.

CIS 552 – Cybercrime Techniques and Response

Prerequisite: CIS 500 or CIS 502

This course examines the threats, crimes and other abuses that are present in the cyber realm. Topics include identifying the bad actors in cyberspace, examining how they used the internet for criminal activity, and evaluating techniques in preventing crime and abuse. Students will explore different types of cyberattacks and their characteristics.

CIS 554 – Information Technology Project Leadership Strategies

Prerequisite: BUS 517 or CIS 517

This course examines the techniques and frameworks in managing teams and leading software development projects. Students will be presented with the methods, tools and techniques of software project management with emphasis on leadership qualities.

CIS 555 – Performance and Requirements Engineering

Prerequisite: CIS 512

This course addresses the processes for the development, analysis and testing of performance requirements. Topics include performance analysis techniques, performance requirements and evaluation methods, measurement and performance testing techniques.

CIS 558 – Information Technology Audit and Control

Prerequisite: CIS 502

This course focuses on establishing the framework to audit, secure and ensure internal controls in an information technology environment. Topics include the technical and professional issues in the context of technology-driven audits, security, privacy, business continuity and legislative and governance changes.

Certification offering: Certification availability is subject to change.

Course preparation requirements: Course may require that prerequisites are satisfied through completion of a course at Strayer University, transfer credit or review of previous certifications earned. Contact a dean, advisor or coach for additional information.

CIS 560 – Security Access and Control Strategies

Prerequisite: CIS 502

This course presents typical cyber operations, including access and control, where ethical dilemmas arise and provides tools for legal and ethical decision-making. Topics include various stages

of a cyber operation, U.S. regulations and ethical implications of granting access and control. Students will explore the authorities, roles and steps associated with ethical cyber operations.

CIS 562 – Computer Forensics Planning

Prerequisite: CIS 502

This course presents the systematic methods in conducting computer forensic investigations, acquiring digital data and reporting on forensic investigations. Topics include procedures to create a forensics lab; investigating computer and cybercrime; tools, techniques and methods used to perform forensic investigations; and concepts for collecting, analyzing, recovering and preserving forensic evidence.

Certification offering: Certification availability is subject to change.

Course preparation requirements: Course may require that prerequisites are satisfied through completion of a course at Strayer University, transfer credit or review of previous certifications earned. Contact a dean, advisor or coach for additional information.

CIS 565 – Cryptography

Prerequisite: CIS 542 or CIS 558

This course covers cryptography from historical, applied and theoretical perspectives. Topics include symmetric and asymmetric encryption techniques that include classical and modern algorithms. This course explores the framework and practice of using cryptography in securing information in organizational settings.

CIS 567 – Software Development for Managers

Prerequisite: CIS 512

This course explores the fundamentals of Python programming. Students will apply basic programming concepts as they design, develop and test their applications. Emphasis is placed on critical thinking and understanding sequence, variables, inputs, outputs, conditional and iteration constructs. Students will utilize software development collaboration tools such as GitHub.

CIS 598 – Graduate Information Assurance Capstone

In this integrative capstone course, students will examine and solve real-world cybersecurity problems and apply associated techniques to create practical solutions. The course takes an integrative and senior security officer approach to address the policy, risk and control opportunities within cyberspace and IT environments.

A grade of B or higher is required for satisfactory course completion.

Course residency requirement: This course must be taken as last or next-to-last class; it is not eligible for transfer credit and must be taken at Strayer University.

CIS 599 – Graduate Information Systems Capstone

This course is an integrative capstone course for the Master of Science in Information Systems program. Students will examine and address real-world projects and problems and apply project management techniques to create practical solutions. The course takes an integrative and senior management approach to address the integration of a broad range of technologies inclusive of databases, security, networking, computer infrastructure and human-computer interaction.

A grade of B or higher is required for satisfactory course completion.

Course residency requirement: This course must be taken as last or next-to-last class; it is not eligible for transfer credit and must be taken at Strayer University.

COM – Communications

Undergraduate Communications Courses

COM 100 – Communication at Work

Prerequisite: ENG 090 or Placement by Examination

Being an effective communicator is an essential skill for any profession. In this course, you will learn the secrets to writing, listening, and speaking with credibility in order to share your voice with the world.

COM 101 – Effective Communication Skills

Prerequisite: ENG 090 or placement by examination

This course is designed to expose students to the fundamentals of academic and professional communication in order to develop professionals who can effectively apply communication techniques and best practices to meet their academic and corporate communication needs.

COM 200 – Communication: The Key to Working Together

Prerequisite: COM 100 or COM 101 or ENG 115 or ENG 116 or ENG 201 or ENG 315

Your ability to communicate effectively is the key to connecting and engaging with a variety of audiences. In this course, you will learn about a range of communication techniques needed to deliver important information, build relationships, and meet personal and team goals. You will also improve your technological skills so you can collaborate in dynamic workplace environments.

COM 201 – The Power of Effective Speaking

Prerequisite: COM 100 or COM 101 or ENG 115 or ENG 116

Build confidence by practicing effective speaking skills. This course focuses on developing oral communication skills, with an emphasis on public speaking. Learn how to research, organize and deliver messages through informal and formal speaking opportunities. Topics include organizing a speech, practicing verbal and nonverbal delivery strategies, using visual aids, speaking to inform and methods of persuasion.

Graduate Communications Courses

COM 510 – Business Communications

The ability to communicate with clarity, confidence, persuasion, and passion is an increasingly vital skill in business. This course focuses on tailoring your communication style to your audience. You will learn about communication strategies, effective business writing, and improving interpersonal communications and understand why communication is one of the most important skills in business.

CRJ – Criminal Justice

CRJ 100 – Introduction to Criminal Justice

This course introduces students to the components and operations of the criminal justice system. It examines the three main components of that system: law enforcement, the courts and corrections. Issues and challenges within the criminal justice system and the system's future are also explored.

CRJ 105 – Crime and Criminal Behavior

Prerequisite: CRJ 100 and SOC 100 or SOC 101

This course covers the historical development of social and behavioral explanations of adult crime, as well as juvenile crime and new evolutions in crime, including cybercrimes. Crime causation theories are explained in relation to policies developed from these theories and the real and intended impact of these policies are discussed to demonstrate their impact on society concerning crime prevention and criminal rehabilitation.

CRJ 150 – Criminal Justice Report Writing

Prerequisite: ENG 115 or ENG 116

Report writing is an essential workplace skill in the criminal justice field. Judges and other professionals in the field will read these reports, sometimes under a very close lens, and depend on them for accurate information. Therefore, it's critical these reports contain the information justice administrators need and follow state requirements. This course introduces a report writing process and uses templates to teach how to prepare concise, complete, and correct reports common in the criminal justice field. Hands-on activities will provide step-by-step guided practice for students to improve their report writing skills, and technological trends related to criminal justice reporting will be examined.

CRJ 180 – Juvenile Delinquency and Justice

Prerequisite: CRJ 100

This course examines the criminal activity of juveniles and includes the study of gangs, status offenses and the problems facing juveniles today. An overview of American juvenile justice is also provided, in terms of both system and practice. The causes of juvenile crime; the juvenile court system; and the institutionalization, rehabilitation and treatment of juveniles are explored.

CRJ 220 – Ethics and Leadership in Criminal Justice

Prerequisite: CRJ 100

This course exposes students to the various philosophical approaches for developing appropriate ethical decision-making tools for the criminal justice professional. Ethical decision-making tools are illustrated in actual application in police, courts, corrections, criminal justice policy and criminal justice research scenarios. Emphasis is placed on professional integrity and leadership skills that support laws, policies and procedures in criminal justice.

CRJ 310 – Law Enforcement Operations and Management

Prerequisite: CRJ 105

This course gives students an overview of the police and their mission in contemporary society. It examines typical police operations, the management of police organizations, and some of the challenges facing policing today. The course also looks at technology in the service of law enforcement and explores the future of policing.

CRJ 315 – Artificial Intelligence in Criminal Justice

Prerequisite: CIS 211

This course enables students to explore Artificial Intelligence for innovative solutions in the criminal justice system. The course will provide an understanding of AI, its history, and applications across the criminal justice system, while respecting democratic values, human rights, the letter of the law and the spirit of the law. The course examines the significant influence on crime monitoring and prevention, judicial and correctional systems, and many other criminal justice practices.

CRJ 317 – Criminal Justice Technology

Prerequisite: CRJ 150 and CRJ 220

This course provides an overview of how information technology (IT) is used in the criminal justice field, including but not limited to report writing, other paperwork processing, maintaining different police databases, records, and the use of the Internet for duty related matters. Students will learn how to turn information into knowledge, define who can use the knowledge, and for what purposes. Students will also examine what the current state of IT is in various components of the criminal justice system, and what challenges lie ahead. Topics include: Acquiring, Implementing and Evaluating Information Technology; How Criminal Justice Agencies use the Internet; and Offender-Based Information Sharing to include SORN systems.

CRJ 320 – Criminal Investigation

Prerequisite: CRJ 105

The course introduces students to the fundamentals of criminal investigation by examining processes involved in identifying and arresting criminal suspects, identifying types of crimes and offenses and in preparing for the in-court presentation of evidence through testimony. In addition, techniques and preservation for evidence collection and examination are discussed. Developing high technologies useful to the criminal investigator are explored.

CRJ 322 – The Criminal Mind

Prerequisite: CRJ 105

This course provides a broad range of topics relevant to criminal behavior and the development of the personality. Biological, psychological and social structural factors that influence the possible origin of criminal behavior, as well as criminal justice and societal approaches for preventing crime are addressed.

CRJ 325 – Criminal Procedure

Prerequisite: LEG 320

The Criminal Procedure course traces the criminal process from arrest through trial, including topics of admissibility of evidence, confessions and civil rights decisions in relation to constitutional doctrines, police regulatory behavior and requirements associated with upholding and enforcing constitutional rights. The course provides students an in-depth study into balancing governmental and societal interests with an individual's rights in a free society.

CRJ 330 – Comparative Criminal Justice

Prerequisite: CRJ 105

This course offers a comparative perspective on crime and on the practice of criminal justice. The role of increased globalization in transnational crime and justice are explored, including trafficking in persons, narcoterrorism, cybercrime and cyber scams, the relationships between international terrorist organizations and the functioning and organization of international crime fighting agencies.

CRJ 331 – Forensic Psychology

Prerequisite: CRJ 322

This course links research methods, application and expertise in the field of psychology to the legal system. Students will be exposed to the field with a richer understanding in how forensic psychologists contribute to the legal system, including expert testimony, jury selection, insanity defenses, child custody hearings and release and reentry of violent offenders.

CRJ 399 – Criminal Justice Experience Through Workplace Learning

Prerequisite: CRJ 150, CRJ 180, CRJ 220, CRJ 320, and CRJ 325

This course enables students to gain professional experience by working with a team to complete a project for a criminal justice agency or related organization. Students should be prepared to be active collaborators and contributors so their team can be successful in the course experience in a specific area of the criminal justice system. Students will have an opportunity to add key skills and workplace experience to their professional profile or résumé and expand their network. Students will also examine how their academic courses tie to their field of study and gain essential skills and competencies to prepare for future career opportunities. Required coursework includes audio/video presentations that will be recorded for grading purposes only.

CRJ 400 – Crime Prevention Strategies

Prerequisite: CRJ 320

This course examines various crime and delinquency prevention policies and programs. Topics covered include the historical development of crime and delinquency prevention methods, theoretical applications to prevention efforts and research findings on program effectiveness. Students are exposed to the importance of research design in evaluating effective prevention strategies as well as the relationship between fear of crime and victimization.

CRJ 410 – Corrections

Prerequisite: CRJ 100

This course provides a comprehensive overview of the field of corrections. It explores agencies, practices and policies relevant to prisons, jails and probation and parole. Students examine both historic and contemporary punishment policies in the United States; sentencing structures; sociopolitical economic conditions that influence disparate sentencing and confinement; facility designs and how they correlate with inmate management philosophies; the legal aspects of the care, custody and control of inmates; the constitutional rights and civil liberties of inmates; security operations; and inmate treatment services.

CRJ 415 – Community Corrections

Prerequisite: CRJ 105 and CRJ 180

This course explores community corrections in the criminal justice field, with an emphasis on the critical need for programs to support community corrections efforts in today's society. Students will examine the various roles of the community correctional practitioner. Students will also determine the appropriate criminological theory for rehabilitation efforts, and propose treatment plans for different types of offender populations. An emphasis is placed on the importance of distinguishing between the adult and juvenile systems.

CRJ 420 – Emergency Management Procedures

Prerequisite: CIS 170 or CIS 175 or CRJ 317

This course provides an in-depth review of the concepts of emergency management work. The operational aspects are discussed in relation to the skills needed to do emergency management work, as well as the analytical and critical-thinking skills needed for incident command work. Emphasis is placed on the use of technologies, enhanced leadership skills and the challenges of communications in disaster work.

CRJ 430 – Advanced Law Enforcement

Prerequisite: CRJ 310 or CRJ 400

This course focuses on theoretical and practical applications to reactive and proactive measures of law enforcement, as well as addressing the organization and hierarchy of command with modern policing in the United States. Students will address the history, objectives and rules regarding investigation and evidence collection associated with policing, with a strong emphasis on field training.

CRJ 435 – Drugs, Gangs and Organized Crime

Prerequisite: CRJ 105 and CRJ 180

This course addresses the use and abuse of drugs and alcohol, both legal and illegal; the etiology, social phenomena,

psychological and physiological effects; and current relationship between gang activity and drugs, as well as organized crime and the drug epidemic in the United States and abroad. Students will also be exposed to the historical rise in popularity of gangs associated with the drug trade and the rise and fall of power of organized crime syndicates and drug distribution.

CRJ 440 – Terrorism and Antiterrorism

Prerequisite: SEC 310

This course covers the various forms of terrorism. Explanations of terrorism from a theoretical and sociological perspective are reviewed as causal effects of past, current and new forms of terrorist behavior. Operational responses to terrorism are discussed, with special emphasis on the role of Homeland Security.

CRJ 480 – Criminal Justice Practicum

This course provides students with opportunities to apply what they've learned in previous courses by completing projects tailored to their career interests within the criminal justice occupational field. Students will have the opportunity to connect with professionals and practitioners in the field to support their learning and build professional networks. Students will also complete career development assignments that support their advancement goals.

Course residency requirement: Students must complete all major component requirements toward the degree in criminal justice up to CRJ 499 Undergraduate Capstone in Criminal Justice (p. 176) and at least two courses in a single criminal justice concentration.

CRJ 499 – Undergraduate Capstone in Criminal Justice

The Criminal Justice Program Capstone serves as the culminating experience for students in the criminal justice program providing a comprehensive and integrative application of the core concepts, theories, and practical applications learned throughout the students' academic journey. This course is designed to challenge students to think critically and apply their skills to real-world scenarios within the criminal justice system. In addition, the course will review technological advances, future trends, and issues faced by the courts and justice system today.

A grade of C or higher is required for satisfactory course completion.

Course residency requirement: This course must be taken as last or next-to-last class; it is not eligible for transfer credit and must be taken at Strayer University.

DAT – Business Data

DAT 500 – Understanding Business Data

The field of business intelligence and business analytics has evolved rapidly to become more focused on innovative applications for extracting knowledge and insight from data streams. Topics covered include business intelligence, business analytics, data warehousing, data mining, data streams and big data, as well as how data is collected and how it is used by government, nonprofit and for-profit organizations.

DAT 510 – Business Data and Decisions

Prerequisite: DAT 500

Students will use case studies citing real statistics and scenarios to examine how business data and proper interpretation/analysis can help inform and justify business decisions. Topics covered will include decision support modeling, pricing and revenue optimization, data mining, market/business forecasting and financial simulations.

DAT 520 – Operational Data

Prerequisite: DAT 510

Examine the various types of established and emerging data available to businesses—finance, marketing, sales, accounting and management—and the tools used to interpret that information. Topics covered will include sales reports, profit and loss statements, government/institutional statistics, web traffic and social media reach.

ECO – Economics

Undergraduate Economics Courses

ECO 100 – Principles of Economics

Prerequisite: MAT 104 or MAT 110

Economics is the study of choices. To inform those choices and make good decisions, you need a solid understanding of the principles of economics and their role in business. This course covers the major drivers behind economic decision-making; key strategies that enhance economic efficiency; and how economics impacts you every day on a macro and micro level.

ECO 110 – Taking Charge of Your Economic Future

Prerequisite: MAT 104 or MAT 110

With every dollar you spend, save, or invest, how confident are you that you are making the best financial decisions in today's economy? Knowing what drives the economy can help you understand all aspects of life, including jobs, income levels, consumer prices, trade and general prosperity. In this course, you will explore key concepts of economics and personal finance. You will be equipped with the ability to leverage analysis tools, as well as learning economic reasoning and planning skills.

ECO 320 – Money and Banking

Prerequisite: ECO 100

Discusses the role of financial institutions, the banking system, the Federal Reserve System and the nature and effectiveness of monetary policy tools.

Graduate Economics Courses

ECO 550 – Managerial Economics and Globalization

Prerequisite: BUS 512 or MAT 510 or MAT 540

Applies relevant economic theory to develop a framework of

analysis and techniques that business managers can use in deciding how to allocate a firm's scarce resources to achieve its objectives. Uses economic analysis to support business strategy decisions that promote competitiveness in an environment of changing domestic and international market conditions, government regulations, trade policies and resource availability. Systematically analyzes how global economic integration affects the production, input sourcing and pricing decisions of firms operating in different market structures.

EDU – Education

EDU 500 – Adult Learning Theory

Reviews, analyzes and evaluates contemporary educational theory and practice in relation to the teaching and learning process of adults. This is viewed from the different philosophical perspectives of human development, motivational theory and learning theory, including effects upon the educational enterprise as they are applied to varied learning situations.

EDU 501 – Learning Theories (K-12)

Examines classic and contemporary theories of learning that directly impact education and their influences on teaching and learning in the K-12 school setting. Explores the research base of the major theoretical models and examines the implications of those models for education. Upon completion of this course, students should be able to describe theories and styles of learning and discuss the relationship between different types of intelligence to learning motivation and its application to the classroom setting.

EDU 505 – Contemporary Issues in Education

Prerequisite: EDU 500 or EDU 501

Bullying and debates about curriculum, standards and accountability are everyday issues in conversations in schools throughout the U.S. In many ways, schools are microcosms of our diverse communities and society. This survey course examines contemporary issues impacting schools and the American education system by analyzing the evolving relationship among schools, communities, states and national education goals and initiatives. Students learn how to examine social, political, economic and legal issues in education from both historical and contemporary perspectives through dialogue and appreciation of diverse views.

EDU 508 – Educational Research Methods

In many ways, progress and change within education and training organizations and systems is driven by research. This course enables students to choose a topic to research and guides them through the decision process of methodological approaches, research procedures and evaluation and interpretation of research results. Additionally, students learn ethical procedures and formal academic writing that can be applied to careers in education and training.

EDU 510 – Educational Assessment

Presents both formal and informal measures for assessing learners' progress. Course involves analyzing various approaches to interpreting individual and group performance. Uses of formative and summative assessments are examined in relation to maintaining a positive learning environment based on research and best practices. A variety of learning assessment strategies will be examined, such as the development of rubrics, journal evaluation techniques, standardized testing, universal design strategies, technology-based assessments and portfolios.

EDU 512 – Diversity in K-12 Education

Introduces students to classroom teaching strategies that respond positively to the personal and cultural diversity of the learner. Course focuses on ways in which race, class, gender, ethnicity and other cultural differences impact global education and learning. Explores teaching techniques, differential learning and curricular directions designed to improve school experiences for the diverse student population.

EDU 520 – Education and the Law

Today's schools are increasingly impacted, structured and managed according to laws and regulations. In this course, students learn the basis of legal terminology as related to cases and case law. Topics covered include regulation of public and private schools, church-state issues, rights of students and teachers, contracts, ADA accommodations and safety in the educational environment. Students also learn how politics influence the education system at the national and state level.

EDU 522 – Theory and Practice of e-Learning

Focuses on the design, development and implementation of e-Learning. Topics include learning platforms for educational and corporate environments, online learning communities, content design for online delivery and preparation of learners for online learning. Students will learn how to use e-Learning as a teaching tool in a traditional classroom or training environment.

EDU 525 – Perspectives of Adult Education

Prerequisite: EDU 500

Examines adult education from historical perspectives, including social, economic, regulatory and technological developments that have shaped adult education. Students examine distance education, online education and other modes of adult education.

EDU 526 – Diversity in Adult Education

As schools and organizations become more diverse environments, so does the need for individuals to understand and appreciate diverse abilities, genders, sexualities, cultures and socioeconomic statuses. Students learn theoretical approaches to diversity and apply them to adult experiences about diversity. Best practices for designing content and environments that appreciate and include multiple viewpoints are examined.

EDU 528 – Methods of Teaching in Adult Education

Provides a thorough examination of theories and methods of teaching, learning and motivation for adult learners in education and in the workplace. Students will analyze teaching and learning models, apply learning and motivation theories to instruction, develop learning solutions for adults, use specific analysis tools and discuss various issues that will influence adult learning in the future.

EDU 529 – Assessing Adult Learners

Examines current theory and practice in assessment. Prepares students to evaluate leading assessment trends, models, methods and tools used in workplace and educational settings. Students will analyze essential variables that influence adult learning, evaluate the costs and benefits of assessment programs, and develop formative and summative assessment plans that include authentic assessment techniques.

EDU 533 – Instructional Design and Development

Examines the systematic processes of effective instructional design to create an instructional and training product. Content includes instructional design process and models, ADDIE framework, connections between learning theories and instructional design, relationship of technology to instructional design, and applications of state and national content standards to the design and development of instructional and training products.

EDU 535 – Organizational Training and Development

Examines the elements of training and development in organizational and educational environments. Students learn how to incorporate adult learning theory into training and developmental programs. Topics include planning, facilitating and assessing training and development of adults.

EDU 537 – Educational and Instructional Innovation in the Learning Environment

Students will review, analyze, and evaluate technology innovation and leadership practices to better understand and connect through learning enterprises that foster working relationships, as learners, teachers, trainers, whether they are in K-12 communities, higher education, or corporate executives. Course materials also reflect on the nature of technology and how technology impacts both the individual and society within learning environments. Further emphasis is on how to critically analyze and assess technology in an ethical and socially responsible manner.

EDU 538 – Disruptive Innovations in Education

This course focuses on implementing and leading through technological changes in the learning environment. Specifically, students will leverage technologies, such as, social media, artificial intelligence, virtual reality, gamification, Chatbots, and other contemporary technology applications to enhance learning opportunities, to understand the impact on education and future design processes, and to cultivate innovation in the education enterprise.

EDU 539 – Ethical and Social Impacts of Technology in Education

Prerequisite: EDU 537 or EDU 538

This course provides a critical review of the ethics and social responsibility behind the integration of technology into learning systems. Provides learners with current education practices and policies related to technology integration, to help determine what level of support these policies provide regardless of student population. Learners examine legal standards for fair use of materials, digital citizenship, authenticating sources with emphasis on critical examination of social/cultural implications of technologies, media, cultural bias, equity, international applications, and implications of educational technologies.

EDU 540 – Designing, Developing and Evaluating Educational Technology

In this course, students learn how to design and evaluate new technologies for learning environments. Various media, software and applications are covered for web-based and mobile devices. Students also learn how to assess and evaluate the process and effects of technological enhancements on learning.

EDU 541 – Technology Tools to Manage Learning

This course introduces students to open source and proprietary learning management systems (LMS). Students explore various modes of e-learning in addition to the components, tools and structure of LMS. The focus of the course includes conducting a needs analysis for an educational or business entity and deploying content for users and evaluating their activity and engagement within the LMS.

EDU 542 – Integrating Technology into Education

Addresses how new technologies support alternative approaches to teaching and learning to meet the needs of diverse students and to change both the content and methods of education. Incorporates the curriculum and the classroom as the primary vehicles for integrating technology into education.

EDU 543 – Designing Engaging e-Learning Experiences

Focuses on developing skills that will enable students to design and develop engaging e-learning experiences. Topics include design steps, technology uses for communication and learning, and globalization, as well as different learners' needs and motivations for using technology such as blogging, texting, social networking, gaming, micro worlds and Avatars. Students will learn to use various Internet sites and productivity tools to design, develop and evaluate engaging e-learning experiences.

EDU 550 – Adult Learning: Curriculum, Design and Development

Provides students with the tools to plan, design and implement curricula in educational settings. Approaches to, and models of, curriculum and program design will be explored, with a specific emphasis on developing curricula for adult learners. The internal and external influences on curriculum and program development will be evaluated.

EDU 555 – K-12: Curriculum Design and Development

Incorporates in-depth examination of the theory and practice of the design, development, implementation and evaluation of curricula. It encompasses the development of a K-12 curriculum involving a systematic approach to identifying learners' needs, establishing goals and objectives, and selecting educational strategies to meet those needs. Students explore the impact of educational research on curriculum plans and development. Emphasis will be placed on examination of curriculum standards, state and national influences, diversity issues, technology applications and curriculum assessments.

EDU 558 – Seminar in Teacher Leadership

Explores the emerging roles of teachers as leaders in K-12 educational environments. Topics for reading and discussion cover teacher leadership in a variety of capacities for instruction, school reform, curriculum development, assessment, school finance and budgetary input, classroom management, collaboration and community building, technology integration and professional and staff development.

EDU 560 – Public Policy and Political Influences in Education

This concentration course will help students gain applied learning of organizational systems that impact the delivery of education. This course will prepare future leaders for understanding the organizational systems that impact the operations of the educational processes and systems through the lens of public policy and politics.

EDU 561 – Finance and Funding in Education

This course will prepare future leaders for understanding the aspects of funding and financing education such as preparation for budget hearings. Students will learn how to develop a budget for staffing, training and development, and for optimizing the growth and maintenance of educational programs.

EDU 562 – Leadership in Global Education

Analyzes theoretical processes and practices of globalization and their global implications for leadership in education. Emphasis is placed upon international curriculum, global issues in education, strategies to promote globalization, international and global regulation of education, and identification and development of international and intercultural communication and leadership skills.

EDU 564 – Curriculum Policy and Leadership

Addresses the need for curriculum leaders to understand the development and implementation of administrative policy and practices at the local, state and national levels. The student will develop critical skills required to systematically analyze, plan and make data-driven decisions and policies that foster instructional improvement and organizational change necessary to support instruction. The aim of the course is to prepare curriculum leaders to meet the instructional challenges that will shape K-12 education now and in the future.

EDU 565 – Training Strategies and Assessment

This course examines the application of training strategies and methods within an organization and evaluates the effectiveness of training in bridging knowledge and skill gaps. It explores how learning and development professionals select content and methods, plan for the transfer of learning, and identify opportunities for quality improvement.

EDU 571 – Evaluating School Programs

This course is designed to provide individuals with the knowledge, skills and strategies involved to conduct or participate in an evaluation in their schools, organizations and/or communities. Evaluations serve the interest of many people, who want to ensure their schools, corporations, nonprofit organizations and governments are held accountable. The focus of this course introduces the different approaches and methods for conducting an evaluation. This course covers methodologies used in evaluations to ensure accountability by measuring performance and outcomes to assess an organization's needs to enhance learning.

EDU 573 – Instructional Methods

Applies learning theory to strategies for determining learners' needs; differentiating, implementing and sequencing appropriate instructional methods to meet those needs; identifying and providing learning support resources; and assessing effects upon student performance. Students will examine uses of various instructional methods such as learner-centered instruction, collaborative methods, distance learning methods and direct instruction.

EDU 574 – Designing for Personalized Learning and Assessment

This course will support students' understanding of designing curriculum and assessments to support a personalized learning experience. Students will learn how to develop an individualized curriculum and assessment plan that will help learners rise to meet learning standards in K-12 education. Students will also learn how to scaffold content to help K-12 meet assessment goals.

EDU 575 – Strategic Planning and Leadership in Education

This course will help students gain applied learning of strategic planning in an educational organization. This course will prepare future administrators to lead and apply a strategic plan for developing or enhancing operations, programs, and/or product offerings in an institution.

EDU 599 – Education Capstone

Master of Education students across all concentration areas will apply the learning from the program to a current issue in education. Students will research a relevant concern in education and develop a proposal to address the issue. Students will synthesize their learning from previous courses to design a unit of curriculum that promotes diversity and ethics and supports student learning. Students are expected to demonstrate mastery of all program and concentration outcomes. The capstone course provides learners with practical experience that instructional professionals and administrators require to improve the learning environment.

A grade of B or higher is required for satisfactory course completion.

Course residency requirement: This course must be taken as last or next-to-last class; it is not eligible for transfer credit and must be taken at Strayer University.

ENG – English

ENG 090 – Writing Fundamentals

Prerequisite: Placement by examination.

This course emphasizes the principles of writing coherent expository paragraphs and essays. The course introduces the concept of writing as a process that includes prewriting, writing, revising and reflecting. Audience analysis, topic selection and thesis support and development are also central to the course. The

course develops proficiency in Edited Standard Written English through reinforcing a clear understanding of parts of speech, punctuation and mechanics. Credit for this course is not applicable toward graduation and is not offered for academic credit.

A grade of C or better is required for placement into ENG 115 (p. 180) or ENG 116 (p. 180).

ENG 115 – English Composition

Prerequisite: ENG 090 or placement by examination

This course emphasizes the principles of writing coherent expository essays in various modes. The course reinforces and emphasizes the concept of writing as a process that includes developing and narrowing a topic, logically organizing ideas, drafting and revising. The course introduces the process of using sources to support ideas and documentation of sources in accordance with citation styles.

A grade of C or higher is required for satisfactory course completion.

ENG 116 – Discover the Writer in You

Prerequisite: ENG 090

Writing is a lifelong skill that helps you share your thoughts and ideas with the world. This course will unlock the writer inside you by teaching you the fundamentals for how to harness the power of your words to engage and inform. Learn how your writing can help you take a stand and how to craft a clear and targeted message for any audience.

A grade of C or higher is required for satisfactory course completion.

ENG 201 – The Power of Persuasion

Prerequisite: ENG 115 or ENG 116

Persuasion is a powerful tool for influencing the world around you. In this course, you'll learn how to understand, influence, and connect with your audience using your writing. You'll also learn how to research and analyze the writing of others to evaluate their credibility as well as document sources that help you make your point.

A grade of C or higher is required for satisfactory course completion.

ENG 215 – Research and Writing

Prerequisite: ENG 115 or ENG 116

This course examines and implements the principles of argumentation. An argumentative paper is researched and developed based on the concept of writing as a process. The course focuses on the logical organization of ideas patterned on established structures of argument. The course reinforces the importance of the research process and critical evaluation of sources. Acknowledging the intellectual property of others through the proper documentation of sources is stressed.

A grade of C or higher is required for satisfactory course completion.

ENG 315 – Professional Communications

Prerequisite: ENG 201 or ENG 215

This course concentrates on communicating effectively in business and in the professions. A range of business and professional documents are prepared based on the concepts of purpose and audience, and a formal written report is researched and developed. The course focuses on techniques for clearly, concisely and persuasively communicating information in speaking and in writing. The course emphasizes developing skills in verbal communication and in planning, organizing and delivering oral presentations.

A grade of C or higher is required for satisfactory course completion.

ENG 316 – Technical Writing (Required for IT or IS)

This course provides students an introduction to the process of technical and business communications. Topics include the processes for capturing needs analyses and organizing thoughts to write clear, precise, concise and grammatically correct workplace prose. Students will produce in written and oral form a variety of professionally prepared reports and correspondence for diverse audiences.

Course required for the following program majors: BSIS and BSIT.

FIN – Finance

Undergraduate Finance Courses

FIN 100 – Principles of Finance

Prerequisite: ACC 100 and MAT 104 or MAT 110

Serves as a foundation course in business finance. Provides a conceptual framework for the financial decision-making process and introduces tools and techniques of finance including financial mathematics, capital budgeting, sources of funds and financial analysis. Topics include acquisition and use of short-term and long-term capital; financial markets, institutions and instruments; financial control; time value of money; cash, operation and long-range budgeting; and cost of capital.

FIN 317 – Financing Entrepreneurships

This course explores the various aspects of financing an entrepreneurial venture. Emphasis will be placed on crafting a business plan, forms of ownership and exploring funding options.

FIN 320 – Investments

Prerequisite: FIN 100

Covers portfolio management, including the management of investments in stocks, bonds and other financial instruments. Examines individual financial instruments in depth and the investment strategies of shifting the relative amounts held by the investor during changing economic conditions.

FIN 350 – Financial Markets and Institutions

Prerequisite: FIN 100

Examines the various types of financial markets, financial intermediaries and the types of transactions supported by each market. Analyzes the sources and uses of funds by commercial banks, management concepts for banks and how commercial banks are regulated.

FIN 355 – Financial Risk Analysis

This course provides sufficient institutional detail of the primary risks faced by the major types of financial firms and the applicability of these risks for the financial manager. Topics covered include asset valuation, the economic role of money markets and how this role relates to security valuation and risk analysis, risk measurement, options pricing, derivative risk management, measuring and comparing risk exposures across financial markets, risks and rewards of international financial markets and recent developments in the practice of risk management. Cases and industry applications are used.

FIN 405 – Advanced Financial Management

This course provides an extensive coverage of corporate finance theory and the applicability of this theory for the financial manager. Topics covered include capital budgeting under uncertainty, the relevance of capital structure decisions on security valuation and risk, mergers and acquisitions, option pricing, real options, measuring and managing a firm's risk exposures and risks and rewards of international financial markets. Cases are used.

Graduate Finance Courses

FIN 534 – Financial Management

Prerequisite: ACC 556 or ACC 557

Introduces the concepts of finance. Reviews the basic tools and their use for making financial decisions. Explains how to measure and compare risks across investment opportunities. Analyzes how a firm chooses the set of securities it will issue to raise capital from investors as well as how the firm's capital structure is formed. Examines how the choice of capital structure affects the value of the firm. Presents valuation and integrates risk, return and the firm's choice of capital structure.

FIN 535 – International Finance

Presents international financial tools, applications and concepts used in formulating effective financial management strategies. Examines fundamental international financial relationships and transactions among firms, foreign exchange rate determination and forecasting, foreign exchange risk and exposure, balance of payment accounting and evolution of the international monetary system. Analyzes special topics such as working capital management strategies, capital budgeting, cost of capital and optimal capital structure in the context of international operations.

FIN 540 – Advanced Corporate Finance

Prerequisite: FIN 534

Develops a framework for analyzing corporate financing and investment decisions. Applies with techniques for evaluating capital investments, capital structure and dividend decisions, with the interaction between investment and financing decisions. Topics covered include mergers and acquisitions, leasing, working capital management and a more rigorous analysis of cost of capital, risk and return and corporate liabilities.

FIN 550 – Corporate Investment Analysis

Prerequisite: FIN 540

Provides a rigorous treatment of the fundamental principles of investments, investment management and asset pricing. Analyzes asset allocation, asset pricing models, international diversification, active portfolio management, performance evaluation and other pertinent topics. Approaches the analysis from the perspective of individual investor, corporate financial manager and the investment manager.

FOS – Foundations of Success

FOS 100 – Foundations of Success

This discipline-specific course is designed to empower new Strayer University students with the fundamental knowledge, skills and strategies necessary to successfully meet the challenges of college, life and careers. By linking self-analysis, critical and creative thinking, and writing and discussion, students will develop unique perspectives on academic, professional and life success. Topics will include learning styles, goal setting, time management, study skills, critical reading and thinking, research strategies, and the importance of understanding one’s goals in the larger context of economic and industrial trends. The final project of the course is a success plan reflecting a student’s understanding of past and present challenges and opportunities and a sound strategy for achieving academic, professional and life success.

HIS – History

HIS 104 – American History to 1865

Surveys the indigenous cultures of the Americas, European colonial settlement and the formation of the United States and the Constitution up through the Civil War.

HIS 105 – American History after 1865

Surveys U.S. history from the end of the Civil War. Traces socioeconomic developments following the First World War and their impact on present American attitudes and policies toward domestic as well as international affairs.

HIS 110 – U.S. History: Learn from the Past, Prepare for the Future

Prerequisite: ENG 115 or ENG 116

Can knowing our past really help us better understand the world today and allow us to make more informed decisions about our future? Economic forecasters, business analysts, social activists, technologists, and politicians say, "yes." In this course, you will explore key events in U.S. history and make connections to their influence and impact on society today. You will also be challenged to critically analyze information and decide what is credible and accurate so you can draw your own conclusions.

HIS 300 – African-American History

Traces the history of the African people in the United States from

1619 to the present. Concentrates on key periods such as the Atlantic slave trade and Reconstruction eras.

HRM – Human Resource Management

HRM 500 – Human Resource Management Foundations

Examines the theoretical foundation of the human resource management and the evolution of the human resource management body of knowledge including workforce planning and employment, employee development and performance, compensation and benefits, labor and employee relations and risk. Trends and issues influencing the development and application of these elements within contemporary organizations will be analyzed. Awareness of the effects of federal laws and regulations on businesses will be explored.

HRM 510 – Business Employment Law

This course analyzes the foundation of employment law and how it impacts the employer-employee relationship. Topics covered include the selection, development and termination of employees; maintaining policies that support diversity; and employee pay and benefit packages. Students will develop an appreciation for the legal process and how organizations can manage risk.

HRM 517 – Managing Human Resource Projects

Defines and analyzes management techniques for planning, estimating and facilitating human resource projects. Project management processes are examined, including developing objectives, creating work plans, preparing schedules, allocating resources and coordinating overall effort. Techniques are introduced to help keep projects on track and enhance team motivation.

HRM 520 – Human Resource Information Systems

Analyzes information technologies and systems used to maintain data relative to the human resource needs of an organization. Learners examine how human resource management systems are integrated into larger organizational databases and systems. These systems and technologies are evaluated for their effectiveness of achieving human resource and organizational goals.

HRM 522 – Ethics and Advocacy for Human Resource Professionals

Analyzes ethical policies, behavior and fairness in organizations. The role of human resource professionals as ethical change agents and advocates for employees is examined. The responsibility and accountability of human resource professionals in fostering an ethical organization by implementing fair policies and procedures is evaluated.

HRM 530 – Strategic Human Resource Management

Analyzes the processes by which the human resource is managed in light of its strategic importance. Examines the relationships between the traditional human resource functions and the various business functions so that efficiency and effectiveness are balanced and optimized. These processes and relationships are reviewed in light of both the domestic and global environments now and in the future.

HRM 532 – Talent Management

Analyzes the processes of selecting, developing and maintaining talent within an organization. The course focuses on how the workforce is built and maintained to enhance productivity and effectively implement business strategy. Examines the activities of identifying, attracting and acquiring the optimum human assets who best fit the work needs and the organizational culture and who will enhance innovation and decision-making. Examines the processes by which human assets are retained and integrated into a firm's operations so that cooperation and collaboration are maximized.

HRM 533 – Total Rewards

Examines the modern philosophy and approaches to total rewards. Analyzes reward strategies and the associated technical processes. Explores the available tools that may be used to attract, motivate and retain employees. Examines elements of a total rewards program that will drive desired behaviors in the workplace, reinforce overall business strategy and ensure organizational success through enhancement of a firm's competitiveness.

HRM 534 – Employee and Labor Relations

Provides an overview of employee and labor relations, to include history, applicable laws, challenges, and opportunities. Employee relations will examine the broad range of concepts and practices that arise out of the relationship between an organization and its employees. Analyzes the organization decisions that affect employee training, conduct, evaluation, coaching, counseling, disciplining and separation. The labor relations process will be demonstrated from the union organizational campaign to contract negotiations through the grievance procedure and arbitration.

HRM 538 – Performance Management

Explores traditional and emerging models, strategies and methods measuring human performance and productivity. Learners compare financial-based metrics to qualitative and blended measurement models to determine return on investment for human assets within an organization.

HRM 560 – Managing Organizational Change

Evaluates the organizational change process related to the principles and practices of various types of organizations. Processes and techniques used to facilitate change will be examined and applied to systems such as information technology, communication, policy and procedures, corporate culture and leadership.

HRM 562 – Developing a Learning Organization

Analyzes the process of creating a learning-based culture consisting of a system of shared values and understanding, which is essential for organization success and sustained performance. Students will examine how learning organizational cultures are created as well as leadership strategies that support a learning culture. Students will also examine how their academic courses tie to their field of study and gain essential skills and competencies to prepare for future career opportunities. Required coursework includes audio/video presentations that will be recorded for grading purposes only.

HRM 565 – Developing Human Capital

Analyzes an organization's human assets and the processes related to human capital development. This course will examine how different perceptions, motives, attitudes, values and mental models influence behavior. Major themes include adult learning concepts, thriving in a learning organization, and providing development and training to ensure continual and optimal skill and knowledge competency.

HRM 567 – Workforce Planning: Recruitment and Retention

Prerequisite: HRM 500

This course prepares learners to achieve organizational goals through the evaluation and development of the organizational workforce. Topics covered in this course include recruitment strategies, workforce planning and assessment, staffing needs and processes, career development, succession planning, and supporting a diverse workforce. This course will enable learners to bridge the gap between attracting and retaining talent and implementing resources to meet organizational goals.

HRM 590 – SHRM Certification Exam Preparation

This course helps learners review the current body of competences and knowledge in preparation for the completion of the Society for Human Resource Management Certified Professional (SHRM-CP) certification exam. Learners will apply their critical thinking skills to demonstrate understanding of HR competencies including business acumen, relationship management, leadership and navigation, ethical practices, consultation, critical evaluation, global and cultural effectiveness and communication. Learners also gain knowledge in the SHRM technical competencies including people, organizations and the workplace.

Course residency requirement: This course must be taken as last or next-to-last class; it is not eligible for transfer credit and must be taken at Strayer University.

HRM 599 – Human Resource Management Capstone

Integrates the concepts presented in the Master of Science in Human Resource Management program. Learners synthesize and apply the knowledge and competencies acquired throughout the program by evaluating cases and situations. Students develop strategic solutions to human resource management challenges that align with organizational goals.

A grade of B or higher is required for satisfactory course completion.

Course residency requirement: This course must be taken as last or next-to-last class; it is not eligible for transfer credit and must be taken at Strayer University.

HSA – Health Services Administration

Undergraduate Health Services Administration Courses

HSA 110 – Navigating Healthcare with Innovation

This course will provide a broad overview of the field of Health Services Administration as related to the US Healthcare System. Students will gain an understanding of the healthcare delivery system and its components. Topics will include history, development, planning, organization, finance, quality, management and leadership, as well as major policy issues and trends in the field of Health Services Administration, with an emphasis on innovative problem solving.

HSA 115 – Healthcare Communication and Terminology

Prerequisite: HSA 110

This course is intended to equip future healthcare administrators and leaders with a basic understanding of medical terminology and best practices to communicate effectively across the healthcare system using appropriate terminology. Topics include anatomical structure, medical treatment, and medical procedural terminology used across healthcare settings.

HSA 225 – Economics and Finance for Healthcare Leaders

Prerequisite: ACC 100 and HSA 110

This course introduces students to the key economic and financial concepts related to healthcare management. Topics include economic influences of the healthcare delivery and the role in planning and decision making, demand and supply-side factors, planning and budgeting concepts, financial management, cost accounting and management, payment/reimbursement models, the differences between the goods and service industries, as well as the pros and cons of a single payer system.

HSA 235 – Ethical Decision Making for Leaders

Prerequisite: HSA 110

This course explores ethical issues and situations relevant to health services administrators and contemporary health care organizations. Students will acquire the knowledge and skills needed to make ethical decisions. A broad range of topics are explored including patient-centered issues, public health ethics, ethical practices around contracts and reimbursement, confidentiality of patient medical records, market, and obligation to the community.

HSA 255 – Introduction to Electronic Health Records

Prerequisite: HSA 110

This course will provide students with a basic introduction to Electronic Health Records (EHR). Students will study the role of the EHR and its impact on quality, accessibility, and cost in healthcare management. Additionally, topics will include basic navigation of an Electronic Medical Record, privacy, ethical and legal issues, data management requirements, and services.

HSA 300 – Health Services Organization Management

Prerequisite: ENG 115 or ENG 116

This course provides an overview of the various aspects of healthcare management. Specific areas covered include leadership and management concerns, organizational behavior and motivation, teamwork, managing healthcare professionals, strategic planning, healthcare marketing, quality improvement, information technology, issues specific to the U.S. healthcare system, managing insurance and costs, ethics, fraud and addressing disparities.

HSA 305 – Health Services Marketing

Prerequisite: HSA 300

This course provides an overview of marketing in healthcare organizations. Specific areas covered include the role of marketing in healthcare organizations, the marketing environment in the healthcare industry, strategy and market planning, the use of market information systems and market research, market segmentation, shaping product and service offerings, pricing strategies and decisions, designing and managing marketing channels, designing and managing marketing communications and implementing marketing.

HSA 315 – Health Information Systems

Prerequisite: HSA 300

This course provides an overview of current information systems including topics such as locating, collecting, analyzing, utilizing and reporting of health statistics to solve common workplace issues. Students will learn basic concepts of data quality and methods of presentation. Data systems issues as well as health indicators, metrics and measurements are covered to support informed decision-making in a healthcare organization.

HSA 320 – Healthcare Human Resource Management

Prerequisite: HSA 300

This course introduces contemporary healthcare human resource management issues within the U.S. healthcare system. Contrasts the differences between personnel administration and elements of strategic human resource management. Students learn key concepts, such as line versus staff relationships, the manager/employee relationship, job design, job analysis, position descriptions, recruitment, retention, promotion, succession planning, legal issues, safety issues, labor relations, training, compensation, benefits and performance appraisals. Current trends in healthcare human resource management are covered.

HSA 350 – Survey of Health Informatics

The course introduces students to the field of health informatics in the United States. It provides a brief history and development of the field, structures and standards in health care organizations important for all leaders and mangers to understand, patient informatics, software applications, electronic health records, meaningful use, health related data (quality assessment, standards, integrity), and Health Insurance Portability and Accountability Act (HIPAA).

HSA 352 – Electronic Health Records and Information Exchange

Prerequisite: HSA 350

In this course students will have the opportunity to gain hands on experience using electronic health records (EHR) and explore health information exchange (HIE). Topics include a brief history and use of health data management in healthcare organizations, health information technology, information exchange, identifying characteristics of the EHR, the opportunity to develop skills using an EHR, privacy and security, revenue cycle management topics, as well as governance and policy.

HSA 355 – Data Management and Analytics

Prerequisite: HSA 350

This course will provide an overview of data management and analytics for health information management. Students will learn the basics of data management and use of data analytics in the US Healthcare System. Topics will include types of data, sources of data, healthcare code sets, terminology, and classification systems, how data is retained and analyzed, standards, as well as who is using the data.

HSA 360 – Foundations of Public Health

This course provides an introduction and overview of the foundation of public health. Students are introduced to a broad range of topics related to the theory and practice of public health. The origin of public health and early contributors in the field are explored in addition to the Ten Essentials Public Health Framework, the ten greatest achievements in public health and the role of public health professionals to promote and protect communities are presented in the course.

HSA 362 – Basic Biostatistics

Prerequisite: HSA 360 and MAT 210 or MAT 300

This course explores the basic biostatistical principles with a focus on public health data. General concepts and principles include the basics of hypothesis testing, measurement scales, frequency distributions, and probability concepts. Students are introduced to univariate, bivariate, and multivariate statistical testing methods. Students learn how to use data visualization to present data and how to interpret statistical tests and present results.

HSA 365 – Epidemiology

Prerequisite: HSA 360

This course is designed to introduce students to the basic principles and concepts of epidemiology including epidemiological terms. Students learn about the history and early pioneers that contributed to the field of epidemiology. Topics include experimental and observational epidemiological study designs. Descriptive and analytical epidemiological study designs are presented in the course and students learn how to conduct a disease outbreak investigation, manage epidemiological data, and interpret results. Students are introduced to epidemiological subspecialties including chronic disease and clinical epidemiology.

HSA 405 – Healthcare Policy and Law

Prerequisite: HSA 300

This course provides an overview of healthcare policy, regulation and law. Topics include sources of common, statutory and constitutional law; contracts and intentional torts; the organization and management of a corporate healthcare organization (HCO); for-profit and nonprofit HCOs; liability issues for individuals and HCOs; admission and discharge issues; medical staff appointments and privileges; emergency care issues; consent issues for treatment; taxation; and antitrust issues. Current issues in fraud, abuse and corporate compliance programs are also covered.

HSA 410 – Health IT Applications

Prerequisite: HSA 350

This course will introduce students to software applications and how they are used in the US Healthcare System. Students will study data collection design, grouping, analyzing, and presenting information. Additionally, students will have the opportunity to have hands-on experience using software applications and explore the use of artificial intelligence in healthcare.

HSA 412 – Data Application and Presentation in Healthcare

Prerequisite: HSA 350

In this course, students will explore how to use and present information in a meaningful and efficient manner. Topics will include using data to create an infographic, summarizing data into a pictograph, collecting and grouping data for presenting, and utilizing data visualization tools. Additionally, students will explore how data is used in quality improvement and evidence-based research. Students will explore different types of data presentation methods based on the intended audience.

HSA 420 – Disease Prevention

Prerequisite: HSA 360

Theoretical and practical approaches for health promotion, disease prevention, and lifestyle concepts are presented in this course. Students learn about health disparities and determinants of health with an emphasis on health promotion and for communities. Topics include healthy lifestyle behaviors and technology and health promotion. Disease prevention topics include obesity, cardiovascular disease, cancer, Type 2 diabetes, and mental health.

HSA 422 – Emergency Management & Preparedness

Prerequisite: HSA 360

The purpose of this course is to introduce students to public health preparedness and emergency management. Regulations, policy development, and legislation are addressed from the public health perspective. Students learn the steps for managing an emergency and how to craft emergency management plans. Natural disasters, biological, chemical, and nuclear weapons, and biosecurity threats are presented in the course. An emphasis is placed on a coordinated approach among public health professionals and other first responders.

HSA 475 – Innovation, Research, and Data Analytics

Prerequisite: MAT 210 or MAT 300

This course introduces students to types and sources of healthcare data, data selection, basic statistics using statistical software, as well as research methods. Emphasis is placed on familiarizing students with research and data analytics so they can assess access and quality making data driven decisions in healthcare management and propose innovative solutions.

HSA 499 – Undergraduate Health Services Administration Capstone

The course is designed to be a culminating experience for the Bachelor of Science in Health Services Administration program. Students will demonstrate critical thinking, communication, and application of knowledge gained from across the program to real world problems relevant to healthcare management.

Course residency requirement: This course must be taken as last or next-to-last class; it is not eligible for transfer credit and must be taken at Strayer University.

Graduate Health Services Administration Courses

HSA 500 – Health Services Organization

Addresses the U.S. healthcare system and the factors that shape it. Introduces students to the historical development, structural organization, delivery and financing of the healthcare system. The course also examines the roles of various institutions and professional groups in the provision of health services.

HSA 501 – Management in Healthcare

This course focuses on management practices in healthcare organizations by addressing concepts that are consistent across organization types, such as organization design, effective communication, power and politics and establishing strategic alliances. Key concepts include exploring the challenges associated with delivering value in healthcare systems.

HSA 505 – Health Services Strategic Marketing

This course examines the principles and concepts of marketing as they apply to healthcare organizations. Areas discussed include the nature of marketing strategy, the environment in which marketing operates, the consumer decision-making process, market research, the market mix (product, price, place and promotion), and monitoring and controlling the marketing process.

HSA 510 – Health Economics

Provides a complete understanding of health economics by applying fundamental microeconomic concepts to the analysis of the healthcare market and the study of the organization and delivery of medical care services. Topics of study include an analysis of the demand of healthcare and health insurance, the supply of medical care by physicians and healthcare organizations and the rationale for government intervention in the medical market.

HSA 515 - Healthcare Policy, Law and Ethics

Surveys the legal environment of the health services industry from a policy perspective, with emphasis on the tensions and trade-offs between quality and cost. Uses case law, statutory and regulatory analysis, and trends in health services delivery law to focus on the overall legal relationships among physicians, personnel, patients and healthcare institutions. Topics include access to healthcare, antitrust law, personnel licensure and institutional accreditation, malpractice, professional and institutional liability, cost containment regulation and cost controls in government programs. Also discusses the philosophical and managerial implications of ethical issues, including professional codes, resource allocation, decisions concerning impaired professionals, end-of-life decisions, experimentation and biotechnology.

HSA 520 – Health Information Systems

Provides an overview of modern information technologies for locating health statistics and covers basic concepts of data quality and presentation. Familiarizes students with the scope and range of data systems and explores important health indicators with emphasis on decision-making needs. Will also explore the collection, analysis and reporting of data.

HSA 525 – Health Financial Management

This course will provide students with theory, tools and practical experience in healthcare financial management. It examines payment sources and reimbursement arrangements; the public and private financing of healthcare service organizations from both a theoretical and practical perspective; and discusses emerging trends in the healthcare industry that affect financial decision-making. Topics of study include capital and debt financing, capital structure, financial planning, operating revenue, working capital, resource allocation and financial analysis of the industry. A case-study method will be used to provide students with the opportunity to analyze a working healthcare organization.

HSA 530 – Health Services Human Resource Management

Explores the management of human resources, with particular focus on healthcare services environments. It is designed to provide an understanding of the key concepts, principles and practices of Human Resource Management. Topics include recruitment, selection and retention practices; performance evaluation; employee training and development; compensation and benefits issues; promotion; job design and analysis; legal issues affecting the healthcare workplace; management/labor relations; and workplace safety within contemporary healthcare services organizations. Trends in human resource management in healthcare are also addressed.

HSA 535 – Managerial Epidemiology

This course provides a comprehensive introduction to epidemiology. Epidemiology concepts and tools are examined as they relate to the improvement of decisions about the management of health services. Basic principles are presented and reinforced with healthcare management applications and case studies.

HSA 540 – Healthcare Operations Management

This course is designed to expose students to healthcare services and the related administrative and management functions within hospital and professional office settings as organized delivery systems. Key concepts covered include the management of hospital reimbursements, ambulatory care and resource utilization that are essential operational functions within the healthcare system in the Unites States.

HSA 545 – Long-Term Care Management

This course is designed to expose students to the internal and external realities of the managerial challenges presented to long-term care organizations while providing opportunities to apply the concepts to real-world cases. The course focus includes the leadership and administrative aspects unique to this type of healthcare provider to meet today's challenges related to quality care delivery strategies.

HSA 546 – Physician's Practice Management

This course focuses on the key areas of management for the physician's practice sector of the healthcare delivery system. The course focus includes the leadership and administrative aspects unique to this type of healthcare provider to meet today's challenges related to quality care delivery strategies.

HSA 550 – Public Health Management

This course is designed to develop management skills and knowledge needed to effectively address the complexities associated with public health department and agency management. Key concepts covered in the course range from fiscal operation considerations to governance with opportunities for practical application.

HSA 551 – Environmental Health Management

This course is designed to expose students to consequences of modern life and environmental exposures. Traditional management tasks such as planning, controlling and influencing will be applied to the environmental health sector as this field requires managers to be able to do more with less.

HSA 599 – Health Services Administration Capstone

Examines the strategic management process and implementation of successful strategies in healthcare organizations. This course is the capstone course for the Health Services Administration program. Analytic, integrative and decision-making skills will be exercised through the use of case analysis and decision-making.

A grade of B or higher is required for satisfactory course completion.

Course residency requirement: This course must be taken as last or next-to-last class; it is not eligible for transfer credit and must be taken at Strayer University.

HTM – Hospitality and Tourism Management

Undergraduate Hospitality and Tourism Management Courses

HTM 100 – Principles of Hospitality and Tourism Management

Provides an overview of the hospitality industry, career opportunities, international perspective on the travel and tourism industry, and a comprehensive look at each department in the food service, lodging and travel industries. Basic management theories will also be explored within the context of the industry.

HTM 150 – Quality Service Assurance

This course focuses on the management of service quality and improvement within all operational segments of the hospitality and tourism industry. Topics contained in the course include introduction to quality management systems, managing teams, assessing an organization's service strengths and weaknesses, servicing the customer, developing and implementing quality service and management leadership. The course will prepare students to understand the importance of service quality and how to implement service quality plans within an organization.

HTM 250 – Purchasing and Cost Control

Introduces students to the study of product selection, purchase and storage of hospitality supplies. Students will learn to survey purveyors, write specifications, place orders, evaluate quality vs. cost and keep purchasing financial records. This course also provides students with a wide range of knowledge and specific solutions needed to keep costs low and margins high. Students will be able to apply technology to cost control and employ manager–developed excel spreadsheets and Internet access. Content will examine uniform systems of accounts for restaurants, menu analysis and cost/volume/profit analysis menu pricing and strategy.

HTM 280 – Lodging Operations Management

Presents a detailed study of lodging management and front office management systems by detailing the flow of operational procedures for the total hotel organization. Students will examine the various elements of effective front office management, paying particular attention to the planning and evaluation of front office operations, human resources management and guest services. Course content will include interdepartmental communications, computer applications, managerial reporting and a review of the current and future trends in technology. Students will be able to interpret statistical analyses in areas of price structure, occupancy patterns and income. These analyses will serve as the bases for improving decision-making and for policy and procedure implementation.

HTM 310 – Food and Beverage Operations Management

Reviews the development and operation of food service facilities of varying operational segments. Special attention will be applied to concept development, menu management, human resource management, legal issues in the industry, managerial accounting, management of internal operations and marketing initiatives. Students will also be exposed to the various food service segments that compose the industry. Students will become sufficient in understanding food service operations and management of the industry.

HUM – Humanities

HUM 106 – Experience of Modern Art

Discusses aesthetic theory and provides critical analysis of examples from modern art in poetry, painting and music. Also discusses the arts of photography, dance, architecture, sculpture, theater and film.

HUM 111 – World Cultures I

Surveys the arts, literature, belief systems and major events in the development of cultures around the globe from ancient times to the period of the European Renaissance.

HUM 112 – World Cultures II

Surveys the arts, literature, belief systems and major events in the development of cultures around the globe from the European Renaissance to the contemporary period.

HUM 201 – Exploring Cultures: Adapting in a Global World

Prerequisite: SOC 100 or SOC 101

We are becoming a globally connected world and bringing together different cultural backgrounds allow us to be more innovative and creative than ever. In this course, you'll explore various cultures and groups from around the globe and learn how to maximize diverse perspectives to improve your interactions, your work and the world around you.

ITB – International Business

ITB 300 – Fundamentals of Global Management

Prerequisite: BUS 302

Examines major theories of management and their implications for multinational and/or transnational corporations. Provides an insight into the nature and scope of international management. Focuses on strategic planning, negotiations, managerial styles and human resources in international organizations in the context of globalization.

JGR – Joe Gibbs Performance Management

Undergraduate Joe Gibbs Performance Management Courses

JGR 100 – Finding Your Leadership Purpose

What is leadership purpose, and why do you need it to succeed? This course will help you determine your unique leadership purpose by looking at your values, abilities and experiences. Coach Joe Gibbs will share stories, advice and hard-won insights that will equip you with the strategies to create your own personal

game plan. Get ready to lead your life and career with purpose.

JGR 200 – The Power of People

Prerequisite: ENG 115 or ENG 116 and JGR 100

What makes a successful team? This course will break down the ingredients every team needs to succeed—organization, a strategy and a target. Through Coach Joe Gibbs' stories and lessons, you will develop the skills needed to both effectively contribute to teams and lead them to success.

JGR 210 – Motivating Teams

Prerequisite: JGR 200

How do you motivate your team to reach your shared goals? In this course, you will learn how to get the best performance from teams. Coach Joe Gibbs will share foundational practices that have enabled his teams to win time and time again. You will learn how to create a culture that champions commitment, motivates individuals, and uses evaluation processes to maximize your team's success.

JGR 300 – Performing Under Pressure

Prerequisite: JGR 210

How do you keep your team's performance on track in challenging situations? In this course, you will learn the secrets to succeeding in dynamic environments. Coach Joe Gibbs is a master of reinventing teams and building new careers. He'll share techniques and strategies to keep your team laser-focused on goals so you can thrive in adversity, adapt quickly to overcome setbacks and embrace a winning mindset.

JGR 310 – The Right Way to Win

Prerequisite: JGR 300

How will you define your success? In this course, you will take a deep dive into what it means to be successful. According to Coach Joe Gibbs, success is not defined by how much money you make or your position within an organization, but instead by your ability to effect positive change in your community and have a positive influence on those around you. You will learn the techniques to prioritize your life in a way that will enable you to leave a lasting impact.

JWI – Jack Welch Management Institute

JWI 505 – Business Communications and Executive Presence

Your career and ability to lead depends on effective communication. Communication is a learned skill that everyone can improve. This course will teach you techniques, often reserved for high potential executives, to advance your leadership presence, strategic communication, professional relationships, presentation performance and workplace crisis management. You will sharpen your leadership communication with targeted learning, practice and coaching. Additionally, you will have the opportunity to optimize your online presence through strategic updates to your LinkedIn profile and peer feedback.

JWI 510 – Leadership in the 21st Century

Leadership is different from management. Managers get predictable things done predictably. Leaders inspire action and adaptability in an unpredictable world. This course delves into the concepts, tools and skills leaders need today. It combines theory and practice to examine such topics as strengthening emotional intelligence, motivating people to achieve strong results, managing conflict, leading change, aligning teams and eliciting support from colleagues and bosses. In addition, this course lays out Jack Welch's time-tested techniques for high-performance team leadership.

JWI 515 – Managerial Economics

Prerequisite: JWI 505 and JWI 510

This course examines how managers can use economic tools and techniques in solving problems and making business decisions. Managerial economics analyzes supply and demand, profit optimization, cost minimization and pricing practices. It also examines the impact of economic indicators on business performance. This course teaches managers how to analyze risk and apply the analysis in making prudent business decisions. Primary emphasis will be on understanding and applying concepts, and the implications of analysis on managerial decision-making.

JWI 518 – Marketing in a Global Environment

Prerequisite: JWI 505 and JWI 510

Marketing is the process of turning wants and needs into decisions and actions. It involves a range of activities designed to convey a persuasive message to a target audience. The course covers marketing plans, qualitative and quantitative research, consumer psychology, product positioning and strategy, pricing, packaging, brand equity, advertising, the marketing mix, customer value and business-to-business global marketing. This course focuses on strategic marketing decision-making in a global environment. It reviews concepts of marketing theory, select analytic tools and the dynamics of the marketing mix. The primary focus is on developing skills to design and implement an effective marketing mix and to resolve marketing issues in a given situation. Course objectives are accomplished through case analysis and discussions reflecting a global perspective and assessed through the development and presentation of a marketing plan in a group setting.

JWI 520 – People Management

Prerequisite: JWI 505 and JWI 510

Early on in your career, professional success depends on your innate talents, how you develop those talents, and your initial career decisions. But once you become a manager, your ability to select, develop, promote and manage the right people becomes the most important determinant of success. In this course, students explore two general areas of people management: hiring and positioning the right players for organizational needs and managing people once the players are in place. Specific topics include sourcing and integrating new talent, managing strategic talent inventory, working with HR and organized labor, performance evaluations and reward systems.

JWI 521 – Recruit, Develop, Assess, Reward, Retain

Prerequisite: JWI 505 and JWI 510

Learn to attract the best people, reward the right behaviors and develop better leaders within your organization and see how the principles of differentiation, trust and candor drive winning results. This course is an introduction to people management, with a focus on putting people before numbers, nurturing talent and practicing fair and balanced management. You will explore the concept of differentiation in employee management, examine ways to enhance the employee experience and determine the best metrics to track to achieve organizational goals.

JWI 522 – Strategic Partnering with the C-Suite

Prerequisite: JWI 505 and JWI 510

Human resources encompasses much more than benefits and birthdays. Leaders must find ways to navigate past this perception and position themselves with not only a seat at the table, but as an independent confidant to the CEO. Students will explore how to align the competencies and behaviors of the workforce with the strategic goals of the organization. In addition, human resource leaders need to develop themselves as the in-house experts on dealing with complex ethical and legal issues facing employers today. Students will examine the various regulatory agencies, policies and guidelines impacting the workforce, and identify ways to ensure compliance while driving results. Students will learn about the impact of federal and state regulations as they pertain to employee relations, compensation, hiring and terminations.

JWI 530 – Financial Management I

Prerequisite: JWI 505 and JWI 510

Financial accounting is the language of business. Leaders must develop fluency in financial concepts, principles and tools in order to understand and drive effective organizational decisions. In this course, you will learn to read, understand and analyze financial data as well as apply managerial accounting concepts such as costing, variance analysis, forecasting and capital budgeting. Maximize the impact of your financial decisions by learning to speak with numbers.

JWI 531 – Financial Management II

Prerequisite: JWI 515, JWI 520 and JWI 530

A continued exploration of corporate finance, this course focuses on the advanced financial management skills required to evaluate assets and manage risk in a global market. Students learn such analytical approaches as capital budgeting and the weighted average cost of capital, and then apply them to resource decisions involving domestic and international projects. They also gain a deeper understanding of the movement of exchange rates, interest rates and other factors that influence capital markets. In today's competitive business environment, companies must find innovative and creative ways to facilitate quick and sustainable growth. This course has been designed to develop skills to achieve this goal. The course covers such topics as managing relationships between stakeholders and evaluating mergers and acquisitions bids and the companies behind them. The course focuses on the knowledge, skills and abilities needed to succeed in today's fast-paced business world.

JWI 533 – Saving Money, Saving Lives

Prerequisite: JWI 530

There is a cost to saving lives. Deciding where to invest in technology is critical, whether you are choosing between technology to protect patient records or technology that will save more lives. Business leaders need to stay ahead of the game and balance the risks associated with these costly decisions. You will explore the role of information technology in the success of the delivery system and other important healthcare processes and understand what it means to manage information technology to accomplish delivery system objectives.

JWI 540 – Strategy

Prerequisite: JWI 531 and JWI 550

This course focuses on the skills needed by leaders and managers to understand and develop business strategies. A primary emphasis of the course is Jack Welch's approach to developing and evaluating a strategy compared and contrasted with traditional and theoretical approaches. The course describes the various stages in the strategic planning process, including an analysis of the external environment and internal organizational capabilities. The course explores criteria for, and the impact of, mergers and acquisitions and analyzes organic growth strategies to achieve a competitive advantage. The overriding goal of the course is to enable students to effectively use strategy to develop an overall plan of action designed to achieve the higher-level goals of an organization.

JWI 550 – Operational Excellence

Prerequisite: JWI 505 and JWI 510

The focus of this course is on the pursuit of operational excellence as a means for increasing competitive strength. The goal is to provide students with the understanding and tools necessary to identify areas of opportunity for improving the effectiveness and efficiency of processes. This course includes topics such as value stream mapping, process mapping, process analysis, customer-focused design, Six Sigma and Lean.

JWI 551 – It's All About the Patient – Improve the Patient Experience

Prerequisite: JWI 505 and JWI 510

Learn to improve the patient experience, reduce costs and build better leaders within the healthcare landscape. See how the principles of Six Sigma and Differentiation permeate throughout healthcare. This course will be an introduction into the healthcare sector, with a focus on comprehending the core concepts of service delivery, payment, insurance and business models within the healthcare sector. You will explore the concept of defining quality in patient care and examine ways to enhance the patient experience and improve processes against the need to streamline costs in the sector.

JWI 552 – Getting Your Customers What They Need

Prerequisite: JWI 550

This course provides students with an understanding of the strategies, planning and analytical tools needed for meeting customer demand and for managing supply chains. It equips

students to understand the complexities of the movement of goods and services and the handoff from one owner/organization to the next. The course covers the topics of forecasting, capacity planning, operations planning and scheduling, inventory management, Lean systems, supply chain management and logistics and the movement of goods and services across international borders, including the regulations and requirements associated with managing a global supply chain.

JWI 554 – Delivering Quality

Prerequisite: JWI 552

This course provides a foundation for understanding and applying quality principles, tools and statistical methods for quality and performance excellence from an enterprise perspective. It covers the topics of quality planning in the development of new products and services, quality improvement methods such as Six Sigma to minimize variation and improve quality, and quality control to ensure quality is achieved on a sustainable basis.

JWI 555 – Organizational Change and Culture

Prerequisite: JWI 531 and JWI 550

From the rapid advance of technology to the steady march of globalization, powerful forces of change are shaping today's business landscape. As leaders grapple with these forces, they also face enormous resistance to change. In this course, students learn a powerful framework for understanding and marshalling change. They also hear real stories and concrete strategies from the trenches at major organizations like GE—including Work-Out, Rapid Results, and Six Sigma—and learn when to use each tool. Ultimately, you will understand the importance of a leader's ability to drive change through persuasive communication, simplifying structures, performance management and cultural alignment.

JWI 556 – Leading Change by Putting People First

Prerequisite: JWI 531 and JWI 550

As Jack Welch states, "Every time you talk about changing, you have to put together the rationale for the change. You have to answer the question of what's in it for the people who are forced to do something different than they are used to doing." Business leaders need to stay ahead of the game and help people within their organization understand that change is constant and effective change management is needed to win. Students will explore the role of human resources in executing successful change management initiatives within an organization.

JWI 557 – Leading Operational Change

Prerequisite: JWI 554

This course focuses on the role of senior leadership in driving change initiatives to implement operational improvements. It covers the topics of operations strategy, process strategy, and the Baldrige framework for performance excellence. We examine how operational leaders must learn to communicate using data in ways that non-specialists can understand in order to get the workforce aligned. It also examines how to leverage the frameworks of operational excellence to strengthen the connection among performance objectives, performance reviews and team management practices.

JWI 570 – Leading through the Bureaucracy in Healthcare

Prerequisite: JWI 505 and JWI 510

Healthcare is complex and bureaucratic. Leaders find ways to navigate through the bureaucracy and use it to their advantage. You will understand the various regulatory agencies, policies and guidelines within the healthcare industry and identify ways to maneuver through it and drive results. You will learn about the impact of the Affordable Care Act and attempts to reform the U.S. healthcare system from a federal and state perspective. This course will explore various laws governing healthcare institutions and dilemmas faced by managers in the industry.

JWI 575 – New Business Ventures and Entrepreneurship

Prerequisite: JWI 540

Anyone can display an entrepreneurial streak, but not everyone can be an entrepreneur. In this course, students learn what makes an entrepreneur tick, and then walk through the stages of planning, financing and launching a new business. The course covers business plan development, market analysis, competitive positioning, business models, funding sources, company formation, intellectual property, sales, marketing and hiring. The insights gained will also give learners a leg-up in launching new projects or new ventures within existing businesses.

JWI 581 – Healthcare Informatics

Prerequisite: JWI 570

Learn how healthcare information can drive improvements in the quality and safety of patient care. Explore how data relates to population health management. Take on quantitative concepts and use tools to solve and analyze complex data sets to drive decisions in healthcare.

Course duration: This course is five weeks in length.

JWI 596 – Operations Capstone

Prerequisite: JWI 557

The final course in the MBA program for the Operations Management concentration is a capstone course in which a real-world project will be undertaken to develop an operations strategy supported by a detailed operations plan to improve a mission-critical process in the student’s chosen organization. The course will require the use of data analysis and business analytics for evaluating the business and financial impact of the proposed improvement(s), and the development of an implementation plan that includes the means to measure outcomes using KPIs and other quantifiable metrics.

JWI 597 – Graduate Healthcare Capstone

This course ties together everything students have learned in their graduate program and healthcare concentration. They will choose a healthcare organization with a real-world leadership challenge and create a strategic leadership plan. Successfully completing this final course will demonstrate a student's ability to analyze, interpret, synthesize and communicate with a CEO mindset firmly in place.

Course duration: This course is five weeks in length.

JWI 599 – Business Analytics and Capstone

Prerequisite: JWI 575

This course is where it all comes together. Students will synthesize and apply all they have learned during their JWMI MBA program. They will complete a Capstone Project in which they will prepare and present a well-researched strategic plan to take their organization to a more profitable and sustainable position of market leadership. Because business leaders, especially CEOs, cannot just act on hunches, the first half of this course will be focused on business analytics. This will include an overview of powerful quantitative strategies and techniques used to analyze business data in any organization and improve decision outcomes across all business functions. Students will use these same techniques to identify, collect and analyze the data needed to support their strategic plan.

Course residency requirement: This course must be taken in the student's final term in the program. It is not eligible for transfer credit and must be taken at Strayer University.

LEG – Legal Studies

Undergraduate Legal Studies Courses

LEG 100 – Business Law I

Prerequisite: ENG 115 or ENG 116

Examines the legal environment of today's businesses, the sources of American law, and ethics and corporate social responsibility. Provides an overview of constitutional, statutory, administrative and common law, tort law, agency, contracts, cyber law and privacy, LLCs, corporations, and bankruptcy, intellectual property, securities, consumer protection and environmental law, intellectual property, real property, international law and the federal and state courts.

LEG 305 – The Legal Environment of Business

Prerequisite: LEG 100

This course expands the student’s knowledge on business law topics, including agency, contract-law, creditor-debtor interactions, governmental regulations of financial transaction and the uniform commercial code.

LEG 320 – Criminal Law

Prerequisite: CRJ 220

This course familiarizes students with the origins of criminal law and explores its historical development into modern American crimes codes. Each lesson introduces students to substantive criminal law and associated legal principles and terminology. This course contrasts elements of crimes against persons, crimes against property, cybercrime, white collar crime and other types of crime. Early and modern approaches to identifying, deterring, preventing, detecting, prosecuting and punishing criminal behavior are also examined.

LEG 420 – U.S. Courts

Prerequisite: CRJ 220

This course examines the American judicial system to include federal, state and local courts. The professional courtroom work group, nonprofessional courtroom participants, the trial process and challenges to the trial process are described. The activities of lawyers, judges and related occupations and professions are reviewed. An overview of the juvenile court system is included.

LEG 440 – Procurement and Contract Law

Examines legal and regulatory aspects associated with federal acquisition and administration of contracts under the Federal Acquisition Regulation. Topics include contract formation and award protests, standards of conduct, governmental liability, the dispute process and administrative and judicial methods of resolution of procurement and contract disputes.

Graduate Legal Studies Courses

LEG 500 – Law, Ethics and Corporate Governance

Examines and evaluates the legal environment and ethical challenges of management and organizations. Reviews approaches to enhance corporate accountability, foster an ethical work environment, ensure legal compliance and provide effective leadership in an organization. Analyzes the impact of management decisions, corporate governance and the leader's individual conduct on a firm's ability to meet its obligations to stakeholders. Evaluates alternative courses of action from an economic, legal and ethical perspective to ensure management meets corporate responsibilities to create wealth, obey the law and observe society's ethical standards. Examines the key elements of effective corporate governance, the predominate schools of ethical thought in relation to strategic management and the ethical consideration for global operations.

LEG 505 – Government Contract Law

Prerequisite: BUS 501

Presents the management considerations (government and contractor) and processes for addressing legal issues associated with federal acquisition and administration of contracts under the Federal Acquisition Regulation. Topics include contract formation and award protests, standards of conduct, governmental liability, the dispute process and administrative and judicial methods of resolution of procurement and contract disputes.

LEG 565 - Commercial Law

Analyzes the legal environment in which business must operate. Examines key provisions of the major federal laws related to labor, consumer protection, property rights, securities, bankruptcy and environmental protection. Reviews the various forms of business and the topic of corporate governance. Examines contracts and the UCC, product liabilities, torts and issues associated with intellectual property. Discusses legal issues associated with international business.

MAT – Mathematics

Undergraduate Mathematics Courses

MAT 104 – Algebra with Applications

This course emphasizes the applications of algebra to a variety of fields including probability, statistics and finance. It also covers

mathematical modeling and set theory.

A grade of C or higher is required for satisfactory course completion.

MAT 110 – Using Math to Inform Your World

Altering a recipe, planning a road trip, buying a car and financing college—what do all of these things have in common? An understanding of numbers and how to use and interpret them. In the workplace, business, technology and criminal justice professionals all use math. In this course you will learn how to approach mathematics in a way that will positively inform your world. Learn how to use an easily understandable approach for basic math and algebra to create meaning and see the world in a new way.

A grade of C or higher is required for satisfactory course completion.

MAT 200 – Precalculus

Prerequisite: MAT 104 or MAT 110

Reviews algebraic techniques. Includes selected advanced topics such as matrices and determinants as techniques for solving linear systems in three or more variables, elementary concepts of analytic geometry and logarithms. Emphasizes business-related word problems.

MAT 210 – Data-Driven Decisions

Prerequisite: MAT 104 or MAT 110

Decisions are made every day that are backed by mathematics to ensure those decisions are valid and reliable. Learn how to harness this powerful skill and apply it to real-world scenarios. This course emphasizes the applications of statistics to a variety of fields. Develop mathematical reasoning, quantitative analysis and quantitative communication skills that will prepare you for future academic coursework and professional endeavors.

MAT 300 – Statistics

Prerequisite: MAT 104 or MAT 110

This course examines the principles of probability and descriptive and inferential statistics. Topics include probability concepts, measures of central tendency, normal distributions and sampling techniques. The application of these principles to simple hypothesis testing methods and to confidence intervals is also covered. The application of these topics in solving problems encountered in personal and professional settings is also discussed.

MAT 311 – Discrete Math

Prerequisite: MAT 200

This course provides an introduction to discrete mathematics. The course introduces formal logic and its applications. It also develops relational thinking through the study of sets, relations, functions and graphs. The concept of recursion and its applications is also covered. It also develops quantitative thinking through the study of permutations, combinations and counting operations in algorithms. Finally, this course shows how these concepts can be applied toward analyzing the accuracy and efficiency of algorithms.

Graduate Mathematics Courses

MAT 510 – Business Statistics

This course explores how business leaders can apply statistical thinking to improving business process and performance. The course presents concepts related to statistical thinking within a business environment, statistical tools and techniques and formalized statistical methods.

MAT 540 – Quantitative Methods

Prerequisite: MAT 210 or MAT 300

Applies quantitative methods to systems management (Decision Theory), and/or methods of decision-making, with respect to sampling, organizing and analyzing empirical data.

MAT 543 – Quantitative Methods for Health Services

This course is designed to develop and strengthen quantitative skills in order to be applied in healthcare management. Key concepts covered in the course help to increase students' ability to solve fiscal matters, develop strategic solutions and increase efficiency across the board within health services organizations.

MGT – Management

MGT 500 – Modern Management

This course emphasizes the foundation of management principles and the integration into modern management theory. The primary functions of managers, which include planning, organizing, leading and controlling, will be addressed along with demonstrating how effective management can lead to a competitive advantage that sustains the organization.

MGT 505 – Managerial and Business Communication

This course examines communication concepts and issues from various fields such as marketing, public relations, management and organizational communication. The focus is on providing basic knowledge and a broad overview of communication practices in the workplace along with providing an understanding that communication is essential to decision-making and fundamental to success in a global marketplace.

MGT 510 – Global Business Management

This course examines management theories and practices in the context of global and international organizations. Emphasis is placed on essential management areas, including strategic planning, management styles, negotiations and human resources management in a global organization.

MGT 522 – Women in Leadership

Prerequisite: MGT 500

This course examines women in leadership with a focus on the unique challenges related to women in leadership roles. Leadership competencies, personality and styles, along with gender related issues that affect leadership, will be examined.

MGT 550 – Leadership Strategies

This course will examine and analyze leadership theories and practices in today's organizational environment to include

challenges of management in organizations. Emphasis will be placed on present leadership strategies to enhance both individual and corporate productivity that foster a cohesive work environment through improved employee relations.

MGT 599 – Management Capstone

This course is the capstone course for the Master of Science in Management (MSM) program. It examines the strategic management process including the development and implementation of successful organizational strategies that deliver business results. The course requires students to synthesize and integrate management, leadership, project management and marketing theory and practice from prior courses through the whole MSM program. Students are able to apply and exercise the analytic, integrative and decision-making skills through the use of the case analysis and projects, which involve core management functions, leadership challenges and organizational performance considerations and prepares students for the real-world management challenges.

A grade of B or higher is required for satisfactory course completion.

Course residency requirement: This course must be taken as last or next-to-last class; it is not eligible for transfer credit and must be taken at Strayer University.

MKT – Marketing

Undergraduate Marketing Courses

MKT 100 – Principles of Marketing

Marketing is everywhere. It drives the growth of an organization. In today's world, companies compete to find the best way to reach their customers through various outlets, from television to social media. This course explores a business's core marketing principles as it evolves and adapts to the competitive environment. Students will develop a marketing plan using the major components of the marketing mix–product, price, promotion, and place–and they will learn how effective marketing helps an organization navigate change, drive growth, and achieve sustainability.

MKT 305 – Consumer Behavior

Presents the processes for performing the analysis of customer behavior in order to develop effective marketing strategy. Examines the principles of individual, group and social dynamics influencing consumer behavior. Reviews the consumer decision-making process and marketing approaches that can be used to improve consumer sales performance and customer satisfaction. This course also introduces the impact and influence of social and digital media on consumption choices.

MKT 310 – Retail Management

Examines the strategic management of retail operations using various forms of store-based, online and nonstore-based retailing. Reviews critical principles, such as strategic planning considerations, the structure of retail firms, consumer behavior, market research and location considerations. Examines the key functional areas of managing retail operations, including merchandising, finance, human resource management, operations management, logistics, retail image and atmosphere and the marketing functions of pricing and promotion.

MKT 312 – Marketing Communications

This course explores the essential elements of marketing communication. Topics covered include media and messages, branding concepts, word-of-mouth, social media, digital marketing and the ever-changing communication market. Selecting appropriate communication channels to highlight products, brands and services to sustain a competitive advantage will be highlighted.

MKT 315 – Business Logistics Management

Examines the components and configuration of supply chains in support of marketing and retailing operations. Reviews the considerations for aligning the supply chain configuration to the overall marketing strategy. Analyzes considerations for material sourcing; inventory management; distribution channel configuration; forecasting; and supply network coordination, channel performance monitoring, technology applications and supply chain design options.

MKT 320 – International Marketing

Provides an overview of the concepts and practices of global marketing and the modifications and adaptations required to meet the different opportunities and challenges involved. Explores related issues, such as the digital revolution, marketing communications, physical distribution, integrated strategy and brand and products decisions from a global perspective.

MKT 325 – Social Media Marketing

Prerequisite: MKT 100

Examines how social media marketing is used to build relationships with customers, enhance company branding and increase sales. Topics include social networks, blogs, media sharing sites, podcasts, microblogging and other social media technologies. Explores how these technologies can be used to pursue various marketing objectives.

MKT 330 – Marketing Research and Digital Analysis

Prerequisite: MKT 325

Focuses on using research data to make effective marketing decisions, with an emphasis on interpreting data collected from the firm’s digital marketing activities. Topics include common uses of marketing data, formulation of research projects, data collection techniques, analysis and interpretation of data and insightful data reporting.

MKT 402 – Strategic Market Pricing

Analyzes the critical factors in making pricing decisions and presents a process for cost and pricing analysis. Reviews the concept of value creation and examines a variety of pricing policies and techniques that can be incorporated into a marketing strategy to achieve stated objectives. Examines pricing strategy over the life cycle of products.

MKT 465 – Social Media Strategy

Prerequisite: MKT 330

Prepares social media managers to launch and monitor social media marketing campaigns across the organization. Topics include aligning social media to business goals, strategy planning, campaign management and measuring return on investment of social media activities. Includes discussion of organic and paid tactics for communicating with a target audience.

MKT 475 – Strategic Marketing

This course focuses on the strategic elements of marketing, including responses to new challenges that organizations need to effectively compete in today's business environment. Tools will be presented for use with gathering and analyzing marketing data, strategic market segmentation, market-driven program development, targeting and positioning choices, strategic decision-making and implementation/control. Digital advances will also be explored along with their related impact on the marketing environment, competitiveness and customer information.

MKT 478 – Social Media Campaign

Prerequisite: MKT 465

Students will develop and execute on a social media campaign. Using all their social media profiles, social media tools and networks, media content (blogs, white papers) and websites, students will be required to develop a social media campaign to market and grow their brand/profile. This course will use the Dragon Fly Effect method to track campaign performance.

Graduate Marketing Courses

MKT 500 – Marketing Management

Applies the major elements of the marketing process, including domestic and foreign market assessment, strategic planning and the development of an effective marketing mix (product, price, promotion and distribution) to create customer value. Analyzes key marketing concepts, such as consumer/business buying behavior, market research, brand management, product development, pricing strategies and the design of marketing channels (promotion and distribution). Examines the integration of marketing with other functions in a business organization.

MKT 505 – International Marketing

Reviews the organization for international marketing, foreign demand analysis, product development and policies, trade channels, promotion policies, pricing and legal aspects. Emphasis is on development of effective international marketing strategy addressing the major global market areas (Europe, Africa, Asia and the Americas).

MKT 510 – Consumer Behavior

Analyzes the concepts and principles of consumer behavior in relation to marketing decision-making. Examines the psychological processes of consumer decision-making and how they impact purchasing decisions and customer satisfaction. Emphasis will be placed on consumer behavior and the different marketing approaches and their implications on marketing strategies.

MKT 515 – Global Marketing Management

This course explores how business managers create global marketing strategies within a competitive environment. Key concepts presented include understanding the global cultural environment and buying behavior, marketing research and global marketing strategies related to products, pricing and logistics.

MKT 520 – Social Media Marketing

This course explores the use of social media marketing as a key marketing strategy within an organization. The focus of the course will include creating media goals, strategies, target audiences and prime social media channels and then implementing a platform-specific tactical plan. Qualitative and quantitative measurements will be explored to measure the return on investment from social media marketing activities.

PAD – Public Administration

PAD 500 – Modern Public Administration: Managing Public and Nonprofit Organizations

This course examines theoretical and practical aspects of public administration and the historical development of the field. Students examine the structure, functions and evolution of federal agencies and their relationship to state and local governments and organizations that administer public policy and resources. Management and leadership issues within public administration agencies and organizations are explored in addition to the relationships between agencies and organizations and the larger community.

PAD 501 – Grantsmanship in Public Administration

Prerequisite: HSA 501 or PAD 500

Public administration is primarily involved with public service and policy, which may involve managing and securing funds through grants. This course will provide strategies for approaching foundational and governmental grants and guide the student through every phase of creating a successful grant, from preparation through post-submittal follow up.

PAD 505 – Public Budgeting and Finance

Examines key financial institutions, processes and techniques relating to public budgeting, revenue and expenditure. Covers analytical techniques appropriate for the analysis of revenue, spending and debt issuance. Reviews stages of the budget process and related actors and analytical techniques using the federal budget process as a case study. Discusses performance-laden budget reforms, governmental accounting, debt management and financial reporting. Reviews principles of taxation and evaluates major sources of revenue and their significance.

PAD 510 – Introduction to Public Policy Analysis

Prerequisite: PAD 500

This course is the foundation of public policy analysis. Explores the interrelationships among politics, policy formulation and implementation, and ethics and values, with emphasis on the public sector in the United States. Examines how political parties, key stakeholders, interest groups and public opinion influences public policy; its role and issues in federal, state, local and

nonprofit agencies; and how public bureaucracies implement policy through decision-making, planning, organizing and other administrative processes.

PAD 515 – Leadership and Conflict Resolution

Examines models of and societal and personal assumptions about leadership. Elements, factors and processes that give rise to effective executive and managerial leadership are discussed and applied to large, complex organizations. Addresses the theory, concepts, research and practice in conflict analysis and resolution. The roles of private and public-sector leaders in conceptualizing, planning and managing innovation and change, and in mediating conflicts are explored, as are the theoretical bases of various decision-making and problem-solving strategies.

PAD 520 – Policy Analysis and Program Evaluation

Reviews the political, social and economic factors influencing policy analysis and planning for analyzing, solving and resolving practical problems designed for policy issues facing federal, state, local and nonprofit sectors. Examines quantitative and qualitative methods, processes and concepts of public policy analysis and develops skills in applying critical-thinking, analytical techniques and various forms of structured analytical writing and communications. The role and ethical dimensions of policy analysis in the policy-making process are discussed.

PAD 522 – Urban Planning and Management

This course will provide the skills to planning, organizing the complex roles and functions of planning in the development of urban settlements including transportation, business districts, neighborhoods, green space and more.

PAD 525 – Constitutional and Administrative Law

This course examines U.S. public administration within the U.S. Constitution and U.S. legal system as the foundation for all laws in the public, nonprofit and private sectors in a constitutional, regulatory and administrative legal framework. It uses the federal government as the context for analyzing administrative agencies and the public sector administrator's legal responsibility and accountability of public goods while applying legal principles, concepts and processes needed to address legal subjects most relevant to public administration. Accordingly, the course explores how the legal system addresses critical issues faced by public officials and how the law is designed to work. The course also explores the relationship between public administration and law, and specifically how the law is upheld in the decision-making process.

PAD 530 – Public Personnel Management

Analyzes basic principles and functions of personnel administration in the public service; reviews roles of personnel management, recruitment, placement, wage and salary management, valuing and managing diversity, training, retirement and other personnel functions. Provides an overview of advanced labor relations and collective bargaining processes and issues, grievance and disciplinary procedures, affirmative action and equal employment issues.

PAD 540 – International Public Administration

This course examines the global context of public administration policies, procedures and stakeholders and the impact on geo-economic and geopolitical systems. Students examine public administration controversies from the local and global perspective and learn how to evaluate policy alternatives. Case studies are used to analyze efficacy of solutions and the nature of shifting global policy.

PAD 599 – Public Administration Capstone

This course integrates theory into application presented in a portfolio, demonstrating core competencies in the areas of corporate governance, public personnel administration, public budgeting and finance, constitutional law, public policy, program evaluation and public leadership in the public or nonprofit sector. The objective of the portfolio focuses on the application of knowledge, skills and abilities of a public or nonprofit manager and its role and responsibilities in the public and/or nonprofit sector. The portfolio consists of approved research position papers, PowerPoint presentations, role-playing in the various roles of public officials and administrators, and competency exams.

A grade of B or higher is required for satisfactory course completion.

Course residency requirement: This course must be taken as last or next-to-last class; it is not eligible for transfer credit and must be taken at Strayer University.

PHI – Philosophy

PHI 201 – Thinking it Through

Prerequisite: HUM 111 or HUM 112 or HUM 201

When you're presented with new ideas and perspectives, how do you process that information? Like assembling a complicated puzzle, critical thinking involves an inventory of the pieces, an understanding of how things do (or do not) fit and finding a way to reach goals. In this course, you will learn how to use a structured process to evaluate information, think through issues, and determine solutions.

PHI 210 – Critical Thinking

Develops ability to identify, analyze and evaluate reasoning in everyday discourse. Examines the elements of good reasoning from both a formal and informal perspective. Introduces some formal techniques of the basic concepts of deductive and inductive reasoning. Promotes reasoning skills through examining arguments from literature, politics, business and the media. Enables students to identify common fallacies, to reflect on the use of language for the purpose of persuasion, and to think critically about the sources and biases of the vast quantity of information that confronts us in the Information Age.

PHI 220 – Ethics

Focuses on the application of ethics to everyday life. Examines classical and contemporary writings concerning such matters as courage, pride, compassion, honor and self-respect; and the negative sides of this behavior, such as hypocrisy, self-deception, jealousy and narcissism.

POL – Political Science

POL 110 – U.S. Government

This course serves as an introduction to American government and politics. It is designed to familiarize students with the origins and evolution of American national government, its basic institutions and its fundamental decision-making processes with regard to domestic and foreign policy. It covers the basic terms and facts relating to government, the functions and development of the U.S. branches of government, including the role of parties and interest groups, and the value preferences within American society that affect the formation of public policy. It also develops a basic understanding of how federal, state and local governments interact in the U.S. political system.

PSY – Psychology

PSY 101 – Smarter Decisions through Psychology

Why do you think, behave, and make decisions in the way that you do? Psychology is a human and scientific endeavor that uncovers the mysteries of thought and behavior. In this course, you will explore concepts such as learning, motivation, development, emotion and personality and how you can use that knowledge to make smarter decisions for your future.

PSY 105 – Introduction to Psychology

Introduces psychology as a human and scientific endeavor. Includes examination of concepts and methods in learning, motivation, development, personality and social behavior.

REL – Religion

REL 212 – World Religions

This course presents a conceptual, historical and cultural survey of the major world religions and a comparative approach to religious world views. Examines major religious practices and belief systems. This course prepares students to analyze the impact of religion on global cultures, societies and workplaces as well as in their own lives.

SAL – Sales

SAL 500 – Understanding Sales

Examine the fundamental skills needed to be an informed and proactive sales professional. Learn how to identify stakeholders, build and maintain professional relationships, listen for/identify customer needs and perform relevant and timely market/client research. Work with case studies and simulations to solve customer issues related to product quality, supply chain management and the uptake of new products.

SAL 510 – Sales Strategy

Prerequisite: SAL 500

Learn to gather and analyze customer data, identify trends and work within a customer's business strategy to take advantage of opportunities to drive sales. Explore various business and supply chain models and how they factor into customer needs and circumstances. Present a simulated data-driven proposal to help fulfill a customer need.

SAL 520 – Sales Communications

Prerequisite: SAL 510

Explore written and spoken communication skills needed to be a sales professional. Apply these skills to a group capstone project simulating how to develop a sales strategy for a new product. Examine how to effectively structure written and spoken sales pitches, leverage team resources, collaborate with peers/supervisors and manage project timelines. Work with classmates to build and present pitches/proposals to a specific type of business audience (e.g., sales teams, product managers, financial analysts, etc.), including a relevant go-to-market sales strategy.

SCI – Science

SCI 110 – Introduction to Physical Science

Introduces students to basic concepts from the physical sciences such as motion, force, energy, heat, electricity, magnetism and the atomic theory of matter. Discusses the scientific principles that underlie everyday phenomena, modern technologies and planetary processes. Examines how the various branches of science, such as physics, chemistry, geology, meteorology and astronomy, relate to each other. Lab portion of the course reinforces basic concepts.

SCI 115 – Introduction to Biology

Provides an overview of fundamental concepts in biology, as well as the process of biological inquiry using the scientific method. Covers the properties and characteristics of living cells, organisms and ecosystems, and the relevance of this knowledge for contemporary issues in medicine, agriculture and the environment. Lab portion of the course reinforces basic concepts.

SCI 200 – Environmental Science

This course provides students with a comprehensive overview of the basic principles and unifying concepts of environmental science. Various ecosystems are described, and conservation efforts are evaluated. Other topics include the importance of maintaining biodiversity, human population growth and demography, and the problems of urbanization in developed and developing countries. Techniques of sustainable agriculture are evaluated, as are techniques for water conservation. The impact of air pollution on the climate and on human beings is analyzed and the factors that determine energy consumption and the use of fossil fuels are assessed. Local, national and international policies, laws and programs that aim to protect the environment are also discussed. Lab portion of the course reinforces basic concepts.

SCI 201 – Unlocking the Secrets of Science and Innovation

Prerequisite: SOC 100 or SOC 101

Scientific advancements have dramatically shaped the way we live, work and interact as a society. Understanding how scientists think about the world can help you think more holistically about the ways that science impacts your family, work, health and life. In this course, you will apply concepts from the physical and

biological sciences as you explore the impact science has on innovation in how we live and work as a society. The lab portion will help you develop critical thinking, scientific reasoning and research skills that will help you become a better consumer of science.

SEC – Security

SEC 310 – Homeland Security Organization and Administration

This course examines the organization and practice of Homeland Security and terrorist threats that dictate its operations. Topics include foundations of homeland security, terrorism, countermeasures and response to terrorist threats.

SEC 315 – Security Assessment and Solutions

This course covers the basic assessment skills and solutions needed to proactively deliver security services, namely the prevention of security incidents and the detection of those that occur. Emphasis is placed on both line-level skills and managerial skills required to conduct security tasks to facilitate the prevention and detection of crime, with a special focus on the technologies and technological skills needed to perform these tasks in all forms of security work.

SEC 340 – Computer Forensic Technology

Prerequisite: CIS 175 or CIS 332 or CIS 333 or CIS 337

This is a lab-based course that provides the knowledge and skills to identify, track and prosecute cybercriminals. Students are presented an understanding of computer forensics, creating a secure lab and the process for forensic investigation, including first responder response techniques, incident management and reports used by computer forensic investigators. The course covers a broad base of topics designed to detect attacks and collect evidence in a forensically sound manner. Topics also include the preparatory steps to identify evidence in computer-related crime and abuse cases as well as track a hacker's path through a client system.

Certification offering: Certification availability is subject to change.

Course preparation requirements: Course may require that prerequisites are satisfied through completion of a course at Strayer University, transfer credit or review of previous certifications earned. Contact a dean, advisor or coach for additional information.

SEC 402 – Cybersecurity

Prerequisite: CIS 333

This course explores the practices and framework designed to ensure cyberspace security. Students will explore the areas of common practice in the Department of Homeland Security Essential Body of Knowledge. Topics include the various roles, functions and competencies within the cybersecurity domain to mitigate risks and secure organizational assets.

SEC 405 – Computer Crime Investigation

Prerequisite: CIS 333

This course explores and identifies various computer crimes and their associated criminal investigations. Students will be introduced to the field of computer crime, computer forensics, litigation related to computer crime, computer crimes that affect individuals and techniques that cybercriminals use to infiltrate computer systems.

SEC 420 – Perimeter Defense Techniques

Prerequisite: CIS 332 or CIS 333 or SEC 340

This is a lab-based course that covers topics in offensive network security, ethical hacking, network defense and countermeasures. The course provides an understanding of the tactics and tools used by hackers and methods to prepare strong countermeasures and defensive systems to protect an organization's critical infrastructure and information. Topics include perimeter defense techniques, scanning and attacking simulated networks with a variety of tools, viruses and malware.

Certification availability: Certification availability is subject to change.

Course preparation requirements: Course may require that prerequisites are satisfied through completion of a course at Strayer University, transfer credit or review of previous certifications earned. Contact a dean, advisor or coach for additional information.

SEC 435 – Network Penetration Testing

Prerequisite: SEC 420

This is a lab-based course that covers topics in advanced penetration testing and information security analysis. Students are exposed to methodologies in conducting thorough information security analysis and advanced penetration testing techniques to effectively identify and mitigate risks to the security of an organization's infrastructure.

Certification availability: Certification availability is subject to change.

Course preparation requirements: Course may require that prerequisites are satisfied through completion of a course at Strayer University, transfer credit or review of previous certifications earned. Contact a dean, advisor or coach for additional information.

SOC – Sociology

SOC 100 – Introduction to Sociology

Provides a critical survey of contemporary social, political and economic problems facing American society. Emphasizes the urban crisis, military-industrial complex, racism and distribution of income.

SOC 101 – The Story of Us: Embracing Diversity and Collaboration

Sociology tells the story of us and how we are all shaped by society. In this course, you will collaborate with others to explore diverse communities and interpret sociological research that will help you better understand and impact your world.

SOC 105 – Society and the Media

Studies the ways in which the media provide information and entertainment to the public. Critically examines various programs in order to discover how these programs are presented by the media and manipulated according to the interests of owners and advertisers. Examines certain radio and television programs, newspapers and magazines, and examples from popular fiction and popular music, both in terms of what they mirror about ourselves and what they attempt to control in us.

SOC 205 – Society, Law and Government

Prerequisite: CRJ 100

This course examines the function of the American court system in its operational role within the government, the rule of law and society. The criminal court process and the role of the judiciary are explained from a policy-making perspective that reveals the impact of the courts on society and the rule of law in the evolution of social change.

SOC 210 – Social Intelligence

This course explores systemic obstacles faced by specific groups and how they impact the lives of its individual members. Students will come to a deep understanding of how the terms “inequality” and “inequity” refer to the disadvantages of whole groups of people based on factors such as age, ethnicity, gender, race, health or socioeconomic status. In this course, students will experience perspectives other than their own and engage in thoughtful, respectful dialogue about controversial issues to gain proficiency in civil discourse. In so doing, students will further develop self and social awareness, problem solving and communication skills.

SOC 300 – Sociology of Developing Countries

Prerequisite: SOC 100 or SOC 101

This course is a sociological examination of the status of the less developed countries (LDCs) in economic, political and social arenas. Topics covered range from the question of democracy to the role of women, religion, military, climate change, terrorism, political economy, and other global, sociological and political issues. The course suggests a variety of different approaches to development and discusses the crucial role LDCs play in their interaction with the industrial world, from migration to producing raw materials, and contributing to a market for the finished products of the developed world. Rising powers such as China, India, and Brazil and the dynamics of their growth will also be discussed.

SOC 400 – Sociology of Class, Gender, Ethnicity, and Race

Prerequisite: SOC 100 or SOC 101

Provides a thorough discussion of the impact of social stratification on the relationships of Americans and those living in other countries. Develops a theoretical understanding of how class, gender, ethnicity and race shape interrelationships.

SOC 450 – Solutions to Global Issues

Prerequisite: ENG 201 or ENG 215, MAT 210 or MAT 300 or MAT 311, PHI 201 or PHI 210, SOC 100 or SOC 101

The general education component capstone course is designed as a culminating and integrative review of a student’s learning experiences in the general education component. Students will demonstrate a mastery of core general education competencies to include communication, critical-thinking, collaboration and quantitative reasoning.

Course residency requirement: This course must be taken as the last or next-to-the last general studies course. This course is not eligible for transfer credit and must be taken at Strayer University.

WRK – Workforce Skills

WRK 090 – Workforce Readiness

Workforce Readiness is an introductory course to prepare workforce entrants and early careerists with the basic skills necessary to be successful in the workplace. Over the 5-week course, students will engage with media, articles, activities, case studies and assignments that will encourage and prepare them for an entry level position with the necessary skills to succeed in the workforce. Credit for this course is not applicable toward graduation and is not offered for academic credit.

WRK 100 – Preparing for the Future of Work

What does it take to be competitive in the modern workforce? What qualities do you have that a robot can't replace? And how can *you* take control of your own success?

In this course, we will introduce you to a set of essential skills for excelling in school, work and life. You will explore the application of these key competencies and behaviors. Learning these skills will build the foundation for your educational journey at Strayer and your future career path.

Course residency requirement: This course is not eligible for transfer credit and must be taken at Strayer.

WRK 110 – The Confidence Advantage

Confidence is one of the essential skills employers are looking for in today’s workforce. Learning to cultivate and apply your confidence will give you a critical advantage on your path to career success. In this course, Queen Latifah and a host of other instructors will teach you how to use confidence to overcome setbacks, take risks and make decisions that will help you achieve your professional dreams. Join us to get The Confidence Advantage with Queen Latifah.

Non-Degree/Non-Credit Offerings

Devmountain Offerings

Devmountain was founded with a mission to offer the most accessible and impactful coding programs in the country. Devmountain began in the heart of the Wasatch Mountains in 2013, founded by fellow coders in Provo, UT. In 2019, Devmountain became part of Strayer University. Strayer University is proud to offer Devmountain non-degree/non-credit programs online, and at its campuses in Lehi, UT and Dallas, TX.

Through our non-degree/non-credit Devmountain programs, Strayer University brings affordability to the highest quality, hands-on education focused on the technical skills needed for today's fast-paced high-tech industries. Our instructors are passionate about sharing their craft and empowering the next wave of programmers, entrepreneurs and designers. Our high impact, hands-on, project-based curriculum supports students in attaining the foundational knowledge to launch their careers, build their startups and achieve their goals.

Strayer offers the following Devmountain non-degree/non-credit programs full-time, part-time, in-person and online:

- Cybersecurity (560 total clock hours)
- Data Analytics (560 total clock hours)
- iOS App Development (560 total clock hours)
- Software Engineering (Java) (560 total clock hours)
- Software Engineering (Python) (560 total clock hours)
- Web Development (560 total clock hours)
- UX Design *(offered part-time/online only)* (176 total clock hours)
- Software QA *(offered part-time/online only)* (90 total clock hours)

For detailed information on Strayer's non-degree/non-credit Devmountain offerings, including admission requirements, description of the offerings, tuition and policies applicable to the Devmountain offerings, please see the Devmountain catalog or devmountain.com. Information is subject to change, please ensure that you reference the Devmountain catalog for the most current information.

Strayer University’s Devmountain programs are not eligible for federal or state financial aid.

Hackbright Offerings

In 2021, Hackbright Academy became part of Strayer University. Hackbright Academy was founded in 2012 with the mission to improve gender diversity in the engineering and technology industry. Since its founding, Hackbright has remained open to all, regardless of sex, as it continues to focus on empowering students to master the skills and knowledge they need to begin a new career in tech.

Hackbright offerings are:

- Software Engineering Full-Time (420 total clock hours)
- Software Engineering Part-Time (338 total clock hours)
- Software Engineering Prep (40 total clock hours)

For detailed information on Strayer's non-credit/non-degree Hackbright offerings, including, but not limited to, admission requirements, description of the offerings, tuition, and policies applicable to the Hackbright offerings, please see the Hackbright catalog or hackbrightacademy.com. Information is subject to change, please ensure that you reference the Hackbright catalog for the most current information.

Strayer University’s Hackbright offerings are not eligible for federal or state financial aid.

University Directory

University Administration

Legal control of the university is vested in the board of trustees elected by the university's sole shareholder, Strategic Education, Inc.

The university's annual financial budget and overall academic decisions are directed by its board of trustees.

Following the parameters of the academic and financial direction set by the board of trustees, those responsible for the academic and instructional quality of Strayer University include the university president and the university provost and their direct reports. The university president is responsible for the overall administration of the university, serving as the campus point of contact for faculty and students. The chief operating officer and regional vice presidents oversee operational matters. All of these administrators are responsible for implementing board of trustees' policy.

Faculty members are managed by assistant vice provosts.

Board of Trustees Biographies

Antoinette 'Toni' Farmer-Thompson, D.H.Ed., Ex officio

Dr. Antoinette (Toni) Farmer-Thompson joined Strayer University as Provost and Chief Academic Officer on November 1st, 2021. Toni brings over 25 years of leadership experience from two fast-growing and innovative universities, as well as from the corporate sector. Her strengths are varied both academically and operationally. Most recently, she led Finance/Budgeting, Analytics, Human Resources, Career Services within Arizona State University's (ASU) Educational Outreach & Student Services Division, overseeing 21 departments and 4000-employees. In this role, Toni was responsible for differentiating student services and engaging over 200 employers to connect ASU students to internships. Prior to ASU, Toni spent 10 years at Grand Canyon University in a variety of progressive leadership roles, including Senior Vice President of Institutional Effectiveness, Honors College Founding Dean, Dean of Online and Chief Diversity Officer.

Charlotte F. Beason, Ed.D., Chair

Dr. Beason is the chairwoman of the board of trustees. She has served as a member of the board of trustees since 1996. She has extensive experience in education, distance learning and the accreditation of education programs. She was executive director of the Kentucky Board of Nursing from 2005 to 2012. From 2000 to 2003, Dr. Beason was chair and vice chair of the Commission on Collegiate Nursing Education (an autonomous agency accrediting baccalaureate and graduate programs in nursing). She is an evaluator for the Commission on Collegiate Nursing Education. From 1988 to 2004, Dr. Beason was with the Department of Veterans Affairs, first as director of Health Professions Education Service and the Health Professional Scholarship Program, and then as program director, Office of Nursing Services. Dr. Beason has served on the Board since 1996 and is a member of the Nominating Committee. Dr. Beason holds a bachelor's degree in nursing from Berea College, a master's degree in psychiatric nursing from Boston University and a doctorate in clinical psychology and public practice from Harvard University.

Jonathan Gueverra, Ed.D.

Dr. Gueverra was elected to the board of trustees in 2012. He now serves as the president and chief executive officer of Florida Keys Community College. Prior to this appointment, he was the founding chief executive officer of the Community College of the District of Columbia, the first community college in Washington, DC. With more than 25 years of higher education experience, Dr. Gueverra has served in a variety of administrative and faculty positions in two-year and four-year colleges and universities along the nation's east coast. In 2015, he was elected to the board of trustees for the Southern Association of Schools and Colleges, Commission on Colleges. Prior to this, he served as a member of the board of the American Association for Community Colleges and co-chaired the Commission on Workforce Development. In addition, Dr. Gueverra serves on the steering committee and the communications committee for the Council of Presidents for the Florida College System. Dr. Gueverra holds an associate degree from Newbury College, a bachelor's degree from Providence College, a master's degree in business administration and a doctorate in education both from the University of Massachusetts.

Leslie Hitch, Ed.D.

Dr. Hitch was elected to the board of trustees in 2018. She is currently teaching faculty at William James College and has been associate teaching professor, Northeastern University and visiting fellow at Swinburne Institute of Technology, Melbourne, Australia. She has designed curriculum and taught in master's and doctoral programs in Leadership, Global Studies, and Higher Education Administration and for the Federal Bureau of Investigation (FBI). In addition to her faculty position in Australia, she has extensive teaching experience internationally in Hong Kong and Vietnam. Her higher education administrative experience includes director of academic technology services at Northeastern University; vice president, Harcourt, Inc.; program director at Simmons College; and director of executive education at Babson College. She, and her co-author Shreshthi Mehta, received second prize in the Ivey-Publishing/Indian Business School Global Case Writing competition in 2015 and honorable mention in 2017. She is a member of the board for the Center for Independent Documentary and a trustee of the Newton Cultural Alliance. She holds a B.A. and M.B.A. from Simmons College, certificate in management and leadership in education from Harvard School of Education, and an Ed.D. in higher education administration from the University of Massachusetts, Boston.

William C. Reha, M.D.

Dr. Reha has served as a member of the board of trustees since 2007 and is chair of its Alumni and Student Affairs Committee.

He is a board-certified urologic surgeon in Woodbridge, Virginia. Dr. Reha is active in Strayer University alumni affairs and is the 2005 Outstanding Alumni Award winner. Dr. Reha has served as president of the Prince William County Medical Society, the Potomac Hospital Medical Staff, and the Virginia Urological Society. He was also speaker and is a former president of the Medical Society of Virginia. He serves as chair of the Virginia Delegation to the American Medical Association and is president-elect for the American Association of Clinical Urologists. Dr. Reha is a fellow of the Claude Moore Physician Leadership Institute and holds a bachelor's degree in biochemistry from Binghamton University, an M.D. from New York Medical College, and a master's in business administration from Strayer University. He completed his residency in surgery/urology at Georgetown University.

Peter D. Salins, Ph.D.

Dr. Salins has served as a member of the board of trustees since 2002 and is chair of its Curriculum and Assessment Committee. Having served as provost and vice chancellor for academic affairs of the State University of New York (SUNY) system from 1997 to 2006, he is currently university professor of political science at SUNY, Stony Brook University and director of its graduate program in public policy. Dr. Salins is a fellow of the American Institute of Certified Planners and a director of the Citizens Housing and Planning Council of New York. Dr. Salins holds a bachelor's degree in architecture, a master's degree in regional planning and a doctorate in metropolitan studies and regional planning, all from Syracuse University.

Mr. Joe Schaefer, M.B.A.

Mr. Schaefer has served as a member of the board of trustees since 2018. He is currently the chief technology officer of Strategic Education, Inc. Prior to that, for more than 10 years, he held multiple senior leadership positions at Strayer University, including chief technology and innovation officer, senior vice president of academic operations and chief information officer. Prior to joining Strayer University, Mr. Schaefer held various technology leadership positions at Accenture, one of the world's leading consulting companies. Mr. Schaefer holds a bachelor's degree in mechanical engineering from Virginia Tech and a master's degree in business administration from the University of Virginia Darden School of Business.

Carol Shapiro, M.D.

Dr. Shapiro has served as a member of the Board of Trustees since 2015. Dr. Shapiro, a plastic surgeon, is the medical director of the Wound Healing Center of Sentara Northern Virginia Medical Center. She has served as president of the medical staff of the two hospitals in the county in which she practices. She has also served as president of the Prince William County Medical Society and was the first woman to be elected president of the Medical Society of Virginia. She chaired the Virginia Delegation of the American Medical Association. Dr. Shapiro served as president of the National Capital Society of Plastic Surgeons and was appointed to serve on the Ethics and Judicial Committees of the American Society of Plastic Surgeons. Additionally, she has served on the Board of Trustees of the Prince William Hospital and Potomac Hospital. Currently, she is the vice chair of the Potomac Health Foundation and chair of the Grants Committee, and serves on the Board of Trustees of Sentara Northern Virginia Medical Center. She recently completed a 12-year term on the Board of Visitors of Virginia Commonwealth University. Dr. Shapiro did her undergraduate work at the University of Pittsburgh and earned her M.D. at the Woman's Medical College in Philadelphia. After completing a residency in general surgery and plastic surgery at Georgetown University, she started a solo practice in Woodbridge, Virginia. For several years, Dr. Shapiro was a clinical instructor at Georgetown University Department of Plastic Surgery. In 1996, she earned an M.B.A. from George Mason University

J. Chris Toe, Ph.D.

Dr. Toe has served as a member of the board of trustees since 2003. He served as president of Strayer University from 2003 to April 2006 and as minister of agriculture of the Republic of Liberia from 2006 to 2009. Dr. Toe now serves as executive chairman of Agrifore Advisory & Investment Services (AAIS), Incorporated in Liberia and senior advisory for Country Strategic Planning for the World Food Programme in Rome, Italy. Dr. Toe holds a bachelor's degree in economics from the University of Liberia, a master's degree in agricultural economics and a doctorate in economics, both from Texas Tech University.

Mr. Andrew Watt

Mr. Andrew E. Watt is chief operating officer of Strategic Education, Inc. Mr. Watt previously served as senior vice president of postsecondary education to Strategic Education, Inc., and previously under the same title to Capella Education Company. Prior to service as senior vice president of postsecondary education, Mr. Watt served as vice president of colleges and university operations and Capella University's chief operations officer from 2014 to 2019. He has held a variety of leadership positions across Capella University, including roles in operations, finance, analytics and its markets and products team. Before joining Capella, he worked in transaction advisory services at both Deloitte & Touche LLP and Arthur Andersen LLP. Mr. Watt graduated from the University of St. Thomas with a bachelor's degree in finance and accounting.

Michael E. Wooten, Ed.D.

Dr. Michael E. Wooten is a small business owner and a Marine Corps veteran of Afghanistan. He is a former board chair for Northern Virginia Community College and was recently appointed to the board of the Virginia Community College System by Governor Glenn Youngkin. After his 20-year Marine Corps career, his assignments include Professor of Contract Management at Defense Acquisition University, Deputy Chief Procurement Officer for the District of Columbia, Acting Assistant Secretary at U.S. Department of Education, and Administrator for Federal Procurement Policy at the Office of Management and Budget. In this role, he was the U.S. procurement policy chief. Dr. Wooten holds a doctorate from the University of Pennsylvania, masters degrees from The George Washington University, the U.S. Naval Postgraduate School, and Norwich University. He received his bachelor's degree from Chapman University.

Administrators of the University

President of the University

Antoinette Farmer-Thompson, President
DHEd, AT Still University; Executive Women in Leadership Certification, Cornell University; MBA, Healthcare, Grand Canyon University; MAEd, Adult and Continuing Education, University of Phoenix; BS, Criminal Justice, Arizona State University

Dr. Antoinette (Toni) Farmer-Thompson joined Strayer University as Provost and Chief Academic Officer on November 1st, 2021. Toni brings over 25 years of leadership experience from two fast-growing and innovative universities, as well as from the corporate sector. Her strengths are varied both academically and operationally. Most recently, she led Finance/Budgeting, Analytics, Human Resources, Career Services within Arizona State University's (ASU) Educational Outreach & Student Services Division, overseeing 21 departments and 4000-employees. In this role, Toni was responsible for differentiating student services and engaging over 200 employers to connect ASU students to internships.

Prior to ASU, Toni spent 10 years at Grand Canyon University in a variety of progressive leadership roles, including Senior Vice President of Institutional Effectiveness, Honors College Founding Dean, Dean of Online and Chief Diversity Officer.

Toni brings a wealth of academic, business-related, and community focused expertise. Across her academic roles, she has led many functional areas including academic affairs, program design and evaluation, curriculum development, faculty leadership, programmatic and regional accreditation, K-12 partnership, and more. While she was recently awarded Phoenix Business Journal's Top 25 Women in Business, she also prioritizes community embeddedness as part of her personal mission, founding and serving in the following organizations:

- President/CEO, Foresight Foundation for Economic Equity, an impact fund providing capital to minority and women owned businesses
- Co-Founder, Foundation for Female Equity & Inclusion

Toni has served on numerous boards such as Fresh Start Women's Foundation, Phoenix College President's Advisory Council, the Governor's Commission on Equity in State Contracting, and others. Also, as an author and presenter, she has a deep desire and proven track record in helping advance the aspirations of the underrepresented, particularly women, both professionally and personally.

General Administration

Vice Provost, Academics Affairs
Ryan Poirier, PhD, Educational Policy and Leadership, Ohio State University; MA, Higher Education Student Affairs, Ohio State University

Vice Provost, Academic Operations and Faculty Excellence
Robert Morrill, MBA, Strayer University, Jack Welch Management Institute; BS, Business Administration, State University of New York at Oswego

Vice President, Portfolio and Academic Quality
Caroline Masse, MA, Instructional Design and Technology-Instructional Systems, University of Central Florida; BA, History, University of Florida

Senior Vice Provost and Dean, Dean Jack Welch Management Institute, School of Business
Mary Carr, JD, St. Louis University, Certificate in Health Law; BA, Boston College

Assistant Vice Provost, Academic Quality
Kevin Perrotta, MBA, Strayer University, Jack Welch Management Institute; BS, Sports Management, St. John Fisher College

Assistant Vice Provost, Center for Well-Being
Stephanie Hawkins, PhD, Clinical Psychology, Union Institute and University; MA, Dance/Movement Therapy, Goucher College; BA, Psychology, Pennsylvania State University

Assistant Vice Provost, Portfolio Strategy
Michelle Thuma, MEd, Curriculum and Instruction, University of South Florida; BS, Business Information Systems, Messiah University

Assistant Vice Provost, Student Affairs
Rebecca Allen, PhD, Behavior, Cognition and Neuroscience, American University; MA, Biological Psychology, George Mason University; BS, Psychology, Bridgewater College

University Registrar
Alison Lavigne, MEd, Strayer University; BS, Child Development and Family Relations, University of Maine

University Librarian
Mary Snyder, MLS, University of Maryland; BA, History, George Mason University

Chief Diversity Officer, Special Assistant to the President
Jacqueline Palmer, EdD, Higher Education Leadership, University of Pennsylvania; MS, Administrative Science, Johns Hopkins University; BS, Administrative Science, Yale University

Senior Vice President, Continuation and Advising
Cale Holman, MS, Ocean Systems Management, Massachusetts Institute of Technology; MBA, Management, Massachusetts Institute of Technology; BS, Ocean Engineering, United States Naval Academy

Vice President, Advising and Transformation
Christopher Stout, MS, Business Administration, Strayer University; BS, Business Administration, Longwood University

Vice President, Campus Operations
Brian Christie, BBA, Strayer University

Vice President, Campus and Community
Teri Shields, MBA, Strayer University; BSBA, Strayer University

Vice President of Education, Non-Degree/Non-Credit Coding Bootcamps
Meggie Enxuto, BA, Psychology and Gender and Women's Studies, University of California, Berkeley

Vice President, Insights and Operations
Benjamin Sibley, MBA, Management, Strayer University; BA, Business Management, James Madison University

Senior Director, Admissions
Heather Skinner, MBA, Management, Strayer University; BS, Accounting, University of Utah

Senior Director, Admission, Transformation, Quality and Assessment, Training
Mary Kate Hodowanec, MBA, Strayer University; BA, Communications, East Stroudsburg University

Program Deans

Accounting

Program Dean, Assistant Vice Provost - Carla Henryhand, PhD, Organization and Management, Capella University; MBA, Business Administration, University of Phoenix; MS, Accounting, Strayer University; BS, Accounting, University of South Carolina

Business, Undergraduate

Program Dean, Assistant Vice Provost - Ben Luce, EdD, Educational Leadership, The University of New England; MFA, Creative Writing, University of Southern Maine; BA, Media Studies, University of Southern Maine

Program Dean, Assistant Vice Provost - Tamara Mangum, PhD, Applied Management and Decision Sciences, Walden University; MA, Criminal Justice, Rutgers University; BS, Criminal Justice, North Carolina Central University

Business, Graduate

Program Dean, Assistant Vice Provost - JoeAnn Parker, EdD, Leadership & Professional Practice, Trevecca Nazarene University; MBA, Human Resource Management, Liberty University; BA, Business Administration, Saint Leo University

Criminal Justice

Program Dean, Assistant Vice Provost - Paul Fontaine, MS, Criminal Justice, University of Alabama; BS, Criminal Justice, Athens State University; AA, Police Science, Calhoun Community College

Education

Program Dean, Assistant Vice Provost - Joe Ann Pace, PhD, Business Administration and Human Resource Management, Capella University; MS, Aeronautical Science, Curriculum Development, Instructional Systems Design, Embry Riddle Aeronautical University; BS Aeronautical Science, Aeronautical/Aero Systems Safety, Embry Riddle Aeronautical University

General Education

Executive Dean- Nicole Morris, EdD, Higher Education, University of Memphis; MEd, Curriculum and Instruction, Austin Peay State University; BS, Education, University of Memphis

Program Dean, Assistant Vice Provost - Chelsie Swepson, PhD, Biomedical Sciences, Meharry Medical College, BS, Biology, Fayetteville State University

Program Dean, Assistant Vice Provost - Wanda Tillman, PhD, Organization and Management, Capella University; MA, Management, Webster University; BA, Public Affairs, Columbia College

Health Services and Public Administration

Senior Dean, Assistant Vice Provost - Trevor Belcher, PhD, Psychology, Capella University; MS, Psychology, Capella University; BS, Ministry/Theology, Mid-America Christian University

Information Technology

Senior Program Dean - Carlo Sapijaszko, EdD, Curriculum and Instruction, University of Central Florida; MS, Electrical Engineering, University of Calgary; BS, Electrical and Computer Engineering, University of Calgary

Honors & Student and Alumni Experience

Executive Dean - Kathleen Thompson, DBA (candidate), Strategy and Innovation, Capella University; MBA, Jack Welch Management Institute, Strayer University; BS, Criminal Justice-Forensic Behavioral Analysis, Kennesaw State University

Senior Dean of Student Experience - Damita Goods, DBA, Management, Argosy University; MBA, Management, Trevecca Nazarene University; MS, Human Resources, Trevecca Nazarene University; MBA, Healthcare, Western Governor's University; BA, Management and Human Relations, Trevecca Nazarene University

Dean of Honors and Graduate Student Experience - Ashley Collins, MBA, Human Resource Management, Strayer University; BS, Management, Virginia State University

Full-Time Faculty

†Denotes adjunct faculty

Please check with the www.strayer.edu website for the most up-to-date campus information.

Alabama

Brenda Adams, MBA, Business Administration, Samford University; BS, Accounting, Jackson State University

Florida

Hope Ball†, MEd, Psychological Studies, Cambridge College; BA, Psychology, University of Connecticut

Narrad Beharry†, PhD, Epidemiology, Walden University; MS, Public Health, University of South Florida; BA, Geology, University of South Florida

Chad Cox†, MS, Computer Information Systems, University of Phoenix; BS, Marketing, Christopher Newport University

Carlos Febry†, PhD, Human Resource Development, Barry University; MBA, Business Administration, Bellhaven University

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Birmingham Campus
205.453.6300

Huntsville Campus
256.665.9800

Mobile Campus
251.288.6000

Montgomery Campus
334.523.3670

ARKANSAS

Little Rock Campus
501.708.0600

DELAWARE

Wilmington Campus
302.292.6100

FLORIDA

Jacksonville Campus
904.538.1000

Miramar Campus
954.378.2400

Orlando Campus
407.926.9555

Tallahassee Campus
850.629.3250

Tampa East Campus
813.663.0100

GEORGIA

Augusta Campus
706.855.8233

Chamblee Campus
770.454.9270

Cobb County Campus
770.612.2170

Columbus GA Campus
706.225.5300

Lithonia Campus
678.323.7700

Macon Campus
478.254.5825

Morrow Campus
678.422.4100

Savannah Campus
912.921.2900

MARYLAND

Anne Arundel Campus
410.923.4500

Prince George's Campus
301.505.3300

Rockville Campus
301.838.4700

White Marsh Campus
410.238.9000

MISSISSIPPI

Jackson Campus
601.718.5900

NEW JERSEY

Piscataway Campus
732.743.3800

NORTH CAROLINA

Greensboro Campus
336.315.7800

North Charlotte Campus
704.886.6500

North Raleigh Campus
919.301.6500

South Charlotte Campus
704.499.9200

South Raleigh Campus
919.890.7500

OKLAHOMA

Oklahoma City Campus
405.416.7030

PENNSYLVANIA

Allentown Campus
484.809.7770

Center City Campus
267.256.0200

Lower Bucks County Campus
215.354.2700

SOUTH CAROLINA

Charleston Campus
843.746.5100

Columbia Campus
803.750.2500

Greenville Campus
864.250.7000

TENNESSEE

Knoxville Campus
865.291.9660

Nashville Campus
615.871.2260

Shelby Campus
901.251.7100

Thousand Oaks Campus
901.370.5200

TEXAS

Cedar Hill Campus
469.454.3400

El Paso Campus
915.995.3100

Fort Worth Campus
817.984.0550

Killeen Campus
254.415.4050

North Dallas Campus
972.773.8300

Northwest Houston Campus
281.949.1800

San Antonio Campus
210.202.3700

VIRGINIA

Alexandria Campus
703.329.9100

Arlington Campus
703.892.5100

Chesterfield Campus
804.794.2033

Fredericksburg Campus
540.374.4300

Loudoun Campus
703.729.8800

Newport News Campus
757.881.5100

Virginia Beach Campus
757.493.6000

WASHINGTON, D.C.

Washington Campus
202.408.2400

WEST VIRGINIA

Teays Valley Campus
304.760.1700

STRAYER ONLINE PROGRAMS
1.888.360.1588

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Student Handbook

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A Message to Strayer University Students

Welcome! As you begin your educational journey at Strayer University, we are committed to making your experience rewarding, relevant and meaningful. Since first opening our doors in 1892, our administration, staff and faculty have shown dedication to supporting our students every step of the way.

We understand that returning to school is a significant decision. Education is transformative but requires balancing personal goals with schoolwork, career and family responsibilities. We're here to assist you and lift you up along your academic journey. Your faculty members and coaches are available to help you navigate every aspect of earning your degree, from academic and learning support to career advice to well-being tips to financial aid.

The Student Handbook offers an overview of university policies and services that will be useful throughout your studies. We commend your decision to pursue your degree and look forward to supporting you. Know that you can achieve your dreams.

To your success,
Dr. Antoinette Farmer-Thompson
President
Strayer University

History and Mission

In the late 1800's, Dr. S. Irving Strayer realized that the business world was evolving and that education was not keeping up. Working adults needed a focused education to help them further their careers and advance their lives. So, in 1892, he founded Strayer's Business College of Baltimore City.

124 years later, Strayer University is one of the largest accredited universities in America. Our campuses can be found in cities and suburbs across the country. We're also a leading online educator. In fact, we have offered online courses since 1996. We aim to serve all students, from recent high school graduates wanting to finish school before entering the workforce to mature adults with full-time careers, part-time jobs, active military service, and U.S. veteran status.

At Strayer University, we exist for a single, driving purpose: to make college degrees accessible and help people advance their lives through education.

Whether you seek a bachelor's degree or master's degree, our goal is to provide a relevant education that works for you and that you can obtain for less and time and money than you ever thought..

What we take great pride in:

Our academic quality – We are an accredited university. We have an esteemed faculty. Our courses are challenging. Added together, that results in a valuable degree.

An accessible education – On campus, online, or a little bit of both. We strive to provide educational opportunities that work with your schedule.

A supportive environment – On campus, online, or a little bit of both. We are here for you and work to ensure that you receive the support to be successful.

Nondiscrimination Policy

Strayer University is an equal opportunity educational institution. The university is committed to a policy of equal opportunity in the provision of educational programs, activities and benefits to students, as well as equal opportunity in all aspects of employment.

Strayer University does not discriminate on the basis of age, sex, gender identity, color, race, religion, disability, sexual orientation, marital status, veteran status, national origin or any other basis prohibited by federal, state or local laws and regulations and does not tolerate such discrimination by its students, staff and faculty.

Accommodations for Students with Disabilities

It is the policy of Strayer University to afford qualified students with disabilities an equal opportunity to participate in, and thus benefit from, all programs, services, and activities of the University. This includes, but is not limited to, providing appropriate academic accommodations and auxiliary aids and services for persons with disabilities as defined in Section 504 of the Rehabilitation Act of 1973, as amended; the Americans with Disabilities Act of 1990 (ADA); and applicable federal and state nondiscrimination laws.

A student with a disability is not required to disclose his/her disability to the University unless the student wishes the University to provide a reasonable accommodation. For assistance, students with disabilities desiring special accommodations should contact the Section 504/ ADA Coordinator. *Students must request accommodations at least thirty (30) calendar days prior to the start of the quarter to ensure that accommodations are available by the first day of classes. However, the University will put interim accommodations in place to the extent possible for requests received less than thirty (30) calendar days in advance .* In order to apply for accommodations, students with disabilities must complete an Application for Accommodations that consists of a "Students with Disabilities Intake Form," which provides the University information about the disability; an "Accommodation Request Form," which lists the accommodations the student requests from the University, and medical documentation which would support the diagnosis and accommodations requested. The ADA Coordinator, who serves as the University's Section 504 coordinator, will evaluate each application and provide notice of what accommodations (if any) will apply. The Section 504/ ADA Coordinator will not evaluate verbal requests for accommodations; all such requests must be in writing.

The Section 504/ ADA Coordinator will review the application and contact the student if additional information is required. Within thirty (30) calendar days after receiving the completed application, the Section 504/ ADA Coordinator will issue a letter to the student indicating whether the student is determined to be a qualified student with a disability and, if applicable, the accommodations the University will provide to the student. After determining the appropriate accommodations, the Section 504/ ADA Coordinator will contact the student's instructors via email and copy the student. Notifications will be sent at the start of each quarter detailing the approved accommodations.

At any time, students having difficulty with the accommodation process or questions about the University's policies for students with disabilities may contact the Section 504/ ADA Coordinator whose contact information is as follows,

Strayer University

Office of Student Affairs, ADA Coordinator

PO Box 710927

Herndon, VA 20171

Phone: (202) 309-1892

Fax: (703) 563-6223

Email: adacoordinator@strayer.edu

Sign Language Interpreter Policy and Procedures

It is the policy of Strayer University to afford qualified students with disabilities an equal opportunity to participate in, and thus benefit from, all programs, services, and activities of the University. Strayer University provides sign language interpreter services for hearing impaired students who have provided the proper documentation and have been approved for ADA accommodations. Interpreter services are provided for on-campus classes and course-related activities, such as registration, New Student Orientation, and tutoring. Students are not charged the cost for interpreter services.

Approving and Securing Interpreter Services

- A student must be approved for ADA accommodations prior to receiving interpreter services. Any exceptions must be cleared with the ADA Coordinator prior to scheduling interpreting services.
- A student requiring interpreter services should complete registration for classes at least two weeks prior to the beginning of the quarter to guarantee that an interpreter will be available for the first day of classes. However, the University will put interim accommodations in place to the extent possible for requests received less than two weeks prior to the beginning of the quarter.

Notice of Late Arrival or Cancellation

- Students must notify the Campus Director or Campus Dean at least 24 hours in advance when planning to miss a class or course-related activities for which interpreter services have been secured.
- Students should notify the Campus Director or Campus Dean if they anticipate a late arrival for class or course-related activities. Interpreters will wait 20 minutes after a class or scheduled session has started before leaving. If the student does not show up, it will be considered the same as a failure to provide advance notice.
- There may be instances when notice of late arrival or 24 hours advance notice of cancellation is not possible. Such instances should be reported to the ADA Coordinator for consideration.

Consequence for Failure to Provide Advance Notice of Late Arrival/Cancellation:

1. First occurrence: A letter or email from the ADA Coordinator will be sent to the student reminding the student of the interpreter services policy and procedures and warning the student that indefinite suspension of interpreter services may result after a second occurrence. Students will be required to sign an acknowledgment of understanding of the interpreter policies and procedures.

2. Second occurrence: A letter or email will be sent to the student notifying the student that failure to give 24-hour advance notice has occurred twice and warning the student that a third occurrence may result in indefinite suspension of interpreter services. The letter or email will also remind the student of the interpreter policies and procedures.

3. Third occurrence: Interpreter services may be suspended indefinitely. A letter or email notifying the student of indefinite suspension of interpreter services will be sent by the ADA Coordinator. The student will be required to meet with the ADA Coordinator (in person or by telephone/TTY) before a reinstatement of interpreter services will be considered.

Title IX Notice of Nondiscrimination

Title IX Notice of Nondiscrimination

Strayer University does not discriminate on the basis of sex and prohibits sex discrimination in any education program or activity that it operates, as required by Title IX and its regulations, including in admission and employment.

Inquiries about Title IX may be referred to Strayer's Title IX Coordinator, the U.S. Department of Education's Office for Civil Rights, or both. Strayer's Title IX Coordinator can be contacted through the Office of Student Affairs as follows:

1. Email: studentaffairs@strayer.edu
2. U.S. Postal Service: 1133 15th St NW, Suite #200, Washington, DC 20005
3. Phone: 1-877-261-6908
4. By submitting a report online (including anonymous reports) through http://titleix.cusu.ethicspoint.com/

Strayer's nondiscrimination policy can be located by clicking here (p. 6), Strayer's Title IX sexual harassment policy can be located by clicking here (p. 6), and Strayer's grievance procedures can be located by clicking here (p. 16).

To report information about conduct that may constitute sex discrimination or make a complaint of sex discrimination under Title IX, please refer to the Office of Student Affairs contact methods described above.

Title IX Sexual Harassment Policy

POLICY

Strayer University (SU) is committed to maintaining education programs and activities that are free of sex based discrimination, as defined in Title IX of the Education Amendments of 1972 (Title IX). SU prohibits sexual harassment of any members of the university community and any retaliatory behavior related to reports of such conduct. This policy was adopted to ensure the safety of students and personnel, a healthy and thriving workplace and learning environment, and compliance with Title IX in SU's education programs and activities.

RATIONALE

Since the University is committed to providing an environment free of sexual harassment, this policy establishes the definitions, procedures, prohibited conduct, and sanctions necessary for maintaining the desired environment.

DEFINITIONS

Community
Community includes all Strayer University students, faculty, administrators, staff, contracted workers, and others who participate in any University-related activities, including but not limited to fieldwork, practicum, and internship.

Complainant
Complainant means an individual who is participating in or attempting to participate in a Strayer University Education Program or Activity and is alleged to be the victim of conduct that could constitute a violation of this policy if proved.

Education Program or Activity
Education Program or Activity includes locations, events, or circumstances over which Strayer University exercises substantial control over both the Respondent and the context in which the Sexual Harassment occurs.

Formal Complaint
Formal Complaint means a document filed by a Complainant or signed by the Title IX Coordinator alleging Sexual Harassment against a Respondent and requesting that the institution investigate the allegation of Sexual Harassment.

Hostile Environment
A Hostile Environment is an objectively hostile or abusive Strayer University setting caused by sexual harassment that is so severe, persistent, and pervasive that it effectively denies a person equal access to an Education Program or Activity.

Prohibited Conduct
Prohibited Conduct includes Sexual Harassment and Retaliation, as defined in this policy, provided that the conduct either

a) occurs in the context of a Strayer University Education Program or Activity; or

b) creates a hostile environment in a Strayer University Education Program or Activity.

Respondent
The Respondent is the person alleged to have engaged in Prohibited Conduct.

Retaliation
Retaliation is an adverse action taken in retribution for one's reporting, supporting, or participating in an investigation related to an allegation of Prohibited Conduct.

Sanction
A Sanction is a disciplinary action that may result from Prohibited Conduct. Disciplinary action may include one or more of the following:

a) formal written warning;

b) mandated remedial activity;

c) suspension from Strayer University;

d) dismissal from a program;

e) dismissal from Strayer University; or

f) cancellation of a previously-awarded academic credit or degree.

This list of possible sanctions is neither progressive nor exhaustive, and Strayer University reserves the right to assess sanctions on a case-by case basis.

Sexual Harassment
Sexual Harassment means conduct that occurs within an Education Program or Activity, on the basis of sex, and satisfies one or more of the following:

1. A Strayer University employee, or contracted worker, conditioning the provision of a Strayer University aid, benefit, or service on an individual's participation in unwelcome sexual conduct;
2. Unwelcome conduct that results in what a reasonable person would deem to be a Hostile Environment; or
3. "Sexual assault" as defined in the Clery Act at 20 U.S.C. 1092(f)(6)(A)(v); and "dating violence" as defined in 34 U.S.C. 12291(a)(10), "domestic violence" as defined in 34 U.S.C. 12291(a)(8), or "stalking" as defined in 34 U.S.C. 12291(a)(30). (34 C.F.R. 106.30(a) (2020); commonly known as the Violence Against Women Act or "VAWA").

Summary Suspension
Summary Suspension is the immediate suspension of a Student. Summary Suspension is a temporary status during which a student is prohibited from engaging in identified Strayer University activities while an evaluation of alleged Prohibited Conduct is being completed. When Summary Suspension is imposed on a Respondent, that individual will be provided with notice and an opportunity to challenge the decision immediately following the imposition of Summary Suspension under the procedures outlined in Section V below.

Supportive Measures
Supportive Measures means non-disciplinary, non-punitive individualized services offered as appropriate and reasonably available, without fee or charge. Supportive Measures may include counseling, extensions of deadlines, course-related adjustments, modifications of class schedules, campus escort services, mutual restrictions on contact between the parties, changes in work or housing locations, leaves of absence, increased security and monitoring of certain areas, and other similar measures. Strayer University will maintain as confidential any supportive measures provided to a Complainant or Respondent, to the extent that maintaining such confidentiality does not impair the ability of Strayer University to provide the Supportive Measures.

Suspension
Suspension is a Strayer University-initiated temporary status

during which a student is denied access to the course room and prohibited from engaging in Strayer University activities until stated conditions have been met.

University Administrator
A University Administrator is a Strayer University employee who holds a position of responsibility at a supervisory or managerial level, or higher. For purposes of faculty, "University Administrator" refers to a faculty member holding the position of faculty chair or higher.

PROCEDURES

I. Reporting of Suspected Prohibited Conduct

A. Anyone may report an instance of alleged prohibited conduct to:

1. The faculty member or official directly associated with the activity or event;

2. A university administrator

3. The Title IX Coordinator; or

4. Student Affairs.

B. Strayer University strongly encourages the prompt reporting of sexual misconduct to allow the University to respond promptly and effectively. If the reported respondent is not a member of the Strayer community or is no longer associated with the University at the time of the report or at the time a resolution process is initiated, Strayer may be unable to conduct an investigation or take disciplinary action. Upon receipt of an allegation, a faculty member, official, or administrator will notify the Title IX Coordinator and/or Student Affairs.

C. Student Affairs may be contacted at:

1. Email: studentaffairs@strayer.edu ;
2. U.S. Postal Service: 1133 15th St. NW, Washington, DC 20005; (please note that hardcopy reports filed by mail may additional time for the University's initial response and all reporters are encouraged to also submit a report electronically or to notify the Title IX Coordinator via email or telephone that they have submitted a hard copy report)
3. Phone: 1-877-261-6908; or
4. By submitting a report (including anonymous reports) http://titleix.cusu.ethicspoint.com/

D. Upon receipt of an allegation, Student Affairs will document reports of prohibited conduct under this policy and will maintain such documentation as dictated by the applicable document retention policy.

E. Upon receipt of an allegation, Student Affairs will promptly contact the Complainant to discuss the availability of supportive measures, consider the Complainant's wishes with respect to supportive measures, inform the Complainant of the availability of supportive measures with or without the filing of a formal complaint, and explain the Title IX complaint resolution process, including which members of the University may have access to – and for what purpose – information obtained during this process.

F. An allegation of prohibited conduct under this policy must include:

1. The individual(s) against whom the alleged prohibited conduct is directed.
2. A brief description of the alleged prohibited conduct, including the date(s), time(s), and place(s) if known.
3. The corrective action the Student or member of the Strayer Community is seeking.

G. In the event of a factual dispute at any stage of these procedures, and which follows the report of alleged prohibited conduct, the burden is on the alleged victim to establish that their version of the events in question is more likely true than not true, also known as preponderance of the evidence, which shall serve as the evidentiary standard in such cases.

H. If at any state of these procedures the Complainant requests in writing (may be written or electronic writing) that the complaint not be pursued, that request will be honored unless the Title IX Coordinator determines that signing a formal complaint to initiate an investigation over the wishes of the complainant is not clearly unreasonable in light of the known circumstances.

I. If at any stage of these procedures the Complainant requests anonymity, good faith efforts will be undertaken to act consistently with that request. However, the student is advised that the ability to maintain anonymity while pursuing a claim under this policy may be limited by law or regulation in certain circumstances.

J. The Complainant maintains the right to notify law enforcement at any time or to refrain from contacting such authorities. The Complainant also maintains the right to seek an order of protection, no-contact order, restraining order, or similar lawful order from any court with jurisdiction. Upon the Complainant's request, Strayer will assist the alleged victim(s) in notifying law enforcement. Strayer at all times retains the right to notify law enforcement, at its discretion, to protect its students and/or employees or when required by law or regulation.

II. Initial Resolution Process

A. The Initial Resolution Process shall be administered by Student Affairs. Student Affairs will consult with Human Resources when a faculty member or employee is involved.

B. Upon receipt of an allegation, Student Affairs will determine whether the allegation as shared constitutes an allegation of prohibited conduct under

this policy. A complaint will be dismissed in the event that, at any time during the investigation or hearing any of the following occur:

a) the alleged conduct does not meet the definition of sexual harassment under this policy even if proved;

b) the conduct did not occur in an Educational Program or Activity; or

c) specific circumstances prevent the institution from gathering evidence sufficient to reach a determination as to the formal complaint or allegations therein.

C. Only after a Formal Complaint has been filed, Student Affairs may offer both parties the opportunity to attempt an informal resolution of the matter. In order for any kind of informal resolution process to occur that forecloses the procedures contained in this policy, the following must occur:

1. Both parties must give voluntary, informed, written consent to attempt informal resolution.
2. Both parties must be informed of any consequences of participating in an informal resolution process.
3. Parties must be notified that they can withdraw from any informal resolution process at any time and resume the formal grievance process.
4. Informal Resolution is not available where allegations involve employee sexual harassment of a Student.
5. If informal resolution is not reached, the allegation will be sent back to the formal grievance process as defined in this policy (or to Human Resources as appropriate) for investigation and review.

D. At any time during any portion of the procedures contained in this policy, either party may request a temporary delay of the grievance process or the limited extension of time frames for good cause with written notice to the complainant and the respondent of the delay or extension and the reasons for the action. Good cause may include considerations such as the absence of a party, a party's advisor, or a witness; concurrent law enforcement activity; or the need for language assistance or accommodation of disabilities. Strayer University reserves the right, in its sole discretion, to deny such requests if they are made merely to delay or impede the prompt resolution of such matters.

III. Investigation and Review

A. Allegations of prohibited conduct under this policy will be investigated by an independent review panel if the Respondent is a Student. Allegations will receive a prompt, fair, and impartial investigation and resolution. The process will be conducted by school officials who receive annual training under this policy, which includes but is not limited to training on issues related to domestic violence, dating violence, sexual harassment, and stalking, and how to conduct an investigation and hearing process that protects the safety of victims and promotes accountability.

B. Allegations of prohibited conduct under this policy will be investigated by Strayer University's Human Resources department if the respondent is a Strayer University employee or contractor. Allegations will receive a prompt, fair, and impartial investigation and resolution.

C. Throughout the investigation and review process, there shall be a presumption that the respondent is not responsible for the alleged conduct until a determination regarding responsibility is made at the conclusion of the grievance process.

D. Investigations of alleged prohibited conduct will include:

1. Notification to the respondent of the allegation of prohibited conduct and that respondent is presumed not responsible for the alleged conduct and that a determination regarding responsibility is made at the conclusion of the grievance process.

2. An opportunity for both parties to submit any writing, information, evidence, and/or witnesses supporting or refuting the allegation. Both parties shall have the ability to review any such information available at that time that was provided by another party prior to any interviews, meetings, or hearings, so long as such information is directly related to the allegations. Note that prior to a live hearing, both parties must have at least ten (10) days to make corrections, provide context, and prepare responses to such information or evidence.

3. For all hearings, investigative interviews, or other meetings, the provision of written notice to a party whose participation is invited or expected, which notice shall include the date, time, location, participants, with sufficient time for the party to prepare to participate.

4. Prior to completion of the investigative report, Strayer University will send to each party and the party's advisor, if any, the evidence subject to inspection and review in an electronic format or a hard copy, and the parties will have at least 10 calendar days to submit a written response, which the

investigator will consider prior to completion of the investigative report. The institution shall make all such evidence subject to the parties' inspection and review available at any hearing to give each party equal opportunity to refer to such evidence during the hearing, including for purposes of cross-examination.

5. Strayer University will create an investigative report that fairly summarizes relevant evidence and, at least 10 calendar days prior to a hearing (if a hearing is required) or other time of determination regarding responsibility, send to each party and the party's advisor, if any, the investigative report in an electronic format or a hard copy, for their review and written response.

6. Strayer University shall not access, consider, disclose, or otherwise use a party's records that are made or maintained by a physician, psychiatrist, psychologist, or other recognized professional or paraprofessional acting in the professional's or paraprofessional's capacity, or assisting in that capacity, and which are made and maintained in connection with the provision of treatment to the party, unless the institution obtains that party's voluntary, written consent to do so for a grievance process under this section (if a party is not an "eligible student," as defined in 34 C.F.R. 99.3, then the institution must obtain the voluntary, written consent of a "parent," as defined in 34 C.F.R. 99.3).

E. Role and Appointment of Advisors

1. During the course of any grievance proceeding, parties' advisors may be, but are not required to be, attorneys. Strayer University will not limit the choice or presence of an advisor for either the complainant or respondent in any meeting or grievance proceeding; however, the institution may establish restrictions regarding the extent to which the advisor may participate in the proceedings, as long as the restrictions apply equally to both parties. During the investigative phase, advisors will only be allowed to interact with Strayer University personnel and shall not have direct contact with adverse parties or witnesses. During a live hearing, advisors will conduct cross-examination.

2. If a party does not have an advisor present at the live hearing, Strayer University will provide, without fee or charge to that party, an advisor of the institution's choice solely for the purpose of conducting cross-examination on behalf of that party. The institutionally provided advisor may be, but is not required to be, an attorney. Only advisors may cross examine another party or adverse witness. To be clear, under no circumstances will one party be allowed to directly cross-examine another party or an adverse witness.

3. A party must notify Strayer University at least seven (7) days prior to any hearing or proceeding at which an advisor may participate with the contact information for that advisor. If a party does not have their own advisor but will need to have one provided by Strayer University, that party must also notify Strayer University at least seven (7) days prior to any hearing or proceeding at which an advisor may participate so that the University can arrange for advisor to be present and to have time to prepare for such hearing or proceeding.

F. Live Hearings, Examination, Cross-Examination, Relevance, Sexual History

1. Both parties will have an opportunity to participate in a live hearing. At the University's discretion, the hearing may be conducted virtually with technology enabling participants to simultaneously see and hear each other or with all parties physically present in the same geographic location. The University may also conduct the live hearing with some participants in the same geographic location, and others virtually, so long as both parties are provided the same opportunity (if any) to be present in the same geographic location..

2. During the live hearing, the decision-maker(s) will make an objective evaluation of all relevant evidence – including both inculpatory and exculpatory evidence – and ensure that credibility determinations may not be based on a person's status as a complainant, respondent, or witness.

3. The decision-makers shall not draw an inference solely based upon a party's or witness's failure or refusal to appear at live hearing or submit to cross-examination.

4. At the live hearing, the decision-maker(s) must permit each party's advisor to ask the other party and any witnesses all relevant questions and follow-up questions, including those challenging credibility. Cross-examination at the live hearing must be conducted directly, orally, and in real time by the party's advisor of choice and never by a party personally.

5. Only relevant cross-examination and other questions may be asked of a party or witness.

Before a complainant, respondent, or witness answers a cross-examination or other question, the decision-maker(s) may issue a determination as to relevance and explain any decision to exclude a question as not relevant.

6. Questions and evidence about the complainant's sexual predisposition or prior sexual behavior are not relevant, unless such questions and evidence about the complainant's prior sexual behavior are offered to prove that someone other than the respondent committed the conduct alleged by the complainant, or if the questions or evidence concern specific incidents of the complainant's prior sexual behavior with respect to the respondent and are offered to prove consent.

7. Strayer University will create an audio or audiovisual recording, or transcript, of any live hearing and make it available to the parties for inspection and review, without charge or fee, within a reasonably prompt timeframe.

8. During the course of the hearing, the decision-maker(s) may consult with Strayer University's legal counsel by telephone or in person.

G. Determination of Responsibility

1. The decision-maker(s), who shall not be the same person(s) as the Title IX Coordinator or the investigator(s), will issue a written determination regarding responsibility.

2. The standard of proof shall be a preponderance of the evidence.

3. The decision-maker(s)' written determination will include:

- The identification of the allegations potentially constituting Title IX Sexual Harassment as noticed.
- A description of the procedural steps taken from the receipt of the formal complaint through the determination, including any notifications to the parties, interviews with parties and witnesses, site visits, methods used to gather other evidence, and hearings held.
- Findings of fact supporting the determination.
- Conclusions regarding the application of the institution's code of conduct to the facts.
- A statement of, and rationale for, the result as to each material allegation, including a determination regarding responsibility, any disciplinary sanctions the institution imposes on the respondent, and whether remedies will be provided by the institution to the complainant.
- The institution's procedures and permissible bases for the complainant and respondent to appeal the determination of responsibility.
- The institution will provide the written determination to the parties simultaneously. The determination regarding responsibility becomes final either on the date that the institution provides the parties with the written determination of the result of the appeal, if an appeal is filed, or if an appeal is not filed, the date on which an appeal would no longer be considered timely.

This constitutes the conclusion of the Title IX complaint resolution process.

IV. Appeal Process

A. Both parties shall have the opportunity to appeal, via written request to Student Affairs within ten (10) calendar days of being sent notice of the outcome, on the following bases:

1. Procedural irregularity that affected the outcome of the matter.
2. New evidence that was not reasonably available at the time the determination regarding responsibility or dismissal was made, that could affect the outcome of the matter.
3. The Title IX Coordinator, investigator(s), or decision-maker(s) had a conflict of interest or bias for or against complainants or respondents generally or the individual complainant or respondent that affected the outcome of the matter.

B. If either party chooses to appeal the initial decision on any of the above bases, they must submit a formal, written appeal request to Student Affairs. The appeal request must be submitted via mail or email and within 10 calendar days of being sent notification of the panel's decision.

1. The president or president's designee will receive and review the record developed at the investigation and review stage.
2. Following the review, the president or president's designee will issue a decision and report. The president or president's designee may affirm or reverse the decision, in whole or in part, or may issue a new decision.
3. The decision of the president or president's designee is final and will be communicated in writing to the alleged victim and respondent simultaneously.

4. A record of the final decision and all related materials will become part of the respondent's official academic record and, upon request, will be made available to all Strayer University boards and any appropriate regulatory bodies.

5. Strayer University employees and contractors are ineligible to appeal final decisions rendered by the university's Human Resources staff pursuant to this policy, except to the extent their appeal is made in their capacity as a Strayer University Student.

V. Summary Suspension Procedures

A. Where the respondent is a Student and the alleged prohibited conduct is deemed to be egregious or to give rise to a perceived threat of danger or hostile environment for any Strayer faculty, staff, employee, contractor, or Student, a respondent may be immediately suspended by use of this summary suspension process if it initially appears that the allegation of prohibited conduct is substantiated. The university administrator directly associated with the course, activity, or event in which the prohibited conduct occurs will have the discretion to determine, consistent with this section, when summary suspension is appropriate.

B. If summary suspension is issued, the university administrator directly associated with the activity or event during which the alleged prohibited conduct occurred will promptly notify the respondent of their summary suspension and their right and opportunity to be heard by submitting a written response and/or appearing by telephone within seven calendar days from the date said notification is issued.

C. The university administrator directly associated with the activity or event during which the prohibited conduct occurred will complete the procedures set forth in section III within 10 calendar days of the date of issuance of the notification of summary suspension.

D. The respondent may submit a written request for extension of time for their written response or appearance by telephone beyond the seven calendar day deadline set forth in section IV.B. Such extensions shall be automatically granted up to a maximum of 30 calendar days. However, in the event the respondent should exercise this right to an extension, the deadline for the university official's decision under section III will be extended by the length of the Student's extension, with the summary suspension remaining in effect the entire time.

E. Outcome

1. In the event that the university administrator finds that the summary suspension was justified, the process continues as described in section III, with the suspension remaining in place unless and until reversed on appeal.

2. In the event that the university administrator finds that the evidence reviewed does not justify the summary suspension, or in the event that no decision is issued by the university administrator within the time constraints described in sections IV.C and IV.D, the summary suspension will expire. The process will continue as described in section III, but the respondent will return to the status previous to the summary suspension:

- In this instance, the respondent will have an opportunity to complete the missed coursework within 10 calendar days of returning to the course room without penalty.
- If the respondent was in the last two weeks of the course, they have the option of receiving an Incomplete ("I") grade; in that case, the coursework must be completed and submitted no later than two weeks after the course ends; or
- The respondent may choose to withdraw from the course and retake the course without financial penalty or any penalty for reusing work previously submitted to fulfill assignments for that specific course.

VI. Alcohol and Drug Use Amnesty

The health and safety of every Student at Strayer is of utmost importance. Strayer recognizes that students who have been drinking and/or using drugs (whether such use is voluntary or involuntary) at the time sexual misconduct occurs may be hesitant to report such incidents due to fear of potential consequences for their own conduct. Strayer strongly encourages students to report incidents of sexual misconduct. A witness to or individual who experiences sexual misconduct, acting in good faith, who discloses any incident of sexual misconduct to University officials or law enforcement will not be sanctioned under Strayer's code of conduct for violations of alcohol and/or drug use policies occurring at or near the time of the incident(s) of sexual harassment or sexual violence. Strayer may request the individual attend an approved alcohol or drug education program and without assessing any charges for such program. This amnesty provision also applies to student groups making a report of sexual misconduct. Amnesty does not preclude or prevent action by police or other legal authorities pursuant to relevant state or federal criminal statutes.

VII. Additional Procedures for Reporting a Consensual Relationship

A. Any reported cases of a consensual relationship

involving an employee will be reported to Human Resources.

B. If Strayer University determines a prohibited consensual relationship exists, the university employee's position of authority with respect to the specific Student at issue will be adjusted to eliminate the existence of the prohibited consensual relationship. Resolution of any discrimination, harassment, or assault resulting from the consensual relationship will be handled according the procedures contained in this policy.

Civil Rights Compliance

Strayer University, in compliance with Title VI and Title VII of the Civil Rights Act of 1964; Title IX of the Education Amendments of 1972; Section 504 of the Rehabilitation Act of 1973, as amended; the Age Discrimination Act of 1975; the Americans with Disabilities Act of 1990; and other applicable federal, state, and local civil rights laws, does not discriminate on the basis of race, sex, gender identity, color, age, religion, sexual orientation, political affiliation, national origin, marital status, veteran status, disability, or any other protected status in any of its policies, practices, or procedures. This includes, but is not limited to, admission, employment, financial aid, and educational services.

The following persons have been designated to handle student inquiries regarding the non-discrimination policies.

Title VI/Age Discrimination Act
Assistant Vice Provost, Student Affairs
Strayer University
1133 15th St NW
Suite #200
Washington, DC 20005
Ph: (877) 261-6908
studentaffairs@strayer.edu

Americans with Disabilities Act and Section 504
Assistant Dean, Office of Student Affairs
Strayer University

1133 15th St NW
Suite #200
Washington, DC 20005

Phone: (202) 261-6902
Fax: (703)-563-6223
adacoordinator@strayer.edu

Title IX - Sexual Harassment
Title IX-Coordinator
Strayer University
1133 15th St NW
Suite #200
Washington, DC 20005
Ph: (877) 261-6908
studentaffairs@strayer.edu

Harassment Policy

Strayer University strictly prohibits harassment of students, faculty, or staff, including sexual harassment and harassment based on race, color, national origin, religion, age, sex, gender identity, disability, or any other protected status. Sexual harassment of a student is defined as unwelcome sexual advances; requests for sexual favors; or other physical conduct, verbal, non-verbal, or written communication of a sexual nature when the conduct of such is sufficiently severe, persistent, or pervasive that it denies or limits a student's ability to participate in or

benefit from the education program or that it creates a hostile or abusive educational environment.

Harassment violates Strayer University policy as well as state and federal law. Any incidents of harassment should be reported to the Office of Student Affairs so that prompt and effective actions can be taken. Students may contact the office by email at studentaffairs@strayer.edu, by phone at (877)-261-6908 or send mail to P.O. Box 710927, Herndon, VA 20171. Allegations of harassment will be investigated thoroughly and expeditiously, and appropriate corrective actions will be taken, which may include discipline or expulsion of the harassing party. (Refer to Code of Student Conduct, Disciplinary Procedures (Non-Academic), and Grievance Procedures (Non-Academic).)

It is unlawful to retaliate in any way against any person who has expressed concern or made any complaint regarding harassment or discrimination, and Strayer University will not retaliate against any person who expresses concern or files a complaint alleging harassment or discrimination.

Harassment Policy

Strayer University strictly prohibits harassment of students, faculty, or staff, including sexual harassment and harassment based on race, color, national origin, religion, age, sex, gender identity, disability, or any other protected status. Sexual harassment of a student is defined as unwelcome sexual advances; requests for sexual favors; or other physical conduct, verbal, non-verbal, or written communication of a sexual nature when the conduct of such is sufficiently severe, persistent, or pervasive that it denies or limits a student's ability to participate in or benefit from the education program or that it creates a hostile or abusive educational environment.

Harassment violates Strayer University policy as well as state and federal law. Any incidents of harassment should be reported to the Office of Student Affairs so that prompt and effective actions can be taken. Students may contact the office by email at studentaffairs@strayer.edu, by phone at (877)-261-6908 or send mail to P.O. Box 710927, Herndon, VA 20171. Allegations of harassment will be investigated thoroughly and expeditiously, and appropriate corrective actions will be taken, which may include discipline or expulsion of the harassing party. (Refer to Code of Student Conduct, Disciplinary Procedures (Non-Academic), and Grievance Procedures (Non-Academic).)

It is unlawful to retaliate in any way against any person who has expressed concern or made any complaint regarding harassment or discrimination, and Strayer University will not retaliate against any person who expresses concern or files a complaint alleging harassment or discrimination.

Student Rights and Responsibilities

This statement of rights and responsibilities is designed to clarify those privileges which the student may expect to enjoy as a member of the student body of Strayer University and the obligations which the University places upon the student.

Rights and Responsibilities

Application for admission to Strayer University represents a voluntary decision on the part of the prospective student to participate in the programs offered by the institution pursuant to the policies, rules, and guidelines of the University as established or approved by the Board of Trustees. Approval of that application, in turn, represents the extension of a privilege to join the University community and to remain a part of it so long as the student meets the required academic standards and abides by the policies and procedures of the University.

Each student is guaranteed the privilege of exercising his/her rights within University policies and applicable law without fear of reprisal. Such rights include the following:

1. Students are free to pursue their educational goals, both inside and outside the classroom. The University provides opportunities for learning through appropriate curricula offerings.
2. Academic evaluation of student performance shall be fair and clear; it shall not be arbitrary.
3. Free inquiry, expression, and assembly are guaranteed to all students, provided their actions do not interfere with the rights of others or violate established University policies.
4. No disciplinary sanctions may be imposed upon any student without following the procedures as outlined in this Handbook.
5. Members of the University community have the right to expect safety, protection of property, and the continuity of the educational process.

Student Disciplinary and Grievance Policies and Procedures

Code of Student Conduct

Strayer University expects its students to conduct themselves as business professionals as they progress toward their goals of academic achievement and career success. Strayer University also expects its students to act responsibly in all areas of personal conduct when on University premises and to take full responsibility for their actions. Generally, Strayer University limits disciplinary action to conduct which adversely affects the University community's pursuit of its educational objectives. Conduct subject to disciplinary action includes, but is not limited to, the following:

1. Dishonesty
    a. All forms of dishonesty, including cheating, plagiarism, forgery, knowingly furnishing false information to the University, and alteration and/or use of University documents, financial instruments, or identification cards with intent to defraud.
    b. Violation of the University's Academic Integrity Policy.
2. Unprofessional Conduct
    a. Disruption or obstruction of teaching, research, administration, disciplinary proceedings, or other University activities conducted by a Strayer official.
    b. Disrespect of or insubordination to University personnel.
    c. Use of oral or written profanity.
    d. Physical and/or psychological abuse or the threat of such abuse of any person on University premises or at University activities. This includes "hazing," which is defined as initiation or discipline of fellow students by means of horseplay, practical jokes, and tricks, often in the nature of humiliating or painful ordeals.
    e. Sexual harassment of other students, faculty, or staff.
    f. Breach of the peace on any Strayer University premises.
    g. Repeatedly contacting faculty, staff, or any other member of the Strayer community in any way affiliated with Strayer when a response has been provided, a response is pending, or the student has been requested not to contact a specific faculty, staff or other member of the Strayer community in any way affiliated with the Strayer. This also includes when the student has been informed they should communicate with a specific Strayer University employee or office, but the student continues to contact other faculty, staff, or other members of the Strayer community in any way affiliated with Strayer.
3. Misuse of University Property
    a. Unauthorized use of, damage to, theft or seizure of any property or facilities of the University, or emergency equipment located within the boundary of University premises, or threat to do so, or refusal to depart from any property or facilities of the University upon direction by University 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 University's Technology Use policy.
    e. Violation of the University's policy on solicitation and sales.
    f. Improper use of library materials, including damage to materials and failure to return materials when due. This may include misuse, damage or failure to return materials used by a student for his or her disability accommodation plan.
4. Alcohol and Drug Violations
    a. Use of alcoholic beverages, including the purchase, consumption, possession, or sale of such items, except where specifically authorized in the policies and guidelines of the University.

   b. Possession, use, sale, or distribution of any type of drugs for illegal purposes.
   c. Appearing at any Strayer University premises while intoxicated or while under the influence of an illegal substance.
   d. Violation of the University policy pertaining to smoking.

5. Criminal Activity and Violent or Dangerous Behavior
   a. Violation of any local, state, or federal law.
   b. Possession on University property or at any University activity of weapons, including but not limited to 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 or she is authorized to remain or to in any way obstruct the free movement of persons or vehicles on University premises or at University activities.
   d. Threatening or harassing of any member of the Strayer University community in any way affiliated with Strayer.
   e. Violation of University fire policies, including but not limited to, 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.
   g. Participation in unauthorized and/or disorderly assembly or incitement of a riot.
6. Other Violations
   a. Violation of any other University rule or policy not contained in official University publications but announced as administrative edict by a University official or other person authorized by the President.
   b. Willful encouragement of others to commit any of the acts herein prohibited.
   c. Violation of the provisions related to a Florida (p. 17) campus.

Florida

Strayer University Student Handbook and Code of Student Conduct – Florida Addendum

Consistent with Florida Law (s. 553.865 F.S., et seq.), a student who willfully enters, for a purpose other than those allowed by Florida law, a restroom designated for the opposite sex on the premises of Strayer University, and refuses to depart when asked to do so by any administrative personnel, faculty member, security personnel, or law enforcement personnel, shall have violated the Strayer University Code of Student Conduct (p. 16), particularly Section 6(c), and shall be subject to the Strayer University Disciplinary Procedures (p. 22).

Florida law requires that any postsecondary education institution that maintains restroom facilities must have, at a minimum, (1) a restroom designated for exclusive use by females and a restroom designated for exclusive use by males, or (2) a unisex restroom. Students are hereby notified that they have the right to file a complaint with the Florida Attorney General alleging that a covered postsecondary education institution has failed to meet the minimum requirements for restrooms under s. 553.865(4), F.S.

Sanctions

The following sanctions may be imposed, separately or in conjunction with other sanctions:

1. Admonition: A written statement to a student that he/she is violating or has violated University rules and may be subject to more severe disciplinary action.
2. Disciplinary Probation: Exclusion from the privilege of participation in extracurricular activities of the University, including the holding of any office, for a period of time not exceeding one academic year.
3. Restitution: Required reimbursement for damage to or misappropriation of property. This may take the form of appropriate services or other compensation.
4. Discretionary Sanctions: Sanctions that combine one or more of the listed sanctions or sanctions specific to a particular violation.
5. Interim Suspension: If, in the opinion of the Assistant Vice Provost, Student Affairs or designee, the presence of a student poses a serious threat to others, the Assistant Vice Provost, Student Affairs or designee may suspend the student immediately. If the student requests an appeal of the decision, a hearing shall be held at the earliest reasonable time.
6. Suspension: Exclusion from the University for a definite period not to exceed one academic year. Any courses taken at one of Strayer University's Affiliates, or at any other institution while a student is on disciplinary Suspension at Strayer University, will not be accepted as transfer credit towards any Strayer University academic program.

7. Withdrawal without refund: A student will be administratively withdrawn from the current or future quarters at Strayer University and the course withdrawal refund policies described in the Catalog will be followed.
8. Dismissal/Expulsion: Termination of student status for an indefinite period. The conditions of readmission, if any, will be stated in the order of dismissal.
9. Revocation of Degree: If, in the opinion of the Disciplinary Committee, the student has committed gross violations of the University's Academic Integrity Policy, the Disciplinary Committee may revoke the student's degree.

Suspension or Expulsion for Harassment or Violence

Any campus leader may immediately remove a student from a Strayer University campus if the student is a threat to Strayer University property, or to any person on University premises or through Strayer University online. Furthermore, Assistant Vice Provost, Student Affairs or designee, in consultation with the Legal Department, may immediately suspend or expel a student if the student poses a direct threat to the health and safety of any other person on University premises or through Strayer University online, or to Strayer University property. The University will conduct an individualized assessment based on the best available objective evidence to determine if the student poses a direct threat to the health and safety of others. Such determination will include consideration of the following factors: the nature, duration, and severity of the risk; the likelihood that injury will actually occur; whether reasonable modifications of University policies, practices or procedures will sufficiently mitigate the risk to permit the student to safely continue matriculation at a campus or online; the University's obligation to avoid exposing others to significant health and safety risks; whether the student has a disability and, if so, whether the conduct is related to the disability and an accommodation can be provided to sufficiently mitigate the risk to others. A determination to suspend or expel a student may occur if the student exhibits behavior, including, but not limited to, disruptive or disorderly conduct, harassment, repeated contact with faculty or staff concerning a pending response from the University or a response previously provided by the University, threats of physical harm to individuals, damage or threats to damage any property, or any other violent or serious behavioral problems.

A student who is suspended or expelled from a campus or Strayer University online under this policy may submit a written appeal to the Office of Student Affairs within ten (10) business days of the decision. Assistant Vice Provost, Student Affairs or designee will forward the appeal to the Disciplinary Committee, who will schedule a disciplinary hearing via teleconference, giving the student reasonable time to prepare for the hearing. A decision on appeal may include re-admission of the student on campus on the condition that the student submits documentation that s/he has been in a course of treatment with a licensed mental health provider and that the mental health provider believes that the student is no longer a danger or threat to any person. The student may be requested to grant the University permission to communicate directly with the mental health provider. The decision of the Disciplinary Committee is final.

Academic Integrity Policy

Strayer University holds its students and employees to high standards of academic excellence and views academic integrity as the essential foundation of that excellence. The following policy defines the Honor Code as well as acts of academic misconduct that Strayer University considers to be in violation of the Honor Code. The policy further provides procedures for reporting acts of academic misconduct that are more severe than minor errors/omissions, as well as the consequences that may follow the commission of such acts and the appeal process.

I. The Honor Code

Strayer University expects all students to abide by the Honor Code, starting from the day they are enrolled at the University. The Honor Code reads as follows:

I promise to conduct myself with integrity in the submission of all academic work to the University and will not give or receive unauthorized assistance for the completion of assignments, research, papers, examinations, or other work. I understand that violation of the Academic Integrity Policy will lead to disciplinary action against me, up to and including suspension or expulsion from the University. I understand that all students play a role in preserving the academic integrity of the University and have an obligation to report violations of the Academic Integrity Policy committed by other students.

II. Acts of Academic Misconduct

1. The University has determined the following acts of academic misconduct to be in violation of the Honor Code; these acts include but are not limited to:

a. Cheating;

b. Plagiarism (which includes copying words or ideas from one or more sources without giving them credit and/or copying the words or ideas from one or more sources that comprise the majority of your work, whether credit is given to those sources or not);

c. Fabricating data or citations;

d. Copying and pasting discussion posts or other work without proper citation;

e. Failure to place direct quotes within quotation marks along with the proper in-text citations and references documenting the source of the quote;

f. Providing incorrect information about the source of a quotation;

g. Unacceptable paraphrasing, which includes, but is not limited to, failure to use in-text citations and/or references when properly paraphrasing, or borrowing too closely, too much, and/or too often from an external source (with or without giving credit to the original author). For example, replacing a few words in a sentence with synonyms, while keeping the same or similar sentence structure as the original work. When a student paraphrases correctly (using their own words and sentence structures as well as proper citations), this act demonstrates that they understand what they have read and how the source's ideas support their assignment;

h. Stealing examinations;

i. Using instructor editions of textbooks without authorization;

j. Having another student or non-student perform some or all of a project, take some or all of an exam, take an entire course or submit any work assigned in a course as though he or she were the student; or, as a student, performing or offering to perform some or all of a project, take some or all of an exam, or take an entire course or submit any work assigned in a course for another student;

k. Facilitating another student's act of academic misconduct, (i.e., posting Strayer University assignments, discussion posts, exam questions, and/or answers, etc. on an external site);

l. Soliciting work from a student or non-student.

m. Using technology or other means to disseminate exam questions and/or answers;

n. Tampering with the academic work of another student;

o. Resubmitting work completed in another course (with the following exceptions: compiling previous coursework into a Capstone course, if approved by the Capstone instructor in advance; resubmitting work into a course that the student is retaking, provided that the original work submitted in the same previous course was not in violation of the Academic Integrity policy), or resubmitting work completed at another university; and

p. Submitting another student's (or non-student's) work found or solicited on the Internet (or elsewhere) in response to any assigned university course prompt (including, but not limited to, discussions, assignments, assessments, and presentations). This act is a violation regardless of whether the work is submitted verbatim or reworded slightly, and regardless of whether credit is given to the source.

2. The University reserves the right to review any work (draft or otherwise) or exam submitted by a student during his or her entire academic career at Strayer for the purposes of this policy.

III. Procedures for Reporting Academic Integrity Violations

A. The Office of Student Affairs receives, investigates, and tracks all incidents of intellectual dishonesty.

1. Any member of the University community may report known or suspected violations of the University's Academic Integrity Policy. Instructors and other Strayer employees must report known or suspected violations of the University Academic Integrity Policy.

2. An individual may initiate a report by emailing the details to the Office of Student Affairs at academicintegrity@strayer.edu . Any report of a known or suspected violation of the Academic Integrity Policy must meet the following criteria.

   a. The report must clearly identify all individuals suspected of being involved by full name and student identification number;

   b. The report must clearly explain the nature of the violation;

   c. The report must clearly identify the course and course section in which the violation took place and instructor of that course; and

   d. The report must include all supporting documentation that the person initiating the report possesses.

B. An instructor or other employee who fails to report a known or suspected violation of this policy will face corrective action in accordance with the Strayer University Employee Handbook, including possible termination of employment.

IV. Consequences of Academic Integrity Violations

1. Violations of the Academic Integrity Policy will be evaluated based on several factors (with no one factor determining the consequences), including the following:
    a. Whether the student is a first-time offender or a repeat offender;
    b. The severity or egregiousness of the violation;
    c. Whether the student acknowledges the failure when presented with overwhelming evidence;
    d. Whether the failure occurs early or late in the student's academic program;
    e. Whether the failure involves minor assignment or major endeavor toward a degree, such as the Capstone paper; and
    f. Whether the failure has a major impact on the learning environment at the University.
    g. Whether the student engaged in remediation if directed by faculty and/or staff.
2. Consequences for academic integrity violations may include one or more of the following: Code of Conduct Warning letter (level I or II); pre-warning letter, remediation letter/activities; reduced grade on an assignment, discussion or other coursework; reduced final course grade; suspension from or ineligibility for the Honors Program and Accelerate courses; ineligibility for an honors certificate; administrative course failure (F**), noted on the student's permanent record; suspension for a designated period of time; expulsion, and revocation of a degree awarded at Strayer University.
3. Honors Implications:
    a. Upon a student receiving a sanction from the Office of Student Affairs for an academic integrity violation, the student will be suspended from the Honors program. Students suspended from the Honors program may appeal to be reinstated and should follow the process outlined in the "Appeals" section of this policy.
    b. Upon a student receiving a subsequent sanction from the Office of Student Affairs for a subsequent academic integrity violation, the student is no longer eligible for the Honors program for the remainder of the academic journey at Strayer.
    c. If a student is suspended from the University for a non-academic integrity violation of the Code of Student Conduct, without any prior academic integrity violations, the student is no longer eligible for the Honors program unless an appeal hearing for the violation is granted and the University then reverses the disciplinary suspension. If a student is suspended from the University for a non-academic integrity violation of the Code of Student Conduct, but with one or more prior academic integrity violations, whether the student has the opportunity to appeal for reinstatement of their eligibility for the Honors program will follow the paths above relative to the number of academic integrity sanctions issued.
    d. In addition, if a sanctioned academic integrity violation occurs in an Honors course, the student will not receive an Honors transcript designation for that course; however,
    e. If a student of the Jack Welch Management Institute receives a sanction for an academic integrity violation deemed a Tier II violation, the student will no longer be eligible for a Welch Scholar or Graduate Distinction designation.
4. If a Strayer students fails to meet the standards established in this Academic Integrity policy, and they are an employee of Strayer University, it's parent company, or its affiliates, then said employee will also face corrective action up to and including possible termination of employment.

V. Administration of Consequences

A. Violations

1. Upon reasonable determination that a student violated the Academic Integrity policy, the instructor will take following actions:
    a. The instructor will provide a detailed explanation to the student in writing regarding the offense.
    b. The instructor will assign a zero grade on the assignment with an opportunity to resubmit it once for up to half credit (50%) up to 15 days after receipt of the zero grade with the instructors explanation. Re-submissions of final course assignments will not be accepted after the last day of class unless otherwise specified by the instructor.
    Note: Corrective resubmissions may be accepted at the instructor's discretion in exceptional circumstances.
    c. The instructor will report the violation to the Office of Student Affairs via email at academicintegrity@strayer.edu , following the

procedures detailed in section III of this policy.

d. The Assistant Vice Provost, Student Affairs may determine in some instances that a student should receive an academic integrity administrative failure (F**) without need of instructor referral.

2. Academic integrity violations are considered conduct violations, as noted in the Code of Student Conduct in the Student Handbook, and are treated as such by the University. The Office of Student Affairs and/or the Assistant Vice Provost, Student Affairs will review the reported violation in the context of the student's full prior disciplinary history, and will take additional disciplinary action as appropriate per the Disciplinary Procedures described in the Code of Student Conduct. This action may include but is not limited to, the student receiving a Code of Student Conduct Warning Letter (Level I or II), suspension, expulsion, or degree revocation. If the Office of Student Affairs determines that a violation has not been reported/graded in accordance with this policy, the Office of Student Affairs will work with faculty and/or appropriate academic leadership accordingly to ensure compliance with this policy.
3. Sanctions issued by the Office of Student Affairs for academic integrity violations are separate and distinct from instructor grading actions.

B. Records and Financial Responsibilities.

1. Student Records: Course failure, suspension, expulsion, or degree revocation will be permanently noted on the student's transcript along with an indication that the action was taken because of an academic integrity violation.
2. Financial Responsibility: Consistent with Strayer policy on institutional charges and refunds, the student shall remain financially responsible for all tuition charges and other fees incurred during the quarter of enrollment wherein the violation occurred.

VI. Appeals

1. Students shall have ten (10) business days to appeal after being notified by the Assistant Vice Provost, Student Affairs that they have been expelled or suspended; have received an administrative failure in one or more courses; or have had a degree revoked for an academic integrity violation. Provided that the appeal is received timely by the Assistant Vice Provost, Student Affairs in writing, the student's appeal will be forwarded on to the University Provost (or designee) for consideration of an appeal hearing. If the University Provost (or designee) determines that the appeal letter contains sufficient evidence to warrant an appeal hearing, a disciplinary hearing, chaired by University Provost (or designee) and Chief Academic Office (or designee), will be scheduled. If the University Provost (or designee) determines that sufficient grounds have not been established to warrant an appeal hearing, this decision of the Assistant Vice Provost, Student Affairs is the University's final response. Details about the appeal process may be found in the Disciplinary Procedures in the Code of Student Conduct Policy. The student will be informed in writing about the Disciplinary Committee's decision within ten (10) business days after the date of his or her appeal hearing. The decision of the Disciplinary Committee is the University's final response.

   a. Students desiring to appeal grades in general that do not fall under this policy should follow the normal grade appeal procedures outlined in the Academic Grievance Procedures section of the Student Handbook. A student may not appeal a written warning or grade reduction associated with a written warning other than in the context of a final grade dispute.

   b. The University is not required to hear or respond to appeals related to other forms of disciplinary action taken (including, but not limited to, Code of Student Conduct Warning letters at Levels I or II).

   c. The student is advised that in all circumstances, the Disciplinary Committee and the University reserve the right to sever the relationship or to terminate the enrollment of any student from the University for any appropriate reason at any time without notice, a hearing, an explanation, or any other process.

   d. The student is advised that every favorable inference will be given to the Disciplinary Committee and the University in the interpretation and application of the Academic Integrity Policy.

2. Students understand that the Academic Integrity Policy may at times be revised, and in all such instances students agree to remain apprised of developments and abide by the most recent version of the Academic Integrity Policy.
3. In order to preserve the integrity of Strayer's grading and to ensure that the grades reflected on a student's transcript are accurate, the University will not honor any requests for the official or unofficial transcripts of a student until the conclusion of the Assistant Vice Provost, Student Affairs' review and/or the Disciplinary Committee's proceedings. Should a student appeal any of the consequences herein, transcripts will not be released until the final conclusion of the appeals process. If the final disposition involves a change to a final grade, transcripts will be released after a reasonable period of time to adjust the student's grade accordingly.
4. The University will strive to schedule appeal hearings before the start of the next academic quarter, but this may not be possible in all cases. Students who have been suspended or expelled will not be permitted to enroll until and if a decision is made by the Disciplinary Committee to overturn a suspension or expulsion.

5. Students who are suspended from the Honors program due to their first sanctioned academic integrity violation may appeal to the Honors program leadership to have their eligibility reinstated. Students who have been suspended from the University for a non-academic integrity violation of the Code of Student Conduct may not be reinstated in the Honors Program unless an appeal hearing for the non-academic integrity violation is granted and the University then reverses the disciplinary suspension.
    a. To be eligible for reinstatement of Honors program eligibility, a student must meet all of the following requirements:
        i. Possess a minimum cumulative GPA of 3.5 at the time of the appeal;
        ii. Have completed two additional quarters at Strayer after the quarter in which the University's academic integrity sanction was issued; and
        iii. Have not received any additional academic integrity sanctions since the initial violation occurred.
    b. To appeal for reinstatement of Honors program eligibility, eligible students should submit the Honors reinstatement appeal form to the Honors program leadership.
    c. The decision of the Honors program leadership will be final.
    d. Reinstatement of eligibility applies only for future eligibility to participate in the Honors program. Reinstatement of eligibility does not reinstate the honors transcript designation for an honors course in which an academic integrity violation occurred nor does it change any consequences or records of the academic integrity violations. To appeal the violation itself, students should follow the appeal process noted above.

Disciplinary Procedures

Any academic or administrative official, faculty member, or student may file a complaint with the Office of Student Affairs or directly with the Assistant Vice Provost of Student Affairs against any student for violations of University policies and procedures.

If a student poses a threat to or harasses any person on Strayer premises, or through Strayer online, is disruptive or uncontrollable, damages or threatens to damage any property, or some other serious behavioral issue exists, the Assistant Vice Provost of Student Affairs may immediately suspend or expel a student and may have the student escorted from Strayer University premises, or removed from Strayer online, in accordance with the University's policy on Suspension or Expulsion for Violence or Harassment. If none of the above behaviors are involved, the following procedure will be followed. Students should expect a more severe disciplinary sanction to be administered for each consecutive Code of Student Conduct violation reported (which may culminate in dismissal from the University). If a student does not exhibit conduct that warrants immediate suspension and/or expulsion under the Suspension for Harassment or Violence policy, the following procedures will be followed for a violation of University policies and/or procedures with the exception that conduct governed by the University's Title IX Sexual Harassment Policy will be covered under that policy.

Level I (Warning) –Incidents of student misconduct shall be reported to the Office of Student Affairs at studentaffairs@strayer.edu. If the Office of Student Affairs investigates and determines that the Code of student Conduct has been violated, a warning letter will be issued to the student, stored electronically in a 360 case, and an electronic copy provided to the Vice President of Advising and Student Services. Although a Level I Warning may not be appealed, the student will have the opportunity to submit his or her response to the admonition. The student must email his or her response to the Office of Student Affairs at studentaffairs@strayer.edu within five (5) days of receiving the admonition. Violation deemed by the Office of Student Affairs to be of a serious nature may proceed to Level II or Level III without a warning.

Level II – If an incident of student misconduct is reported to the Office of Student Affairs and the Office of Student Affairs investigates and determines that the student has already received a prior Level I Warning for misconduct, or determines that the violation is of a sufficiently serious nature to warrant a Level II warning, the Office of Student Affairs will issue a Level II warning letter to the student, stored electronically in a 360 case, and an electronic copy provided to the Vice President of Advising and Student Services. Although a Level II Warning may not be appealed, the student will have the opportunity to email his or her response to the warning letter within five (5) business days after receiving the admonition to studentaffairs@strayer.edu. Violations of a serious nature may proceed to Level III without a warning.

Level III - If further disciplinary action is warranted, due to a violation of the Code of Student Conduct, or if the violation is considered by the Office of Student Affairs to be of a serious nature, then the Assistant Vice Provost of Student Affairs will investigate and consider additional disciplinary sanctions, including suspension or expulsion from the University. The Assistant Vice Provost of Student Affairs or

designee, in consultation with the Legal Department, may immediately suspend or expel a student if the student poses a direct threat to the health and safety of any other person on University premises or through Strayer University online, or to Strayer University property. The Assistant Vice Provost of Student Affairs will provide written notice to the student that the matter has been referred to the Office of Student Affairs, the section of the Code of Student Conduct the student has violated, and the sanction that will be imposed. The Assistant Vice Provost or Student Affairs will also provide the student with the opportunity to appeal the decision within ten (10) business days after receiving notice. An electronic copy of the student notice will be provided to the Vice President of Advising and Student Services and the written student notice will be stored electronically in a 360 case, along with any appeal submitted by the student.

Appeal to Disciplinary Committee

A student may appeal a disciplinary probation, restitution, suspension, dismissal/expulsion, revocation of degree, or a grade reduction associated with any of the forgoing Sanctions. The Disciplinary Committee shall be comprised of at least three members in addition to the University Provost. The University Provost or Provost designee will appoint the three upper-level University leaders to serve as members of the Disciplinary Committee upon receiving the student's request to appeal; provided, however, no member of the Disciplinary Committee may have any prior involvement in the matter which the student is appealing. The Committee will include an upper-level leader from JWMI if the appeal is made by a JWMI student. The only grounds for a disciplinary appeal shall be: (a) new evidence was discovered; (b) the consequences were not commensurate with the offense; and/or (c) failure to follow procedures constituted an error. Prior to granting an appeal hearing, the University Provost or designee will review whether or not the student's appeal letter and supporting evidence establish sufficient grounds for an appeal hearing. If the University Provost or designee determines that sufficient grounds have not been established for an appeal hearing then the decision of the Assistant Vice Provost of Student Affairs is the University's final response.

1. If a student requests an appeal, the request must be in writing to the Assistant Vice Provost of Student Affairs. The request must be postmarked or emailed within ten (10) days of the Assistant Vice Provost of Student Affairs' decision letter. The Assistant Vice Provost of Student Affairs will forward the appeal to the Disciplinary Committee along with all other information collected in the matter.
2. If the University Provost or designee determines that there are sufficient grounds for an appeal hearing, the Disciplinary Committee will schedule a disciplinary hearing via teleconference, giving the student reasonable time to prepare for the hearing. The student has the right to be accompanied by counsel and/or other advisers such as parents or relatives. Any student under the age of 18 at the time of the hearing must be accompanied by a parent or other legal guardian. The counsel and/or advisers will be at the student's own expense. No more than three of the aforementioned parties shall be present in the hearing at any one time. Although counsel and/or advisers may be present for the teleconference hearing, counsel and/or advisers may not speak or participate directly in the hearing. The student must speak for him or herself. A student also has the right to remain silent at disciplinary hearings; such silence will not be used as a factor in the determination or outcome of the matter.
3. Witnesses may be called on the student's behalf or on the University's behalf and the student may confront all adverse witnesses. Witness names should be presented at least 24 hours in advance of the hearing .
4. A recording of the hearing will be kept by the University.
5. A written decision will be issued by the University Provost or designee on behalf of the Disciplinary Committee within ten (10) days after the hearing. This decision of the Disciplinary Committee will be final.
6. The Disciplinary Committee and the University are not required to hear or respond to appeals related to other forms of disciplinary action taken (including, but not limited to, Code of Student Conduct Warning letters at Levels I or II).
7. The student is advised that in all circumstances, the Disciplinary Committee and the University reserve the right to sever the relationship or to terminate the enrollment of any student from the University for any appropriate reason at any time without notice, a hearing, an explanation, or any other process.
8. The student is advised that every favorable inference will be given to the Disciplinary Committee and the University in the interpretation and application of the Code of Student Conduct Policy.
9. Students who have been suspended or expelled will not be permitted to enroll until and if a decision is made by the Disciplinary Committee to overturn a suspension or expulsion.
10. Students understand that the Code of Student Conduct Policy may at times be revised, and in all such instances students agree to remain apprised of developments and abide by the most recent version of the Code of Student Conduct Policy.

Unauthorized Electronic Distribution of Copyrighted Materials

What is the unauthorized electronic distribution of copyrighted materials and peer-to-peer file sharing?

The University prohibits students from using its computer systems and networks to violate copyright law. Copyright owners have the right to control, within certain limits, how their works are published, distributed, and sold, and the right to be paid for the use of a work. Unless a student is the copyright holder or has express permission to share someone else's copyrighted works, the distribution of copyrighted works to the Internet to share via a peer-to-peer network is almost certainly violating another person's copyrights.

Peer-to-peer file sharing occurs when individuals store files on their computers and enable their computers as servers so that others may download the files. The University strictly forbids peer-to-peer file sharing applications or any application used to violate copyrights or any federal or state law. Violations include copying or distributing copyrighted media such as songs, movies, software, video games, text and pictures, without authorization from the copyright owner.

Proper Use of University Networks and Computers

The University's networks and computers may only be used for educational-related objectives of the University. See the University's Computer Use Policy. University networks and computers may not be used to operate file sharing programs, including peer-to-peer file sharing applications for the illegal downloading of copyrighted materials.

Use of file sharing applications can harm student users and the University. A student who runs a file sharing application may be inadvertently sharing personal information, such as e-mail messages and credit card information. In addition, virus writers often target file sharing applications. Finally, file sharing programs may disrupt Internet access and performance of programs used for academic work on University networks.

Legal Alternatives to Unauthorized Distribution of Copyrighted Materials

There are many legal alternatives for obtaining music and video on the Internet. The Recording Industry Association of America (RIAA) provides students with a list of legal alternatives for listening to or downloading music (http://www.riaa.com/resources-learning/music-services/). The Motion Picture Association of America (MPAA) also maintains a growing list of legal alternatives to accessing videos at http://www.wheretowatch.com/. The Information Technology Department will review these lists quarterly and make the results available to students on the University website.

University Procedures to Prevent and Remedy Distribution of Copyrighted Materials

All use of University networks and computers, including e-mail accounts, may be monitored by the University at any time without notice to identify and mitigate usage in violation of federal copyright laws, and for other purposes. Computers found to be engaging in peer-to-peer activity on University networks will be automatically blocked from accessing the network for thirty (30) minutes.

Disciplinary Action and Legal Penalties

Violation of this policy may result in an immediate suspension or loss of computer or network privileges at the University and will also subject a student to disciplinary action, up to and including suspension or expulsion from the University. If appropriate, violations may also be reported to local or federal law enforcement agencies for prosecution.

Unauthorized distribution of copyrighted material, including unauthorized peer-to-peer file sharing, may subject copyright infringers to civil and criminal liabilities. In general, anyone found liable for civil copyright infringement may be ordered to pay either actual damages or "statutory" damages affixed at not less than $750 and not more than $30,000 per work infringed. For "willful" infringement, a court may award up to $150,000 per work infringed. A court can, in its discretion, also assess costs and attorneys' fees. Willful copyright infringement can also result in criminal penalties, including imprisonment of up to five (5) years and fines of up to $250,000 per offense. For more information, please see the website of the U.S. Copyright Office at www.copyright.gov, especially their FAQ's at www.copyright.gov/help/faq.

Financial Aid Grievances

Financial Aid/Account Balance Grievances

Any student with a grievance or concern about their financial aid and/or account balance should first raise their concerns, in writing, to a student services staff member. If the student services staff member is unable to resolve the student's concerns, then the student may submit the concerns to the Virtual Advising Center at virtualadvisingcenter@strayer.edu. When forwarding concerns to the Virtual Advising Center students should include supporting documentation and any response received from the student services staff member.

If the Virtual Advising Center does not resolve the student's concerns, or if the student does not receive a written response within five (5) business days from the Virtual Advising Center addressing the substance of the grievance, then the student may contact the Office of Student Affairs at financialdispute@strayer.edu. The student should provide a specific description of the grievance and the initial redress sought. The student must present their concerns in writing with supporting documentation including any response received from the Virtual Advising Center

If the Office of Student Affairs is unable to resolve the student's concerns, or if the student does not receive a written response within five (5) business days from the Office of Student Affairs addressing the substance of the grievance, then the student may escalate their grievance to the Office of the President at presidentoffice@strayer.edu. The student should provide a specific description of their concerns and the initial redress sought. The student must present the grievance in writing with supporting documentation including any response received from the Virtual Advising Center and the Office of Student Affairs.

The Office of the President shall provide the student with a response within five (5) business days after receipt of the grievance from the student. **The decision of the Office of the President is the University's final response.**

If the student's grievance is not resolved to the student's satisfaction, then the student may contact the University's accrediting agency, the Middle States Commission on Higher Education (3624 Market Street, Philadelphia, PA 19104, 267-284-5000), or the student's applicable state agency.

Civil Rights and Other Grievances

Other Grievances

Any student with concerns not covered in the above processes should first raise their grievance, in writing, to a student services staff member. If the student services staff member's response does not resolve the student's concerns, then the student may escalate the grievance to the Office of Student Affairs (studentaffairs@strayer.edu).

The Office of Student Affairs will work to provide the student a response within five (5) business days after receipt of the grievance. **The decision of the Office of Student Affairs is the University's final response.**

The investigation process for certain civil rights-related concerns follows a different timeline and may be found below.

Complaints regarding discrimination, harassment, or denial of an accommodation previously negotiated under the Americans with Disabilities Act (ADA) should be immediately communicated verbally and in writing directly to the Assistant Vice Provost, Student Affairs, who may be reached by phone at (877) 261-6908, by fax at (571) 643-0646, by e-mail to studentaffairs@strayer.eduor by mail at P.O. Box 710927, Herndon, VA 20171.

Civil Rights Related Concerns Procedures

The procedure described below is applicable to non-academic complaints of unlawful discrimination, harassment, retaliation, or unfair treatment on the basis of the following:

- Title VI and Title VII of the Civil Rights Act of 1964;
- Section 504 of the Rehabilitation Act of 1973, as amended;
- The Family Education Rights and Privacy Act of 1974;
- The Age Discrimination Act of 1975; and
- The Americans with Disabilities Act of 1990.

For complaints of unlawful discrimination or unfair treatment on the basis of Title IX of the Education Amendments of 1972 (Sexual Harassment), please see the Title IX Sexual Harassment Policy (p. 6) for procedures.

Student complaints of this nature should be directed immediately to The Office of Student Affairs in writing at studentaffairs@strayer.edu. The Assistant Vice Provost, Students Affairs, in coordination with Strayer University's Human Resources department (for complaints directed against a Strayer employee), will promptly investigate the complaint. This investigation may require the complainant or other parties who may have knowledge about the alleged matter to be interviewed. The Assistant Vice Provost, Student Affairs will respond to the complainant with a resolution in writing, typically within 30 calendar days after receipt of the complaint. The University, at its sole discretion, may extend the timeframe of the investigation for good reason. The decision of the Assistant Vice Provost, Student Affairs will be final.

If a complaint is found to be substantiated, the misconduct will be dealt with promptly and appropriately by the University. Any corrective actions taken with regard to any Strayer University employee's performance will be kept confidential.

The Assistant Vice Provost, Student Affairs may determine that a complaint does not allege sufficient facts to warrant an investigation.

Any student found making false, malicious, or repeated baseless accusations may be subject to disciplinary action.

Academic Grievance Procedures

Although the University will review a final grade under certain circumstances described below, the University will not review individual assignment grades except for good reason determined in the University's sole discretion.

A final grade can only be changed by persons other than the instructor of the course if there is (1) a mathematical error in calculating the grade or (2) if a grade was awarded in an arbitrary and capricious fashion. The University defines "Arbitrary and capricious" grading as:

- The grading procedures used to award the grade were not those outlined in the course syllabus.
- The grade was awarded on a basis other than academic merit, including but not limited to favoritism, discrimination or harassment of any type, or romantic or sexual relationships between students and faculty.

Students who wish to appeal the calculation of a FINALgrade must first attempt to resolve the issue with their instructor. The student shall provide a written explanation of their concerns to their instructor within ten (10) business days after the end of the course or after the grade was awarded, whichever is later. The Office of Student Affairs (studentaffairs@strayer.edu) shall be copied on all communications between an instructor and the student when a formal grade dispute is submitted. The student's communication must include all relevant information in regards to their dispute including any written statements from third parties. Except for good reason determined in the University's sole discretion, the University will not consider a grade appeal submitted outside of this timeframe.

If the issue is not resolved between the Instructor and the student within ten (10) business days then the student may formally appeal the final grade to the Office of Student Affairs (studentaffairs@strayer.edu). The student must present the appeal in writing with supporting documentation including any response(s) received from the instructor to the Office of Student Affairs within ten (10) business days of receiving a response (or non-response) from the instructor.

The Office of Student Affairs shall provide a written response to the student within ten (10) business days after receipt of the student's grievance to address the substance of the student's concerns. The decision of the Office of Student Affairs is the University's final response.

State Agencies

A complainant may issue a complaint to any state agency listed below at any time, and for any of the categories of grievances or complaints described earlier in this handbook.

ALABAMA

Alabama Commission on Higher Education

P. O. Box 302000

Montgomery, AL 36130-2000

334-242-1998

https://www.accs.edu/student-complaints/

Alabama Community College System

P.O. Box 302130

Montgomery, AL 36130-2130

334-293-4500

https://psl.asc.edu/External/Complaints.aspx

ALASKA

Alaska Commission on Postsecondary Education

P.O. Box 110505

Juneau, AK 99811-0505

800-441-2962

http://acpe.alaska.gov/ABOUT_US/Consumer_Protection

Alaska Office of Attorney General

Consumer Protection Unit

1031 W. Fourth Avenue, Suite 200

Anchorage, AK 99501

1-888-576-2529

ARIZONA

Arizona State Board for Private Postsecondary Education

1400 W. Washington Street

Room 260

Phoenix, AZ 85007

602-542-5709

https://ppse.az.gov/sites/default/files/documents/files/complaint_form.pdf

ARKANSAS

Arkansas Higher Education Coordinating Board

Arkansas Department of Higher Education

423 Main Street, Suite 400

Little Rock, AR 72201

501-371-2000

https://www.adhe.edu/institutions/academic-affairs/institutional-certification-advisory-committee/grievance-form

CALIFORNIA

California Bureau of Private Postsecondary Education

P.O. Box 980818

W. Sacramento, CA 95798-0818

1-888-370-7589

http://www.bppe.ca.gov/forms_pubs/complaint.pdf

COLORADO

Colorado Department of Higher Education

1560 Broadway, Suite 1600

Denver, Colorado 80202

303-866-2723

CONNECTICUT

Connecticut Department of Higher Education

61 Woodland Street

Hartford, CT 06105-2326

866-947-1822

Connecticut Department of Consumer Protection

165 Capitol Avenue

Room 110

Hartford CT 06106

800-842-2649

http://www.ct.gov/dcp/lib/dcp/Consumer_Statement_CPFR-2.pdf

DELAWARE

Delaware Department of Education

John G. Townsend Building

401 Federal Street

Suite #2

Dover, DE 19901-3639

302-735-4000

dheo@doe.k12.de.us

Delaware Attorney General

Consumer Protection Wilmington:

820 N. French Street 5th floor

Wilmington, DE 19801

1-800-220-5424

DISTRICT OF COLUMBIA

District of Columbia Office of the State Superintendent of Education

Higher Education Licensure Commission

1050 First Street, NE

5th Floor

Washington, DC 20002

202-727-6436

http://osse.dc.gov/sites/default/files/dc/sites/osse/publication/attachments/FINAL%20Model%20State%20Complaint%20Form%204%2024%2012.pdf

FLORIDA

Florida Commission on Independent Education

325 W. Gaines Street

Suite 1414

Tallahassee, FL 32399-0400

850-245-3200

http://www.fldoe.org/policy/cie/file-a-complaint.stml

GEORGIA

Georgia Nonpublic Postsecondary Education Commission

2082 E Exchange Pl. #220

Tucker, GA 30084-5334

770-414-3300

http://rules.sos.state.ga.us/GAC/392-5-.06

https://gnpec.georgia.gov/student-complaints

GUAM

Office of the Attorney General

287 West O'Brien Drive

Hagatna, Guam 96910

475-3324

HAWAII

Department of the Attorney General

425 Queen Street

Honolulu, HI 96813

808-586-1500

http://hawaii.gov/dcca/ocp/consumer_complaint

IDAHO

Idaho State Board of Education

Attn: State Coordinator for Private Colleges and Proprietary Schools

650 West State Street

P.O. Box 83720

Boise, ID 83720-0037

208-334-2270

ILLINOIS

Illinois Board of Higher Education

431 East Adams,

2nd Floor

Springfield, Illinois 62701-1404

217-782-2551

Institutional Complaint Hotline (217) 557-7359

Illinois Attorney General

Consumer Fraud Bureau

500 South Second Street

Springfield, IL 62706

1-800-243-0618

INDIANA

Indiana Commission on Higher Education

Attn: Director of Regulatory Compliance

101 West Ohio Street, Suite 550

Indianapolis, IN 46204-1984

317-464-4400

http://www.in.gov/che/2744.htm

IOWA

Iowa Student Aid Commission

430 E. Grand Avenue

3rd Floor

Des Moines, IA 50309

https://www.iowacollegeaid.gov/content/constituent-request-review

KANSAS

Kansas Board of Regents

1000 SW Jackson Street

Suite 520

Topeka, KS 66612-1368

785-296-3421

http://www.kansasregents.org/students/university_student_complaints

KENTUCKY

Kentucky Council on Postsecondary Education

1024 Capital Center Dr. #320

Frankfort, KY 40601-7512

502-573-1555

Office of the Attorney General

Capitol Suite 118

700 Capitol Avenue

Frankfort, KY 40601-3449

1-888-432-9257

https://ag.ky.gov/consumer-protection/complaints/Pages/default.aspx#forms

LOUISIANA

Louisiana Board of Regents

P.O. Box 3677

Baton Rouge, LA 70821-3677

225-342-4253

http://www.regents.la.gov/assets/docs/2014/07/StudentComplaintProcedure.pdf

Louisiana Attorney General Office, Consumer Protection Section

P.O. Box 94005

Baton Rouge, LA 70804

800-351-4889

MAINE

Maine Department of Education

Complaint Investigator

23 State House Station

Augusta, ME 04333-0023

207-624-6650

harry.osgood@maine.gov

Maine Attorney General

Consumer Protection Division

6 State House Station

Augusta, ME 04333

1-800-436-2121

http://www.maine.gov/ag/consumer/complaints/complaint_form.shtml

MARYLAND

Maryland Higher Education Commission

6 North Liberty Street, 10th Floor

Baltimore, MD 21201

410-767-3301

https://mhec.maryland.gov/institutions_training/Documents/acadaff/Student%20Complaint%20Process%20-%20MJK%20Revisions.pdf

Maryland Attorney General

Consumer Protection Division

200 St. Paul Place

Baltimore, MD 21202

1-888-743-0023

MASSACHUSETTS

Massachusetts Board of Higher Education

One Ashburton Place

Room 1401

Boston, MA 02108

617-994-6950

https://www.mass.edu/forstufam/complaints/complaints.asp

MICHIGAN

Michigan Department of Licensing and Regulatory Affairs

Bureau of Commercial Services, Licensing Division

Office of Postsecondary Services, Proprietary School Unit Staff

P.O. Box 30714

Okemos, MI 48864

(517) 241-6806

http://www.michiganps.net/complaint.aspx

MINNESOTA

Minnesota Office of Higher Education

1450 Energy Park Drive, Suite 350

St. Paul, MN 55108-5227

800-657-3866

http://www.ohe.state.mn.us/mPg.cfm?pageID=1078

Minnesota Attorney General's Office

1400 Bremer Tower

445 Minnesota Street

St. Paul, MN 55101

651-296-3353

MISSISSIPPI

Mississippi Commission on College Accreditation

3825 Ridgewood Road

Jackson, MS 39211-6453

1-800-327-2980

http://www.mississippi.edu/mcca/downloads/mccastudentcomplaintform.pdf

Consumer Protection Division

Office of the Attorney General

State of Mississippi

P.O. Box 22947

Jackson, MS 39225-2947

800-281-4418

http://www.ago.state.ms.us/forms/consumer-protection-complaint-form/

MISSOURI

Missouri Department of Higher Education

205 Jefferson Street

P.O. Box 1469

Jefferson City, MO 65102-1469

1-800-392-8222

http://dhe.mo.gov/documents/POLICYONCOMPLAINTRESOLUTION-reviseddraft.pdf

MONTANA

Montana Board of Regents

Office of Commissioner of Higher Education

Montana University System

2500 Broadway Street

P.O. Box 203201

Helena, MT 59620-3201

406-444-6570

Montana Office of Consumer Protection

2225 11th Avenue

P.O. Box 200151

Helena, MT 59620-0151

800-481-6896

https://dojmt.gov/consumer/consumer-complaints/

NEBRASKA

Nebraska Coordinating Commission for Postsecondary Education

P.O. Box 95005

Lincoln, NE 68509-5005

402-471-2847

Nebraska Attorney General

Consumer Protection Division

2115 State Capitol

Lincoln, NE 68509

1-800-727-6432

https://protectthegoodlife.nebraska.gov/file-consumer-complaint

Consumer Protection Hotline (800) 727-6432

NEVADA

Nevada Commission on Postsecondary Education

3663 East Sunset Road

Suite 202

Las Vegas, NV 89120

702-486-7330

http://cpe.nv.gov/uploadedFiles/cpenvgov/content/Students/Complaint%20Form%20Initial(1).doc

NEW HAMPSHIRE

New Hampshire Department of Education

101 Pleasant Street

Concord, NH 03301

603-271-0257

https://www.education.nh.gov/highered/compliance-allegation.htm

NEW JERSEY

New Jersey Commission on Higher Education

P.O. Box 542

Trenton, NJ 08625

609-292-4310

New Jersey Department of Labor and Workforce Development

1 John Fitch Plaza

P.O. Box 110

Trenton, NJ 08625-0110

609-659-9045

http://lwd.dol.state.nj.us/labor/forms_pdfs/coei/SAU/Conflict%20Resolution%20Questionnaire.pdf

New Jersey Division of Consumer Affairs

124 Halsey Street

Newark, NJ 07102

1-800-242-5846

http://www.state.nj.us/highereducation/OSHEComplaintInstructions.shtml

NEW MEXICO

New Mexico Higher Education Department

2048 Galisteo Street

Santa Fe, NM 87505

505-827-6060

https://hed.state.nm.us/students-parents/student-complaints

NEW YORK

New York Office of College and University Evaluation

New York State Education Department

5 North Mezzanine

Albany, NY 12234

518-474-3852

http://www.highered.nysed.gov/ocue/spr/COMPLAINTFORMINFO.html

New York State Department of State

Division of Consumer Protection

Consumer Assistance Unit

5 Empire State Plaza - Suite 2101

Albany, NY 12223-1556

1-800-697-1220

NORTH CAROLINA

The University of North Carolina

910 Raleigh Road

Chapel Hill, NC 27515-2688

919-962-4558

studentcomplaint@northcarolina.edu

North Carolina Consumer Protection

Attorney General's Office

Mail Service Center 9001

Raleigh, NC 27699-9001

919-716-6000

NORTH DAKOTA

North Dakota University System

State Capitol - 10th Floor

600 E. Boulevard Ave. Dept. 215

Bismarck, ND 58505-0230

701-328-2960

North Dakota Consumer Protection Division

Office of Attorney General

Gateway Professional Center

1050 E Interstate Ave. Suite 200

Bismarck, ND 58503-5574

1-800-472-2600

http://www.ag.state.nd.us/cpat/PDFFiles/SFN7418.pdf

OHIO

Ohio State Board of Career Colleges and Schools

30 East Broad Street, Suite 2481

Columbus, OH 43215

614-466-2752

Toll free: 877-275-4219

http://scr.ohio.gov/ConsumerInformation/FilingaComplaint.aspx

Ohio Board of Regents

25 South Front Street

Columbus, OH 43215

614-466-6000

Ohio Attorney General

Consumer Protection Section

30 E. Broad St., 14th floor

Columbus, OH 43215-3400

1-800-282-0515

http://www.ohioattorneygeneral.gov/consumercomplaint

OKLAHOMA

Oklahoma State Regents for Higher Education

655 Research Parkway

Suite 200

Oklahoma City, OK 73104

405-225-9100

Oklahoma Office of the Attorney General

Consumer Protection Unit

Attn: Investigative Analyst

313 NE 21st Street

Oklahoma City, OK 73105

405-521-3921

https://domino.oag.ok.gov/consumer/complt.nsf/complaint.html

OREGON

Oregon Office of Degree Authorization

1500 Valley River Drive

Suite 100

Eugene, OR 97401

541-687-7478

Oregon Attorney General

Financial Fraud/Consumer Protection Section

1162 Court St. NE

Salem, OR 97301-4096

503-947-4333

http://justice.oregon.gov/forms/consumer_complaint.asp

PENNSYLVANIA

Pennsylvania Department of Education

333 Market Street

Harrisburg, PA 17126-0333

717-783-6788

http://www.education.pa.gov/Migration/Documents/Higher%20Education%20Complaint%20Form_Rev.%20May%202013.pdf

Office of Attorney General

Bureau of Consumer Protection

14th Floor, Strawberry Square

Harrisburg, PA 17120

1-800-441-2555

https://www.attorneygeneral.gov/uploadedFiles/MainSite/Content/ComplaintForms/BCP_Complaint_Form.pdf

PUERTO RICO

Puerto Rico Council on Higher Education

P.O. Box 1900

San Juan, PR

00910-1900 00910-1900

787-641-7100

Puerto Rico Department of Justice

P.O. 9020192

San Juan, PR

00902-0192

787-729-2516

RHODE ISLAND

Rhode Island Board of Governors for Higher Education

Shepard Building

80 Washington Street

Providence, RI 02903

401-456-6000

Rhode Island Department of Attorney General

Consumer Protection Unit

150 South Main Street

Providence, RI 02903

401-274-4400

http://riag.ri.gov/home/ConsumerComplaintForm.pdf

SOUTH CAROLINA

South Carolina Commission on Higher Education

1122 Lady St., Suite 300

Columbia, SC 29201

803-737-3918

http://www.che.sc.gov/Portals/0/CHE_Docs/academicaffairs/license/Complaint_Procedures_and_Form.pdf

SOUTH DAKOTA

South Dakota Board of Regents

306 E. Capitol Ave, Suite 200

Pierre, SD 57501-2545

605-773-3455

South Dakota Office of Attorney General

Division of Consumer Protection

1302 E Hwy 14 Suite 3

Pierre, SD 57501-8053

605-773-4400

http://atg.sd.gov/Consumers/HandlingComplaints/ConsumerComplaintForm.aspx

TENNESSEE

Tennessee Higher Education Commission

Division of Postsecondary Authorization

312 Rosa L. Parks Avenue

9th Floor

Nashville, TN 37243-1102

615-741-3605

https://www.tn.gov/thec/bureaus/student-aid-and-compliance/postsecondary-state-authorization/request-for-complaint-review.html

TEXAS

Texas Higher Education Coordinating Board

1200 E. Anderson Lane

Austin, TX 78752

512-427-6111

http://www.thecb.state.tx.us/index.cfm?objectid=051F93F5-03D4-9CCE-40FA9F46F2CD3C9D

Office of the Attorney General

Consumer Protection Division

P.O. Box 12548

Austin, TX 78711-2548

https://texasattorneygeneral.gov/consumer/complaintform.pdf

512-463-2100

UTAH

Utah Division of Consumer Protection

160 East 300 South

Salt Lake City, UT 84111

801-530-6601

http://consumerprotection.utah.gov/complaints/index.html

*Students residing in Utah may file a complaint with the Utah Division of Consumer Protection at any time. Students do not need to first file a complaint with Strayer or wait until Strayer's grievance procedures are complete.

VERMONT

Vermont Department of Education

State Board of Education

Vermont Department of Education

120 State Street

Montpelier, VT 05620-2501

802-828-3135

Complaint Process

http://education.vermont.gov/documents/EDU-Complaint_Resolution_Statement_for_Postsecondary_Education_Matters.pdf

Vermont Attorney General's Office

109 State Street

Montpelier, VT 05609-1001

(802) 828-3171

VIRGINIA

State Council of Higher Education for Virginia

101 N. 14th St.

James Monroe Building

Richmond, VA 23219

804-225-2600

https://www.schev.edu/index/students-and-parents/resources/student-complaints

VIRGIN ISLANDS

Department of Licensing and Consumer Affairs

3000 Golden Rock Shopping Center

Suite 9

St. Croix, VI 00820

340-773-2226

Government of the Unites States Virgin Island

Department of Education, Office of the Commissioner

1834 Kongens Gade

St. Thomas, VI 00802

WASHINGTON

Washington Higher Education Coordinating Board

917 Lakeridge Way

P.O. Box 43430

Olympia, WA 98504-3430

360-753-7800

dainfo@wsac.wa.gov

Washington State Office of the Attorney General

1125 Washington Street SE

P.O. Box 40100

Olympia, WA 98504-0100

1-800-551-4636

WEST VIRGINIA

West Virginia Higher Education Policy Commission

1018 Kanawha Blvd E., Suite 700

Charleston, WV 25301-2800

304-558-0261

West Virginia Office of the Attorney General

Consumer Protection Division

P.O. Box 1789

Charleston, WV 25326-1789

1-800-368-8808

https://www.wvhepc.org/resources/Complaint_Process.pdf

WISCONSIN

State of Wisconsin

Educational Approval Board

431 Charmany Drive

Suite 102

Madison, WI 53719

608-266-1996

https://dsps.wi.gov/Documents/EAComplaintForm3.01.doc

WYOMING

Wyoming Department of Education

2300 Capitol Avenue

Hathaway Building, 2nd Floor

Cheyenne, WY 82002-0050

307-777-7690

Attorney General's Office

123 Capitol Building

200 W. 24th Street

Cheyenne, WY 82002

307-777-7841

Strayer University does not retaliate or take any unfair actions against students who file complaints with or against the University.

Policies and Procedures

The current University Catalog contains explanations of the following policies and procedures. All Strayer University students should be familiar with them and are required to comply with them. Please note that, from time to time, the University may adopt new policies and revise or supplement existing policies.

The University will disseminate any new or revised policies, which must also be complied with by students of the University. Information on such changes will be available on the Strayer University Web site at *https://icampus.strayer.edu* . Failure to comply with University policies and procedures will result in disciplinary sanctions, including suspension or expulsion from the University.

Administrative Swap Policy

Administrative swap allows campus leaders to better assist students on their academic journey as part of the University's ongoing commitment to student success. The process applies if a student fails a remedial course, fails a course that is prerequisite for a course that a student has enrolled to take in the subsequent quarter, or if a student fails a required course in his or her program that results in the student's GPA falling below a 2.0 at the undergraduate level or 2.5 at the graduate level. In such an instance, the University will automatically re-enroll the student in the failed course(s).

In the case of remedial course that must be re-taken, the University will re-enroll a student in the failed remedial course or a course that satisfies the remedial requirement. In the case of a prerequisite course, the University will re-enroll a student in the failed prerequisite course or a prerequisite that satisfies the prerequisite requirement. In the case of a course required to complete a student's program, the University will re-enroll the student in the required course if failure of the course results in their GPA falling below 2.0 if the student is an undergraduate student or if their GPA falls below 2.5 if the student is a graduate student.

In the event that the University swaps a student's courses, the University will send a student an e-mail within 24 hours notifying the student of the change in their enrollment and the options available to change their enrollment should the student so desire.

Any student may choose to opt-out of the administrative swap by reaching out to the Campus Dean to submit a request to opt-out. If a student chooses to opt out of the administrative swap and does not enroll in the appropriate course in a subsequent quarter, the University will follow its policies regarding remedial or developmental courses. If the student chooses to opt out, the student may risk being withdrawn from courses in the subsequent quarter or, in some situations, will be administratively withdrawn. Similarly, for an prerequisite course the student may have failed, the University will withdraw the student form any subsequent course, which could also result in the student being administrative withdrawn. Administrative withdrawal could impact a student's academic standing with the University and/or their eligibility for future federal financial aid.

Alcohol and Drug Policies

Drug-Free Policy

The possession, use, or distribution of alcohol and illicit drugs by members of the Strayer University community on any campus facility during class, study, or work periods is incompatible with the goals of the University. No employee or student should report to work or class while under the influence of alcohol or illegal drugs. Violators of these rules are subject to evaluation/treatment for a substance use disorder, or to disciplinary action as set forth in the Student Handbook, up to and including suspension or expulsion from the University.

Alcohol Policy

The possession, consumption, or sale of alcohol on campus or at University-sponsored activities is prohibited, unless specifically sanctioned by the University and allowed by state and local alcoholic beverage regulations. The use of alcoholic beverages in the following instances must be approved by the President or his or her designee: (1) on campus and at functions sponsored by, or primarily for, students; and (2) at off-campus student functions sponsored by recognized student organizations.

Non-alcoholic beverages and food items must be available at the same place as the alcoholic beverages and readily accessible as long as alcoholic beverages are available. Advertisements for social functions may not describe the availability of alcohol as a promotional tool nor promote consumption of alcohol by minors.

All persons must have proof of age at any activity involving the consumption of alcoholic beverages. If alcoholic beverages are served, the

sponsoring organization must implement precautionary measures to ensure that alcoholic beverages are not accessible or served to persons under the legal drinking age or to persons who appear to be intoxicated.

Individuals involved in the illegal use or distribution of alcohol are subject to arrest and University disciplinary action.

Drug Policy

Strayer University prohibits the possession, use, or distribution of illegal drugs on University property. Possession, sale, use, or distribution of controlled substances, including marijuana, is a violation of federal and state laws and University policy. Students and employees who violate state or federal drug laws will be referred by Strayer University to the appropriate authorities for criminal prosecution, and, if convicted, may be subject to suspension, termination, or expulsion from the University.

Legal Sanctions for Unlawful Possession of Alcohol and Drugs

In addition to violating University policy, unlawful possession of alcohol and drugs may violate federal and state laws. Students and employees entering University property under the influence of alcohol or drugs will be referred to treatment and/or reported to local authorities. All other persons will be reported to local authorities immediately.

Alcohol Violations

The legal drinking age in the United States is 21 in all 50 states and the District of Columbia. Persons possessing or consuming alcohol under the legal drinking age may face fines or jail time. Many states impose severe penalties for persons using false identification to purchase or consume alcohol.

Driving while under the influence of alcohol is a serious offense. In addition to restrictions on blood alcohol content for drivers above the legal drinking age, many states also have strict "zero tolerance" laws prohibiting driving under the influence of any amount of alcohol if the driver is under the age of 21.

Drug Violations

Possession of any controlled substance, including drugs such as marijuana, cocaine, LSD, and ecstasy, as well as unauthorized prescription medications, drug paraphernalia, and materials used to manufacture or distribute illegal drugs, can result in serious penalties under federal and state laws, including imprisonment and large fines. Penalties increase sharply if the conviction involves possession, distribution, or the manufacture of controlled substances while on the grounds of a school or college.

In addition, students convicted of possessing or selling illegal drugs (not including alcohol and tobacco) may be ineligible to participate in federal student loan programs offered by the U.S. Department of Education. Additional information on penalties for violating controlled substance laws can be found at the website for the Drug Enforcement Administration, located at the following link: http://www.justice.gov/dea/agency/penalties.htm.

Health Risks of Alcohol and Drug Use

Health risks associated with use of alcohol and illicit drugs include physical and psychological addiction; permanent damage to vital organs, such as the brain and liver; complications during pregnancy; loss of motor coordination; psychological and mood disorders; and increased risk of several types of cancers.

For additional information on alcohol- and drug-related health risks, please visit *www.factsontap.org, www.drugfree.org* and *www.whitehousedrugpolicy.gov* .

Treatment Resources for Alcohol and Drug Addiction

Students or employees who need assistance in overcoming alcohol- or drug-related problems are encouraged to contact the substance abuse organizations listed below:

Substance Abuse and Mental Health Services Association

1-800-662-HELP, www.samhsa.gov

SAMHSA is the Federal agency charged with improving the quality and availability of prevention, treatment, and rehabilitative services in order to reduce illness, death, disability, and cost to society resulting from substance abuse and mental illnesses. The SAMHSA Web site has a treatment facility locator searchable by type of treatment, form of treatment, and forms of payment accepted.

American Council on Alcoholism

1-800-527-5344, www.sobersupports.com

The American Council on Alcoholism (ACA) is a national non-profit health organization dedicated to educating the public about the effects of alcohol, alcoholism, and alcohol abuse, as well as the need for prompt, effective, available, and affordable treatment.

Alcoholics Anonymous

www.aa.org

Alcoholics Anonymous is worldwide with meetings in almost every community. Contact a nearby central office, intergroup, or answering service to find specific locations. Telephone numbers for Alcoholics Anonymous are often listed in local telephone directories. Outside of the United States and Canada, contact the International General Services Office.

Narcotics Anonymous

www.na.org

Narcotics Anonymous is an international, community-based association of recovering drug addicts with more than 31,000 weekly meetings in over 100 countries worldwide. To find a meeting in your area, contact one of the registered Narcotics Anonymous service committees and groups. If you do not find contact information for your area on the website, please consult http://www.drugrehablocator.com/ for information on how to receive help.

Crisis Intervention Resources

If you are experiencing challenges or a crisis, please refer to our Crisis Referral Information at *http://www.strayer.edu/quick-links-and-contacts/student-consumer-information/crisis-referral-information.* There are local and national telephone hotline numbers available regarding suicide prevention, domestic abuse, substance abuse and mental health crises.

Attendance Policy

Strayer University offers classes in a variety of formats, such as in-person campus classes and online classes. Regardless of format, students are expected to participate in class each week. Class attendance and participation requirements are outlined in the University's Course Catalog under the Policies and Procedures section. Students are strongly encouraged to review the Attendance section at the start of each term and follow the outlined requirements in order to maintain enrollment in their current classes.

Failure to attend class as outlined in the catalog will result in an absence. A student in a full quarter course who is absent in four consecutive classes will be administratively withdrawn from the class. Students in a mini-session class who are absent for two consecutive classes will be administratively withdrawn from class.

Late Assignment Policy

Guidelines for Late Assignment Submissions

Strayer University understands students may face illness or other exceptional circumstances that could impact their ability to attend class and complete course requirements. The University encourages faculty to approach late work from a perspective of empathy and understanding. Strayer University serves busy adult students who have many competing demands. While academic pursuits must be a top priority for our students, faculty members are encouraged to provide reasonable accommodations for students who request an extension. The information below provides an overview of the related policy and procedures students and faculty/staff should follow in this event.

Documented & Undocumented Exceptional Circumstances

1.

A **documented** exceptional circumstance may include, but is not limited to:

- A student's long-term (4 days or more) illness and/or hospitalization
- Natural disasters (particularly those that lead to the loss of power/internet connection at the time of the assignment deadline)

- Military deployment
- Hospitalization and/or death of an immediate family member

2. An **undocumented** exceptional circumstance may include, but is not limited to:
   - Short-term (3 days or less) illness of the student or student's child
   - Unexpected circumstances related to a student's employment
   - Unexpected child or elder care

Treatment of Late Assignments with Documented Exceptional Circumstances

1. A student may submit work after the due date and receive credit for the assignment if the student provides documentation supporting the exceptional circumstance directly to the course instructor.
2. Students with exceptional circumstances and supporting documentation provided to the course instructor will not receive a deduction of points for work submitted during the exceptional circumstance timeframe agreed upon between the instructor and student.
3. Instructors who have been provided documentation for a late assignment due to an exceptional circumstance must allow students to make up all assignments, including discussion posts during the agreed upon time period for the documented exceptional circumstance..

Late Assignment with Undocumented Exceptional Circumstance

1. A student with an undocumented exceptional circumstance may submit work after the due date and may receive partial credit for the assignment. It is the student's responsibility to communicate with the instructor about the late assignment in accordance with the Student Responsibilities section of this standard operating procedure. If a student has not communicated with the professor about the late work, it is in the instructor's discretion, with such discretion applied by the professor consistently across all students enrolled in their sections and consistently among all their sections of the same course, whether to accept late work.
2. Information about expectations and grading for late assignments and undocumented exceptional circumstances will be made available to students by the instructor teaching the course. Late work must be submitted by the deadlines given by the instructor, and in no event later than 11:59 PM ET on the last day of the quarter.
3. Students requiring extended time should contact their instructor and Dean.

Documented and Undocumented Late Submissions: It is the student's responsibility to:

1. Contact the Instructor:
   a. When a student misses a class (or is unable to sign in to an online class) due to illness or other exceptional circumstance, the student must contact the instructor and/or his or her Campus Dean as soon as possible. When the Campus Dean is contacted, the information must be relayed to the professor.
   b. If the student is unable to contact the instructor and/or his/her Campus Dean, a family member or friend of the student may inform the instructor or Campus Dean of the student's illness or other exceptional circumstance. When the local campus is contacted, the information must be relayed to the instructor.
   c. NOTE: If the student becomes ill while on campus, the student may be asked by the instructor or Campus Dean to go home (please refer to the *Security Policy in the Student Handbook*).
2. Completing Missed Assignments (Note: Item a. below applies only to documented exceptional circumstances; the remaining items apply to both documented and undocumented exceptional circumstances):
   a. If the student meets the "Late assignment with Documented Exceptional Circumstances" requirement and wants to complete missed assignments with no point deduction, the student must provide the instructor and/or Campus Dean with documentation that supports the exceptional circumstances within two weeks of the conversation with the instructor and/or Campus Dean. In the event the student misses more than two weeks and may not be able to successfully complete all missing assignments, he/she would work with the Campus Dean to discuss the appropriate available options.
   b. For a student taking online classes, he/she should always attempt to keep up with the online course work and assignments, if at all possible.
   c. The student will be responsible for all material missed during the period of absence. Students should also be aware of the Attendance procedures that defines what constitutes attendance. The Attendance procedures can be found in the University Catalog.
   d. The student must also complete any missed postings to discussion threads or complete equivalent writing assignments as dictated by the instructor in place of late discussion board entries for online classes. Make-up work given by the faculty member shall be consistent with the Attendance procedures and may include any combination of exams, papers, and assignments.
   e. Student and instructor should agree in writing on deadlines for submitting late assignments; however, all work must be completed by the end of the quarter.

Animals on Campus

Animals are not permitted in campus buildings, with the exception of service animals (any dog that is individually trained to do work or perform tasks for the benefit of an individual with a disability). The work or task that a dog has been trained to provide must be directly related to the person's disability. Dogs whose sole function is to provide comfort or emotional support do not qualify as a service animal. The University may remove a service animal from University premises if the animal is not housebroken or is out of control, unruly, disruptive, or otherwise poses a threat to others and the animal's handler does not take effective action to control it. If a service animal is excluded from campus, the University will give the student an opportunity to participate in courses without having the animal present. Students will be given notice of the exclusion of the service animal and the reason for the exclusion. Please consult the University's Service Animal Policy for more information.

Bicycles on Campus

Bicycles and skateboards are not permitted inside campus buildings or outside on sidewalks or ramps.

Cellular Telephones and Pagers

To prevent disruption or obstruction of teaching, cellular telephones, pagers, and other such electronic devices must be turned off or placed in silent mode during classroom instruction and during use of computer labs and Learning Resources Center.

Children on Campus

To maintain an environment conducive to learning, children are not permitted on campus. Any exception to this policy must be approved ahead of time by the Campus Director and Regional Vice President , and if such an exception is granted children will not be permitted to be left unsupervised on campus.

Computer Requirements

Computer Requirements

Review these requirements carefully; computer hardware, software, and an Internet connection are the primary means of participating in courses and thus are significant contributors to academic success. While many students will have software included with the acquisition of their laptop, Strayer also provides students with the opportunity to purchase Microsoft Office products at a significant discount (see Software, Discounts and Downloads section in iCampus for exact pricing). These requirements are subject to change at any time.

Internet connection: Strayer University's technical support staff strongly recommends a broadband (Cable or DSL) Internet connection. Other high-speed and broadband connections, such as a Satellite connection, Hotspot or a shared/community Internet connection, may work but may not provide the best performance of tools and resources used by Strayer and may be required for success in your academic endeavors.

Mobile: Mobile devices may also be used with Strayer sites and courses but for most academic programs, unless otherwise noted, it is required to have a computer with full operating system like Windows or Mac to ensure access to all sites, tools, and resources used by Strayer and Strayer courses.

Internet Connection

MINIMUM	RECOMMENDED
Broadband 512kbps download speed	Broadband (Cable or DSL) 2mbps download & 256kbps upload speed or higher

Software Requirements, all operating systems:*

MINIMUM	RECOMMENDED
Microsoft Office 2016 or higher (Word, Excel, PowerPoint)	Microsoft Office 2016 or higher (Word, Excel, PowerPoint)
	Adobe Acrobat Reader (Current Release)
	Adobe Flash (Current Release)
Adobe Acrobat Reader to view PDF files	Oracle Java 8 (Current Release)
Adobe Flash Player to view videos, tutorials and other media content	
Java Plug-in (optional) for secondary Strayer sites and tools	
Anti-Virus Software to scan files and emails	

Mac-specific Software Requirements**

MINIMUM	RECOMMENDED
Mac OS 10.12 (Sierra)	With Current Software Updates
Mac OS 10.13 (High Sierra)	
Mac OS 10.14 (Mojave)	

MINIMUM	RECOMMENDED
One of the following internet browsers for accessing and navigating Strayer sites:	Firefox (Current Release)
	Chrome (Current Release)
Firefox	
Chrome	
Safari	

MINIMUM	RECOMMENDED
Apple Quicktime	Apple Quicktime (Current Release)

Windows-specific Software Requirements

MINIMUM	RECOMMENDED
Windows 10	With Current Windows 10 with Updates

MINIMUM	RECOMMENDED
One of the following internet browsers for accessing and navigating Strayer sites:	Firefox (Current Release)
	Chrome (Current Release)
Firefox	
Chrome	

Edge

Internet Explorer 11

MINIMUM	**RECOMMENDED**
Windows Media Player	Windows Media Player (Current Version)

Hardware Requirements*

MINIMUM	**RECOMMENDED**
1 GHz Processor	2GHz Processor or higher
512MB of Memory (RAM)	2GB or higher of Memory (RAM)
20GB of free storage	30GB or higher of free storage
	Webcam and Headset*

*Specific courses or programs may have additional requirements, including use of a webcam and/or headset. These requirements will be noted in either the course guide or bookstore.

**Some courses also require Windows OS. Mac users will need a Windows install or Windows set-up with Parallels for courses requiring Project or Visio software.

Information Technology courses also require:

- Windows Professional or higher is required for IIS functionality
- 30 GB of free hard disk space
- Mac users will need a Windows install or Windows setup with Parallels.**
- 2GB or greater of RAM highly recommended
- Backup storage device

Strayer recommends that new students use or purchase a computer with the recommended standards listed above at the beginning of their program and review these technical standards on a regular basis.

While other browsers and platforms may perform adequately, Strayer cannot provide technical support for browsers other than those listed above. Browsers listed as recommended are Strayer's primary choice for best performance within the Strayer course room and other related sites.

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and Windows are registered trademarks of Microsoft Corporation in the United States and other countries. Firefox is a registered trademark of Mozilla Corporation. Google Chrome is a registered trademark of Google, LLC. Java is a registered trademark of Oracle.

Technology Use Policy

1. All use of University network and computer resources, including e-mail accounts, may be monitored by the University at any time without notice.
2. Only current applicants, enrolled students, faculty, staff, and authorized alumni are eligible to access University networks and computers. Individuals may be requested to present student identification or other University authorization. At no time shall any student, faculty or staff member assist unauthorized users in accessing University resources, networks or computers.
3. Access to University network and computer resources is secured through the use of individual accounts and passwords. Passwords may be used only by the authorized user. Passwords or accounts should never be shared with anyone. Strayer University employees will never ask for a password. The account owner will be held responsible for all actions performed using the account, whether the actions were performed by the account owner or by another individual using the account.
4. The University's networks and computers may only be used for the educational-related objectives of the University and not for any other purposes. Unauthorized uses include, but are not limited to, the following:
    a. Use of the University's network and computer resources to gain unauthorized access to the accounts of other University students, faculty, or staff or unauthorized access to computers and networks located outside of the University.
    b. Use of the University's network and computer resources, including e-mail, to view, download or distribute obscene, offensive, threatening, harassing, intimidating or otherwise inappropriate material.
    c. Installing, or attempting to install, on any University network and computer resource, viruses, spyware (including password sniffing software), "Trojan horse" programs or other similarly destructive programs.
    d. Use of University network and computer resources to operate file sharing programs, including downloading of copyrighted materials.
    e. Use of the e-mail addresses of University faculty, students and staff for any unauthorized, non-educational purpose, especially the distribution of unsolicited commercial e-mail (i.e. "spam") or chain letters. Such e-mail addresses are privileged and confidential information and the University reserves the right to discard incoming mass mailings without notifying the sender or recipient and block all communications from sites or e-mail addresses with a known history of sending unsolicited mass mailings.
5. Only authorized IT staff may install software and/or hardware on the University's network and computer resources. At no time may students install, remove software from, or otherwise modify the configuration of a Strayer University computer or network resource.
6. The University may provide Wi-Fi access to Strayer University network and computer resources for student personal devices while on Campus. The University's physical LAN is for University-owned devices only. Under no circumstances should a student's personal or other non-University-owned device be plugged into the University's physical network.
7. The University reserves the right, at any time and without notice, to limit bandwidth available to a Wi-Fi connection, limit access to internal and external resources available to personal devices connected via a Wi-Fi connection and/or outright block access to any network resource.
8. Students are individually responsible for the content of postings they make in University-sponsored websites, discussion boards, chatrooms, and other forums. No one shall use the University's computers or networks to transmit content that is defamatory, libelous, harassing, obscene, threatening or otherwise inappropriate or illegal.
9. Strayer University ("Strayer" or "the University") prohibits the audio and/or video recording of classes, events, or people while on any Strayer University campus. The only exceptions to this policy are when approval is given in writing to a student or employee through either the ADA coordinator (adacoordinator@strayer.edu), Office of Student Affairs (studentaffairs@strayer.edu), or the University's Legal Department (legal@strayer.edu). Any student or employee violating this policy may be subject to disciplinary action per the Code of Student Conduct or the Employee Handbook.
10. Students are advised to use a Strayer email address or a private email account for purposes of communicating with University personnel. Without prior approval, students should not communicate with University personnel using an email address that is shared with any other user, family member, student or friend.

Violation of this policy may result in an immediate suspension or loss of computer or network privileges at the University and will also subject a student to disciplinary action, up to and including suspension and expulsion from the University. If appropriate, violations will also be reported to local or federal law enforcement agencies for prosecution.

Non-Smoking Policy

To protect the health and safety of Strayer University students, faculty, staff, and visitors, smoking, including the use of electronic cigarettes and other vaping machines, are prohibited inside all campus facilities. Smoking is only permitted in designated areas outside of the campus facilities.

Parking Guidelines

Limited parking is provided free of cost to students, faculty, staff and visitors at certain Strayer University campuses. At some campuses, parking stickers may be required to avoid being towed. In such instances, parking stickers can be obtained from the Learning Resources Center (LRC). Students should be aware that parking in campus lots is at their own risk and should take all precautions to lock their vehicles and to keep valuables out of sight.

At some Strayer University campuses in metropolitan areas, students may be able to park in nearby garages for discounted rates. Students should inquire at their home campus to learn about parking arrangements in the area. Some campuses may encourage students to utilize public transportation whenever possible.

Posting, Solicitation, and Distribution of Materials

Posting of printed materials to the University community by students or non-students must comply with established University procedures as to location, time limits, distribution procedures, and removal requirements. Normally, permission to post or distribute an item is granted by the Market Director. Officials of the University may require materials printed in a foreign language to be translated into English prior to approving them.

1. *Failure to adhere to these guidelines will lead to loss of posting or distribution privileges.*
2. *Decisions on requests to distribute and/or solicit on University premises will be based on University policies and procedures.*
3. *The University reserves the right to restrict, remove, or prohibit posted or distributed materials.*

Non-Commercial Distribution

Students may not distribute printed materials (e.g., brochures, pamphlets, newspapers, tabloids, flyers, or petitions) or make other distributions of materials through e-mail to members of the University community unless they have prior written approval from the Campus Director.

When no special facilities or equipment (e.g., room space, audiovisual equipment, copy machine, maintenance setup services, or use of University e-mail) are requested by students, then the following apply:

1. *Distribution of approved printed material may be made in student lounges and on authorized bulletin boards.*
2. *Distribution must be consistent with all student conduct guidelines.*
3. *Any material remaining after distribution must be properly discarded.*

Commercial Distribution and Solicitation

Solicitation is defined as any sale or offering of services, the solicitation of donations for any purpose, or the recruitment of students for any non-University organization.

1. *No commercial distribution is permitted except through the sponsorship of a University organization and with the written approval of the Assistant Vice Provost, Student Affairs or designee . All requests for commercial distribution will be reviewed in light of existing University contracts, and approval may be subject to conditions related to time, place, and manner to ensure non-interference with operations of the University.*
2. *Obtaining approved sponsorship and registering the event must be accomplished in accordance with the policies specified by the Assistant Vice Provost, Student Affairs .*
3. *Solicitation may occur only in approved areas on Strayer University property .*

4. *All solicitation must comply with University policies and procedures and any additional rules established by the Student Activities Committee.*

Security Policy

Student safety is of the utmost importance at Strayer University and we all must work together to maintain a safe and secure campus community. Students should maintain awareness of campus safety, and immediately report issues and circumstances that may reduce safety and security for our students.

Any person in immediate danger due to crime or emergency should contact local police immediately by dialing 911. When the emergency has subsided, the incident should be reported as soon as possible by calling the SEI Emergency Line at 1-877-616-7878.

For non-emergency situations, any person who is a victim, witness, or has knowledge of any criminal activity or other emergency on campus should report it immediately by emailing alert@strategiced.com. Person(s) reporting possible crimes will be asked to complete an incident report and/or witness statement, including the date, time, place, nature of the incident, names of witnesses, if any, and any other pertinent facts, which may be distributed to other University officials as the situation warrants.

All reports will be investigated. The University does not have procedures for voluntary, confidential reporting of crimes, unless otherwise required by state law. Violations of the law will be referred to law enforcement agencies and when appropriate, the Office of Student Affairs or Human Resources, as appropriate, for review. When a potentially dangerous threat to the University community arises, timely reports or warnings will be issued through e-mail announcements, the posting of flyers at local campuses, in-class announcements, or appropriate means.

Persons reporting possible crimes, or other emergencies, or violations of the Student Code of Conduct may be asked to complete incident or witness statements, which may be distributed to other appropriate University officials as the situation warrants.

Acts of aggression or violence by a student towards other students, staff, and/or faculty will not be tolerated. If a professor or staff member believes that a student is being disruptive, acting inappropriately or poses any threat to a classroom or campus, the professor or staff member may request the student leave the classroom and/or campus. This may include threats to health or general welfare of the campus community.

Violations of the law and/or of the Code of Student Conduct by a student may be referred to outside law enforcement agencies and/or, when appropriate, to the Office of Student Affairs for disciplinary action. When a potentially dangerous threat to the University community arises, reports or warnings may be issued through e-mail or text communications, the posting of flyers at campuses, in-class announcements, or other appropriate means.

Reporting. No later than October 1st of each year, Strayer University will distribute an Annual Campus Security Report to all students, staff and faculty. This report contains additional information on campus security regulations, recommended personal safety practices, campus crime reporting guidelines, and campus crime statistics for the most recent three-calendar-year period. The report is distributed via e-mail, which includes a link to the University's website at *https://icampus.strayer.edu/campus-library/campus-safety* . Hard copies are available upon request to the Office of General Counsel. The report is also available to both prospective and current students at http://www.strayer.edu/campus-safety.

Security Cameras. Strayer University, in its discretion, may install security cameras at a campus in order to provide increased security monitoring. Cameras will be placed in visible locations in publicly accessible areas and will not record audio signals. Viewing of footage recorded by security cameras is restricted to authorized Strayer University personnel and outside law enforcement, as needed.

Security Personnel. Local police have the authority to enforce all applicable regulations and laws. Campus leadership is empowered to work closely with local and state authorities on incidents occurring on campus. Reports of violations of laws and regulations should be made promptly to the Campus leadership team and/or to security personnel on duty, if available, to ensure that appropriate action is taken.

Strayer University typically employs security personnel during scheduled on-ground class hours to regularly patrol the property and parking areas of the campuses, identifying any unusual activity. The security personnel are authorized to enforce Strayer University rules and policies but doe not have the authority to arrest individuals. Security personnel are instructed to call the police whenever necessary. Security guards regularly communicate with campus leadership regarding campus security matters to ensure all criminal activities are reported. Where feasible, students may request a security guard escort to parking areas on campus.

Weapons on Campus. Students may not have in their possession or control any type of weapon or firearm on Strayer premises. A student who is a sworn law enforcement officer may carry a weapon only with the prior approval of the Vice President of Campus and Community and only if the student shows proof of his or her legitimate law enforcement position by presenting valid law enforcement credentials.

StrayerALERT . Strayer University also has an emergency alert system, StrayerALERT, to provide important information to Strayer's students, staff, and faculty about emergency situations at a campus or corporate office. StrayerALERT will use email and text messaging to send short notifications to students, staff, and faculty whose email addresses as well as mobile devices have been registered to receive these messages.

Upon enrolling at Strayer University, students are automattically registered in the StrayerALERT system. Please login to the StrayerALERT system by going to https://www.getrave.com/login/strayer to make changes to your notification profile. For more information regarding Strayer's emergency managment plan as well as the StrayerALERT system, go to https://icampus.strayer.edu.

Notice of Crime on Campus. Throughout each year the Office of General Counsel collects incident reports from the campuses and crime data from local police jurisdictions for inclusion in the University's annual crime statistics report. Campus incidents are classified according to the definitions in the Clery Act, applicable regulations, and the Handbook for Campus Safety and Security Reporting published by the U.S. Department of Education. This report to the campus community, including statistics for crimes required to be reported in the Clery Act, is published not later than October 1st of the year following the latest reporting period. Notification of the availability of this report will be sent via e-mail. A copy of the most recent Annual Security Report is available online at https://icampus.strayer.edu and at http://www.strayer.edu/campus-safety. Copies also are available upon request by reaching out to the Office of General Counsel for students who wish to obtain a printed copy. Any student experiencing or witnessing criminal activity on campus should report it immediately to a security guard or campus leadership. If a student is in immediate danger, report it to the police by dialing 9-1-1. Strayer University will immediately notify the campus community upon confirmation of a significant emergency or dangerous situation involving an immediate threat to the health and safety of students or employees.

Registered Sex Offenders. Individuals who have been convicted of sex offenses are required to register with state sex offender registries and provide notice of their enrollment or employment at an institution of higher education. Accordingly, all students who are convicted sex offenders must notify the law enforcement agency of the jurisdiction in which they reside, of their enrollment at Strayer University. Information on registered sex offenders living and working in the areas near Strayer University campuses (if any) may be obtained through the following state law enforcement websites. Strayer University is not responsible for the accuracy of data provided on these websites.

Alabama

https://www.alea.gov/node/270

Arkansas

http://www.acic.org/sex-offender-information

Colorado

https://apps.colorado.gov/apps/dps/sor/

Delaware

https://sexoffender.dsp.delaware.gov/

District of Columbia

http://mpdc.dc.gov/service/sex-offender-registry

Florida

http://offender.fdle.state.fl.us/offender/Search.jsp

Georgia

https://gbi.georgia.gov/georgia-sex-offender-registry

Louisiana

www.lsp.org/socpr/default.html

Maryland

http://www.socem.info/

Mississippi

http://state.sor.dps.ms.gov/

Protests and Demonstrations Policy

While the University respects the freedoms and rights of every individual to engage in lawful expressive activity, the University will undertake measures to ensure that such activities do not threaten the safety of students, faculty, staff, and visitors, or disrupt the operations of the University. Students and employees must comply with University policies at all times, including the Code of Student Conduct.

Protests and demonstrations are permitted at campuses, unless the protest or demonstration:

- Results in physically blocking or obstructing entrances to, exit from, or passage through any campus, including, but not limited to, the blockage of pedestrian or vehicular traffic on or off the campus.
- Results in violation of a building's occupancy limits and/or other applicable laws, regulations, or University policies and procedures.
- Results in disruption of the University's operations, including, but not limited to, interference with instruction and administrative operations.
- Employs force, violence, or constitutes an immediate threat of force or violence against persons or property.
- Is scheduled to take place during the hours when a campus is closed.

To effectively and safely organize a demonstration at a campus, students must contact the Assistant Vice Provost, Student Affairs, and Office of Student Affairs at least 48 hours in advance of the demonstration to determine the time, place, and manner of the demonstration. Upon notifying the Assistant Vice Provost, Student Affairs, and Office of Student Affairs of a demonstration at a campus, the Assistant Vice Provost, Student Affairs will send a communication to all affected students, faculty and staff regarding safety measures that will be implemented during the scheduled protest or demonstration.

If a protest or demonstration is no longer considered lawful activity and endangers public safety, students should:

1. Immediately notify the Campus Director, Campus Manager, or any other campus leader.
2. When it is safe to do so, call 9-1-1.
3. Be prepared to provide as much information as possible, including:
    a. What is happening.
    b. Location, including building address.
    c. Number of people at location and if there are any injured persons.
    d. Names of individuals engaged in unlawful activity, if known, and any other information requested.

If necessary, the University will cooperate with law enforcement to restore public safety in response to any protest or demonstration that involves unlawful activity. The Campus Director or Campus Manager may close a campus until the unlawful activity has ceased and the University determines that operations at the campus can resume.

Student Illness Policy

When a student misses class (or is unable to sign in to an online class) due to illness, the student must contact the professor as soon as possible. If the student wants to make up missed assignments, the student must provide the professor with medical documentation supporting the claim of illness and the dates of illness. The professor will discuss possible options with the student and determine if make-up work will be given. Make-up work will not be given if the Professor determines that too much work or class time has been missed. In such case, the Professor will notify the student of other appropriate solutions. Make-up work does not count towards attendance.

When considering whether to withdraw from a class due to illness, please note that all policies on refunds and/or withdrawal fees described in the Catalog will be followed.

Student Financial Aid Policies and Procedures

Educational Opportunity

Strayer University subscribes to the philosophy that educational benefit programs exist to help students who are unable to attend college without financial assistance. Federal financial aid is awarded to students who meet all federal eligibility requirements.

Students at Strayer University may receive three (3) categories of financial aid: grants, loans, and scholarships. Grants and scholarships are gifts of money which do not have to be repaid provided they are used to complete the student's education. Loans are borrowed money which must be repaid with interest.

The amount and type of financial aid that students may receive are determined through federal and state guidelines. The typical financial aid award is a combination of grants, scholarships, and /or loans.

General Eligibility

The general requirements for receipt of student financial aid include the following:

1. *Demonstrated financial need (except for some loan programs)*
2. *United States citizenship or eligible non-citizen status*
3. *High school diploma or equivalent*
4. *Acceptance by the University for enrollment in a degree or certificate program*
5. *Enrollment in an eligible academic program*
6. *Valid social security number*
7. *Registration with Selective Service, if applicable*
8. *Maintenance of satisfactory academic progress standards established by the University (see below)*
9. *Not in default on a federal student loan or owe money on a federal student grant*
10. *Certification that student will use federal student aid funds for educational purposes*
11. *Student loan borrowing has not exceeded aggregate loan limits*

NSLDS [https://studentaid.gov/] is the Department of Education's central database for student financial aid. Students who request and receive student aid are documented by NSLDS. Loans will be accessible to guaranty agencies, lenders and schools if they are authorized to use the NSLDS system. Students may access this information to see an integrated view of Title IV loans and/or grant information.

Applying For Financial Aid

Strayer University's Student Financial Services (SFS) administers and awards financial aid to all eligible students. Strayer University's financial aid (FA) management system consists of the Student Needs Analysis Portal (SNAP) and a student self-service portal.

Please contact your campus Business Office if you have any questions regarding completing SNAP, the master promissory note, or entrance counseling.

- **Needed documents.** These documents are required before SFS can complete a student's financial aid application and disburse federal student aid. The sooner the student provides these documents, the sooner SFS can complete his or her financial aid. Once all documnets are received, it takes approximately fifteen (15) business days for funds to arrive and disburse to the student's account.

- **Financial aid award.** Students may view their financial aid award online through the student self-service portal. In order for SFS to disburse the awarded federal student aid to the student's account, all eligibility requirements (submission of additional required documents, establishing attendance, Satisfactory Academic Progress (SAP) status, etc.) must be met. Funds are marked 'paid' when they have posted to the student's Strayer University ledger. Funds that are 'accepted' have not yet been paid.

If financial aid is not awarded and payment is not received from outside source(s) of funding, the student is personally responsible for payment of all tuition and fees.

Access: Students may log into SNAP and the self-service portal at any time by going to iCampus at ***https://icampus.strayer.edu*** and entering their existing **iCampus user ID** and **password** . Under the Financial Aid & Support menu, select "**Financial Aid" where "Apply for F inancial Aid "** or **" View Financial Aid, "** Options are available on the page. If you currently do not have an iCampus ID, please visit *http://www.strayer.edu* and click on "Tuition & Financial Aid to obtain additional information regarding financial aid.

Apply for FA: The SNAP application process provides all of the tools you need to apply for federal student aid. Here, you can complete your Free Application for Federal Student Aid (FAFSA). If you plan to use federal student loans, SNAP will link you to the Department of Education's site at https://studentloans.gov where you can apply for your FSA PIN, complete your master promissory note, and complete entrance counseling. You will use your PIN to electronically sign the master promissory note and the entrance counseling.

View my FA: The student self-service portal allows students to view the status of their financial aid and any pending requirements or actions necessary to complete the financial aid process. Students will see the information noted below on the portal:

Strayer University Student Responsibilities

Receiving financial aid is a long-term process which begins with the application and does not end until loan repayment is completed. The process is complex, but there are a few steps students can take to make it more manageable:

1. *Read all financial aid documents thoroughly, especially those which require a signature.*
2. *Complete all required documents accurately and promptly.*
3. *Apply early. Some funding is limited; therefore, awarding is based on a first-come, first-served basis. Applications for each award year are available online at* https://icampus.strayer.edu.
4. *Notify SFS of any financial assistance from other sources, i.e., scholarships, grants, loans, employer sponsorship, veteran's benefits, or tuition reimbursement.*
5. *Notify SFS of name and address changes as well as changes in enrollment status.*
6. *Review the Strayer University policies regarding financial aid, which are available on the University website* http://www.strayer.edu *under "Financial Support — Financial Assistance." These include policies regarding eligibility requirements for different financial aid programs, the disbursement of funds, crediting your student account, how academic progress is measured to determine continuing eligibility for financial aid, the definition of enrollment status, and what happens upon withdrawal from the University.*

Withdrawal Policy

Withdrawal from a class is defined as the formal cancellation of your enrollment in the class. Withdrawals completed prior to the start date of the quarter are not recorded on your permanent record/transcript. A "W" will be annotated on your permanent record/transcript once the quarter begins and attendance has posted. A grade of "WF" will be applied to the transcript/permanent record if withdrawal takes place after Last Day to Drop without Academic Penalty.

Process for Withdrawing from a course(s)

If a new or continuing student requests to withdraw from a course(s), the following procedures must be followed for ALL students:

- The student must submit a "Withdrawal Request" via Self-Service in iCampus.
- The student will login to iCampus; under the "**Assignments & Academic Support** " menu select "**Help Tickets** " option. To submit a withdrawal request, select the Category, Type, Detail, and Withdrawal Reason. Select the term from which you are requesting to be withdrawn. Complete the withdrawal request by adding the course(s) to be withdrawn from in the Problem Summary area and provide

any additional information in the Problem Details box. Then save and submit the request.

- Students will receive an automated response to reflect that the request has been received. Please be advised, this request DOES NOT withdraw students from courses or program. Students must contact their home campus to discuss potential financial and academic ramifications due to the decision to withdraw.
- The student is encouraged to receive both financial and academic counseling prior to completing the request for withdrawal because it is important for students to fully understand the academic and financial consequences of a decision to withdraw.
- For students receiving financial aid, the University may be required to return funds to the federal financial aid programs when a student fully withdraws from the University (withdraws from all classes). If the amount returned on the student's behalf is greater than the amount he/she would receive under the University's refund policies, the student will be billed by the University for the difference. More information can be found at **http://www.strayer.edu** under "Tuition & Financial Aid."
- For students receiving military tuition assistance (TA), the University may be required to return funds to the appropriate Service when a student fully withdraws from the University (withdraws from all classes). Strayer will work with the student to identify solutions that will not result in a student debt for the portion of TA that is returned to the Service.

Administrative Withdrawal from Course(s)

A student in a full quarter course that is absent four consecutive classes will be administratively withdrawn from the class, regardless of whether the student has submitted a Withdrawal Request. Students in a mini-session absent for two consecutive classes will also be administratively withdrawn from class, regardless of whether the student has submitted a Withdrawal Request.

Process for Rescinding a Withdrawal Request

In the event a student chooses to discontinue the withdrawal process, the student is required to submit a statement and include the following:

Please accept this as my official request to rescind my previous submission of a withdrawal request from my course(s) during the <<insert academic quarter>>. As of this date, it remains my intent to remain in academic attendance through the end of the payment period or period of enrollment of <<insert academic quarter>>.

- The statement can be submitted by the student in person, electronically or fax.

Satisfactory Academic Progress (SAP)

Satisfactory Academic Progress Standards: A student must make successful progress toward the completion of his/her program of study in order to continue receiving federal financial aid. The University has set standards in the areas of grade point average and cumulative credits earned within an established time frame as a measure of satisfactory progress for financial aid.

1. Grade Point Average – The table below provides an explanation of the grade point average standard and the timing of the student's SAP calculation.

Career Level	Cumulative GPA	Timing of Calculation
Undergraduate	2.000	Calculated after each term
Graduate	3.000	Calculated after each term
JWMI	2.500	Calculated after each term

2. Pace of Completion – The pace of completion ("pace") measures the rate of progress toward the degree, based on how many credits were successfully completed out of all credits attempted at a given career level. A successful attempt is defined as a course in which a passing grade is earned, as defined in the University catalog under "Degree Conferral Requirements". All other grades earned are unsuccessful attempts. Please note that all credits attempted at a given career level (i.e., undergraduate or graduate) are included in the calculation, even if the attempted credit/course was not funded by federal student aid.

Grades	Status Details
Incomplete Grades	Incomplete grades are not included in either the GPA or the pace of completion standards. Upon receipt of an incomplete grade, students must sign a completion agreement with the Professor for the course and will have one quarter to complete the coursework. If the coursework is completed, then the student receives the grade earned. If the coursework is not completed the "I" becomes an administrative "F" ("F*"). The "F*" grade then becomes permanent as described in the Strayer University Catalog under "Policies and Procedures – Incomplete Grade Policy."
Repeated Grades	For repeated grades, the student's higher grade earned in the repeated course is included in the calculation of the grade point standard. All courses attempted are included in calculation of the pace of completion standard. Students may repeat a course a limited number of times, as described in the Strayer University Catalog under "Policies and Procedures – Repeating Courses ."
090 Courses	Remedial courses such as 090 courses are not included in the calculation of either standard. Remedial courses are assessed separately, using the standards and requirements described in the Strayed University Catalog under "Policies and Procedures – Developmental Education Requirements ."
Failing Grades	Grades of "F" and "F*" are included in the calculation of both standards.
Withdrawals	A "WF" is included in both standards. A "WP" is included in the pace standard but it is not included in the grade point standard. A "W" is not included in the calculation of either standard. The standards and requirements for the treatment of Withdrawals are described in the Strayer University Catalog under "Policies and Procedures – Withdrawals ."
"X", "IP", and "NS" Grades	Explanations on a transcript such as "X" for audited courses, "IP" for courses in which a grade is not posted are not included in the calculation of the grade point standard. Explanations on a transcript such as "X" for audited courses and "IP" for courses in which a grade is not posted may be included in the calculation of the pace standard depending on the withdrawal date. Grades of "NS" for courses in which a student never attends are not included in either standard.
Undergraduate Prerequisites for Graduate Coursework	Undergraduate coursework required for a Graduate course is not factored into either standard. Such undergraduate coursework is assessed separately, using the standards and requirements described in the Strayer University Catalog under "Admission Classifications-Graduate ."

Responsible Student Borrowing

Student loans can be a useful tool for financing your educational goals; however, as a student, you should borrow responsibly – the money you receive now to pay for school must be repaid to the Department. Here are some great tools to assist you in managing your finances including your loans and prepare you for a successful future.

USAFunds ® Life Skills - As a Strayer student, you now have access to USA Funds® Life Skills®, a free online learning program that offers you advice for managing your time and money wisely while in school and after graduation. The curriculum covers topics ranging from finding resources to pay for college to living on a budget to managing debt to maximizing your savings. USA Funds® Life Skills®, a free online learning program that offers advice for managing time and money wisely while in school and after graduation, can be downloaded at the USA Funds Life Skills Student Guide for account setup information. Then visit www.lifeskills.org to access the online financial literacy training. Life Skills is a program provided by USA Funds, which is not affiliated with Strayer University. Any information provided by you to USA Funds through your use of the site will be subject to the terms of the USA Funds Life Skills website.

Financial Aid (FA) TV – As a Strayer student you also have access to the University's Financial Aid (FA) TV service. You can use this free service to find short video answers to your questions about paying for college; you can search by topic and/or playlist with the videos available to you 24 hours a day.

National Student Loan Data Systems (NSLDS) - You can monitor your federal student loans by visiting the NSLDS website or by calling 1-800-4FED-AID.

F-1 International Student Policies and Procedures

Student Responsibilities

International students in F-1 status must follow the rules set forth by the United States Citizenship and Immigration Services (USCIS) in order to maintain lawful status. While enrolled at Strayer University, international students are under the jurisdiction of local USCIS Offices. For local USCIS office locations, visit www.USCIS.gov.

Questions and concerns should be directed first to the Market Director. This individual will research the answer or contact an International Student Visa Specialist in Enrollment Services if necessary. While the maintenance of a student's F-1 status ultimately is the responsibility of the student, Strayer University provides the following information to assist in this endeavor:

Maintenance of F-1 Status

In order to maintain F-1 status, students must be enrolled in a degree program in a full course of study. Undergraduate students must take at least 13.5 credit hours per quarter, and graduate students must take at least 9 credit hours per quarter. Only one class per quarter can be taken through Strayer Online (distance learning) or through Live Video Instruction (LVI) as applied towards full-time student status. Only courses in the students' curriculum will count toward full-time attendance. Students also must maintain a 2.0 or above cumulative grade point average (GPA) in undergraduate study and 3.0 or above cumulative GPA in graduate study per the Strayer University Academic Standing Policy. Failure to comply with these rules may cause a student to violate their F-1 status.

Registration

Students should register for courses in the Campus Academic Office or through their Student Success Coach All prerequisites assigned to a students' curriculum must be fulfilled before commencing with their program of study. Prior to dropping below a full course of study in any term, an F-1 student must request permission from their Student Success Coach or Market Director. Students may do so under the following conditions: 1) with a licensed medical doctor's recommendation (which must be presented each quarter, but not to exceed one year/ 4 quarters in total); 2) in the last term of program completion; and 3) with Market Director's recommendation per USCIS allowable academic reasons. Market Director recommendations must be submitted to the International Student Affairs Office for verification and approval each quarter. Reduced Course Load forms must be submitted prior to the start of every quarter. International students attempting to register for less than full-time without approval will not be permitted to register and their F-1 status will be terminated.

Students requesting a reduced course load due to a medical condition must provide a letter from a doctor on official letterhead and signed by the doctor. The letter must contain the following:

- In the student's doctor's medical opinion, it is advised that the student take a reduced course load or not take any classes because of his/her current illness.
- Duration of time, including a beginning and end date (or indicate for the term), that the doctor advises the student to reduce his/her course load or suspend his/her study due to medical reasons affecting the student personally.
- If a reduction of the student's course load is advised, the doctor should specify whether he or she advises the student to take a certain course load (1 course, 2 courses, etc.) for medical reasons.

The documentation cannot be older than 30 days before the start of the term. The student must provide updated documentation prior to EACH quarter, even if the letter indicates the duration of time is longer than the initial quarter. Students may only be on Medical RCL for four (4) quarters throughout the entirety of the program.

Vacation

An F-1 student with an active SEVIS status, who has attended Strayer University for three consecutive quarters, may take one quarter off or

enroll in less than full-time studies for a quarter. Students must apply for and receive approval of such vacation prior to taking the quarter off. After the approved quarter off or an approved quarter with less than full-time enrollment, the student must be enrolled for another three consecutive quarters, in full-time status, before being eligible for another vacation. For example, students who begin their studies in the Winter Quarter would not be eligible to take a quarter off until the Fall Quarter (if they have maintained their full-time status during the Winter, Spring, and Summer Quarters). The Summer Quarter is not an automatic quarter off.

Travel

Students wishing to travel abroad must submit their I-20 to the Market Director to be endorsed for travel by a Designated School Official. The I-20 must be submitted ***at least*** one week prior to departure. Passports must remain valid at all times while in the United States. Foreign passports may be revalidated in the United States by the authorized representatives of foreign governments, usually officials of the embassy or consulates. The passport renewal process in some countries can be lengthy, so students should contact the appropriate embassy well in advance of their passport expiration date. For a listing of embassies in Washington, DC, please visit *www.embassy.org/embassies* .

For students reentering the United States, a valid visa is required. As long as the visa indicates an F-1 visa type, allows multiple entries, and has not yet expired or been canceled, the student does not have to apply for a new visa. If a students' visa will expire within 6 months of planned reentry, it is recommended that the student obtain a renewed F-1 Visa. Expired visas must be renewed in the student's country of origin. Students must consider the time and travel necessary to obtain a new visa when making such arrangements.

Reinstatement

Students who have not maintained their F-1 status must apply for reinstatement with USCIS in order to be eligible to continue their studies at the University. Students are not eligible for reinstatement if they have held unauthorized employment, have been out of F-1 status for over five months, or are in deportation proceedings. Students must be enrolled full-time in order to apply for reinstatement with USCIS. Students may obtain the necessary forms required for reinstatement from their home Campus.

In addition, they must write a letter to the USCIS explaining the reason for their being out of status and supply supporting documentation. Students may also be reinstated by traveling and reentering the United States with a new I-20. After verification of eligibility of academic study and financial support, the International Student Visa Specialist may issue a new I-20 prior to the travel.

Commencement

Students in F-1 status may be required by the USCIS to leave the United States within 60 days of the completion of their program. Students wishing to participate in their commencement ceremony may apply to the USCIS to change their status to B-2 (visitor) if their classes end more than 60 days prior to commencement. Please note that Strayer University holds separate regional commencement ceremonies with different dates.

Work Authorization

Students having non-immigrant F-1 status generally are not permitted to work. Students in F-1 status are in the United States to attend school and must have full financial support for this objective. However, special instances exist where a work authorization may be granted.

Students who have been in F-1 status for at least nine months (or three consecutive quarters) at this institution and are in good academic standing (minimum GPA of 2.0 for undergraduate students and 3.0 for graduate students) may be eligible to apply for the types of work authorizations listed below. Students who are granted work authorization must maintain their full-time status while completing their program as required by USCIS regulations for F-1 students. Employment on-campus is limited to 20 hours per week during enrolled terms but has no limitation during vacation periods.

For all types of work authorizations, permission to begin work is not granted until the student receives the Employment Authorization Document (EAD card) from the USCIS. Obtaining a social security card is a separate process from obtaining an EAD card. Institutional support letters for social security card applications may be provided only after the student has secured lawful employment. Students may not work prior to the date indicated on the EAD card.

It is recommended that students do not travel prior to receiving the approval of a work authorization. Students who have completed their program of study may not be permitted to re-enter the United States without an EAD card and proof of employment.

Optional Practical Training

Optional Practical Training (OPT) is a temporary work authorization in the student's field of study for the purposes of gaining practical training. Students may be authorized for twelve months of practical training each at the completion of an associate's degree, a bachelor's degree, a master's degree, and a doctoral degree. Students have the option of requesting OPT at the completion of the program (post-completion OPT) or prior to the completion of the degree program (pre-completion OPT). For student applying for post-completion OPT, it is recommended that students process their application before the completion of a course of study, but no earlier than 90 days before the completion of program requirements. Completion of a course of study does not mean the commencement date; this refers to the actual last date of attendance for the completion of all degree requirements. Note: Students who chose to utilize OPT prior to graduation lose time approved from their twelve months of post completion OPT. Additional information regarding OPT guidelines is available at *http://www.ice.gov/sevis/practical-training/*

Work Authorization Based on Economic Hardship

Work authorization based on economic hardship is a temporary, part-time work authorization granted for up to one year. This enables student's time to resolve financial problems without having to withdraw from their studies. Students are not eligible for work authorization based on economic hardship unless they have completed three (3) consecutive terms of study in active status and are in good academic standing as determined by the DSO. USCIS will determine a student's eligibility on a case by case basis, and students must submit a Form I-765, "Application for Employment Authorization" and request approval for new form I-20. Additional information regarding off-campus employment is available at *https://www.ice.gov/sevis/employment*.

Off-Campus Employment under Sponsorship of Certain International Organizations

Certain international organizations are eligible to sponsor international students for employment. Students must obtain written certification from the organization that the proposed employment is within the scope of the organization's sponsorship. Students eligible for off-campus employment under this program must submit this information to the International Student Affairs Office at Strayer University. This work authorization is not bound by the nine month residency requirement and does not need to be related to the student's course of study.

On-Campus Employment

Students are authorized to work on-campus without an EAD card only at the institution that has granted their Form I-20. Initial students may begin work no earlier than thirty (30) calendar days prior to the start of the quarter. Transfer students may not begin work until the transfer process is complete. Students between academic levels may continue on-campus employment with confirmation of intent to enroll in the next academic term. Students may not engage in on-campus employment during the sixty-day grace period following graduation without an EAD card. Students may only work part-time (20 hours per week) while classes are in session, and must maintain full-time enrollment status. In between academic terms, and during a vacation term, students may work a full-time schedule (40 hours per week), as long as they remain in status.

Additional information on policies affecting international students can be found in the International Student Welcome Brochure.

University Services and Policies

New Student Onboarding Experience

Our student onboarding experience, Strayer Strong, is designed to support new students throughout their first year at the university. There are three main components to the onboarding process to set new students up for success.

- **Complete online orientation.** Get all the information you need for the first day of class. Start the new student student orientation: https://icampus.strayer.edu/nso-welcome.
- **Attend our webinars.** Strong Start webinars can help you prepare for the journey ahead. Choose from a variety of live webcasts presented by university experts who welcome your questions. View the live webinar schedule and previous recordings: https://icampus.strayer.edu/strong-start-webinars.
- **Connect with a mentor.** A peer who's recently been in your shoes will give advice, offer encouragement and help you navigate Strayer. Learn more about connecting with a mentor:https://icampus.strayer.edu/peer-peer-mentorship-program.

Academic Advising Services

A Strayer University student's first quality teaching and learning experience begins with academic advising. At Strayer University, our advising program helps students make critical decisions that inform their choices about academic programs of study, paths to program completion, and provides access to tools and resources which students will require for success.

New students are directed to academic advisors to further discuss educational goals, learn about degree program and graduation requirements, and review course selection. In addition to program planning, advisors assist students as they consider the appropriateness of alternative credit options and consider mode of study choices. Advisors offer strategies to guide students who are meeting challenges in their academic programs and they direct students to a range of University resources that will be beneficial in a student's academic achievement.

Students typically have an assigned advisor or success coach, but the university's team approach to advising also allows a student to access other degree program advisors across various disciplines, so students are afforded the best counsel possible about degree program planning and course specific considerations.

Strayer University has a range of targeted advising initiatives to support every new and readmitted Strayer University student, any student identified by faculty who appear to be meeting challenges in their course performance, students whose midterm grades place them at-risk for not meeting academic requirements or goals for the quarter, students in academic jeopardy whose academic standing may be probation or suspension, and students who are nearing graduation.

Tutorial Services

Tutoring is offered in subject areas such as English, mathematics, business, accounting, and statistics. All students have access to these free tutoring services, whether they are taking classes at a bricks and mortar campus or via Stayer Online. Tutoring services are provided by full-time and part-time faculty as well as professional tutors. All of the tutors have backgrounds in the subject areas in which they are tutoring.

Campus-based tutoring schedules vary slightly, but typically these face-to-face tutoring services are available in the late afternoon Monday through Friday and on Saturday morning in order to accommodate the needs of our adult student body. To participate in campus tutoring, students can either make an appointment or drop in for a campus tutorial. Students should check with their Academic Officers for a tutoring schedule and information on how to schedule an appointment. Information about online tutoring can be found at *https://icampus.strayer.edu/campus-library/tutoring* .

Online tutoring can be found in the BlackBoard Course Shell under the Tutoring tab along the top of the course home page. Live tutorials in a

variety of subjects and essay/writing submission are available. Submitted writing takes 24-48 hours for returned feedback, so students need to plan accordingly.

For all tutorial sessions, the student should come prepared by bringing course materials, having tried to do the required course reading and/or homework, and having formed specific questions for the tutors. Although the instructor is always the first person the student should turn to for further clarification or assistance, a tutor can provide additional one-on-one assistance to help in reaching educational goals.

Career Services

Strayer University is committed to providing career resources and services that will be valuable for students as they build a career strategy to achieve their goals. The university makes these career resources available to students throughout their academic journey to actively engage students and alumni in the career development process. Participation in career activities and/or completion of any Strayer program does not guarantee that a student will find employment. Strayer University alumni who are seeking career assistance are also invited to use these resources.

The Career Center

The Career Center provides career resources and one-on-one career coaching to support the career needs of Strayer students and alumni. The Career Center also provides newsletters, webinars, resume and cover letter reviews, and access to Career Connect. The Career Center is found at careercenter.strayer.edu.

The Career Center supports students and alumni on the follow career topics:

- Career exploration
- Career change planning
- Resume and cover letter reviews
- Networking and mentoring
- Job search strategy
- Using LinkedIn
- Interview prep
- Salary negotiation

Center for Well-Being

At Strayer University, we recognize that students bring more than just their brain to classes - students also bring their whole person. Whether balancing work, family, community or social commitments, students are also managing their education and coursework. That's where Strayer's Center for Well-Being comes in. Strayer Cares about the whole student.

Access Strayer's Center for Well-Being in iCampus, which serves as a one stop shop for information and student support. The Center for Well-Being site is arranged by six dimensions of wellbeing with pages for Academics, Career, Essential Needs, Finances, Mind & Body and Social Connection. Each page includes resources and support in response to what students tell us they are looking for, including links to resources and services we offer to support students and their goals for coursework, life support, career and finances.

The Center for Well-Being includes topics such as:

- I want to improve my student skills (Academics)
- I need help understanding my assignment (Academics)
- I am looking for a job (Career)
- I am navigating a stressful environment (Essential Needs)

- I want to explore scholarship options and other ways to pay for my degree (Finances)
- I want support balancing school and life (Mind and Body)
- I feel overwhelmed (Mind and Body)
- I want to find a mentor (Social Connection)

Students can access TimelyCare through the mobile app or web platform for emotional support, stress management, self-care content, and support searching for essential needs. Download the app through Google Play or the Apple App Store, or create an account here.

Computer Services

Strayer University provides a variety of computer services to students. The University has at least one (1) computer lab at each campus location, including an open lab that is available for student use during normal campus hours. A number of courses are also taught in Strayer University teaching labs. All labs are equipped with state of the art computer systems and high-speed Internet connections. Each lab has an array of software for use by students. This software includes, but is not limited to, the Microsoft Office Suite, Peachtree accounting software, and Microsoft Visual Studio.

The computer labs also have connections to online databases and eBooks for use in research and related projects. A partial listing includes the ACM Digital Library; EBSCOhost's Academic Search Complete, Business Source Complete, Education Source, and Criminal Justice Abstracts with Full Text; eLibrary; Loislaw; LexisNexis Academic; ProQuest's National Newspapers Premier; Encyclopedia Britannica Online; Mergent Online; Congressional Quarterly Suite; Oxford Reference Online. Access to eBooks is available from EBSCOhost's eBook collection, the IGI Global Research Collection, and Credo Reference. These databases and eBooks have proven to be an excellent resource for Strayer University students.

Each University location has an onsite Campus Lab Monitor and/or Learning Resources Center Manager who can assist students with basic computer questions. They can also help students in the use of online databases as well as basic functions of Microsoft Word and Excel.

Commencement

Strayer University holds regional commencement ceremonies throughout the year, as well as virtual commencements to accommodate our graduates. Students are eligible to attend commencement if they are within two courses of degree completion (not including courses they may be attending at the time of the ceremony) and are in good financial standing. Participation in commencement is optional. There is no fee to participate in commencement; however, students are responsible for purchasing their own cap and gown. To learn more about commencement dates and locations please visit https://commencement.strayer.edu.

Note: Diplomas are not given out at commencement ceremonies. To receive a diploma, students should follow the instructions listed in the Degree Conferral/Diploma section of this handbook.

Students should complete the steps below to participate in a commencement ceremony:

1. Register to attend commencement at https://commencement.strayer.edu by the posted registration deadlines.
2. Order a cap and gown through Jostens here.

Degree Conferral Process and Diplomas

All students seeking a diploma from Strayer University must complete the Degree Conferral Application and pay the $150 Degree Evaluation Fee (students seeking a certificate will be billed a $25 Evaluation Fee). During the evaluation of students' applications, the Registrar's Office will determine if the student has met the requirements for degree conferral OR if there are additional requirements to meet. The Degree Conferral Application is not related to registering and participating in a commencement ceremony. Diplomas are mailed to the students' home addresses 6-8 weeks after the completion of the degree requirements.

Diplomas are not provided at commencement. In order to receive your diploma, you need to complete the Degree Conferral Application once you have finalized registration for your final class(es). To submit your Degree Conferral Application:

1. Login into your iCampus account..
2. Select Assignments & Academic Support menu.
3. Click the Apply for Degree option to begin the application process.
    a. If you are unable to complete the application through iCampus, please contact your home campus.
    b. Students who have used **Federal Financial Aid Stafford or PLUS loans** to finance their education, are required to complete Exit Counseling before graduating. Go to www.strayer.edu/exit_counseling to complete the counseling before submitting the Degree Conferral Application, or complete it at any time prior to graduating.

Alumni Services

Strayer University Alumni

You are a student today, a graduate next, and Strayer alum forever! The Strayer Alumni Association has developed programming and resources to aid in your transition from student to alum while staying connected to Strayer.

Visit the Alumni Association website to discover:

- Lifetime access to the Career Center where you can search jobs, get help with your resume, cover letter, and LinkedIn profile, and attend career development workshops and webinars.
- Networking and event opportunities, both in-person and online (Join the Facebook alumni group).
- Alumni success stories and news.
- Resources for transcripts, diplomas and scholarships.

Release of Student Information Policy

The Family Educational Rights and Privacy Act (FERPA) affords students certain rights with respect to their education records. These rights include the following:

1. The right to inspect and review your education records within forty-five (45) days of the University's receipt of a request for access. You should submit to the University Registrar a written request that identifies the record(s) you wish to inspect. The Registrar will make arrangements for access and notify you of the time and place where the records may be inspected. If the records are not maintained by the Registrar, the Registrar will advise you of the correct school official to whom the request should be addressed.
2. The right to request the amendment of your education records that you believe are inaccurate, misleading, or otherwise in violation of your privacy rights under FERPA.

If you wish to ask the University to amend a record, you should notify the University Registrar in writing, clearly identifying the part of the record you seek to change, and specify why you believe it should be changed. If the University decides not to amend the record as requested, you will be notified in writing of the decision and your right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided in the notification.

3. The right to provide written consent before the University discloses personally identifiable information (PII) from your education records, except to the extent that FERPA authorizes disclosure without consent.

The University discloses education records without your prior written consent under the FERPA exception for disclosure to school officials with legitimate educational interests. A school official is a person employed by the University in an administrative, supervisory, academic, research, or support staff position; a person serving on the Board of Trustees; or a student serving on an official committee, such as a disciplinary or grievance committee. A school official may also include a volunteer or contractor outside of the University who performs an institutional service or function for which the University would otherwise use its own employees and who is under the direct control of the University with respect to the use and maintenance of PII from education records. This could include an attorney, auditor, or collection agent or student volunteering to assist another school official in performing his or her tasks. A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibilities for the University.
Upon request, the University discloses education records without your consent to officials of another school in which you seek or intend to enroll.
Additionally, FERPA permits the University to comply with information requests from the Department of Homeland Security (DHS) and its Immigration and Customs Enforcement Bureau (ICE) in order to comply with the requirements of the Student Exchange and Visitor Information System (SEVIS).

4. The right to file a complaint with the U.S. Department of Education concerning alleged failures by the University to comply with the requirements of FERPA. The name and address of the Office that administers FERPA is:

Family Policy Compliance Office
U.S. Department of Education
400 Maryland Avenue, SW
Washington, DC 20202

5. The right to opt out of the release of "Directory Information." Under FERPA, certain information within your student record is called "Directory Information" because it is not generally considered to be harmful or an invasion of privacy if disclosed. Directory Information includes the following: name, address, telephone number, e-mail address, date and place of birth, major field of study; grade level; enrollment status (undergraduate or graduate, full-time or part-time); dates of attendance; participation in officially recognized activities; degrees, honors and awards received, and most recent educational agency or institution attended.

FERPA permits Directory Information to be released to third parties without your consent. However, you have the right to notify the University of your refusal to let the University designate any or all of the above listed information as Directory Information. You must do so by notifying the University Registrar within 30 days of this notice that you do not want any or all of the above listed information to be designated as Directory Information in your student file. To provide this notice, you should submit a case though your iCampus account by selecting the FERPA notification case in the Student Solutions Center.
You may also contact the University Registrar regarding your right to inspect or seek to amend your education record, or to opt out of the release of Directory Information, by sending written notice to:
Strayer University Registrar
2303 Dulles Station Blvd., MS 5C
Herndon, VA 20171

Health Insurance

Strayer University strongly recommends that all students maintain health insurance coverage during their enrollment. Students should call local agents in their area to receive quotes for medical insurance.

Identification Cards

Student photo identification cards (ID cards) are required of all registered students. Students must carry the card at all times when they are on University property. Campus administration and campus security guards may ask a student to present his or her ID card for entry into the building, or at any other time. If a student is unable to present the ID card, campus administration or campus security guards may ask the student to leave the campus. The ID card is required for borrowing privileges at the Learning Resources Center and may be required for entry into the Learning Resources Center. The ID card may also be required for entry into the computer lab or other facilities on any campus. Students may be eligible for benefits and privileges at various business, cultural and entertainment facilities by presenting a Strayer University identification card. The photo ID card can be obtained in person at the Learning Resources Center of the student's home campus. Validation stickers are available quarterly and are required to keep the ID card current and valid. Proof of registration is required to obtain an ID card or a validation sticker. A replacement ID card costs five dollars, payable to the campus Business Office.

University Library

The university library supports the academic programs and the university information literacy learning objectives with physical and electronic instructional resources and services. Users can access resources and services through the iCampus student platform, Blackboard LMS, or

directly at http://research.strayer.edu.

Physical resources are housed in campus-based Learning Resources Centers (LRCs) and may include books, peer-reviewed journals, reference works, periodicals, and audio-visuals. Users can browse the open public access catalog at http://library.strayer.edu. Books eligible for circulation circulate for three week periods, are renewable, and are available to all eligible borrowers regardless of location. Borrowers receive books through intra-campus delivery and shipping services. Peer-reviewed journals, reference books, periodicals, and other special collection items are not eligible for circulation and are available for on-campus use only.

Electronic resources include over 25 databases with access to over one million resources including peer-reviewed journals, eBooks, audiobooks, eReports, eReference works, and ePeriodicals. Users can access services including online tutorials and the AskYourLibrarian reference service at http://research.strayer.edu.

The Office of the University Librarian, located at the Wilkes Library of the Washington, D.C. campus, coordinates library resources and services in collaboration with the Library and Information Literacy Advisory Committee, faculty, academic teams, and in accordance with library planning and collection documents. Collections emphasize accounting, business administration, health services, public administration, nursing, criminal justice, and information systems. Materials are collected to support all programs, general electives, career information, and individual growth.

Recognition of Student Groups

The following policies and procedures govern the formation of student groups, provide a mechanism to clearly recognize the existence of these organizations, and establish a support system for their successful operation.

Small groups of students may wish to meet regularly on a short-term basis to support a particular curriculum or special interest. Due to the informal or temporary nature of the group's status, development of a constitution and formal structure may not be necessary. Such an interest group may be formed by obtaining written approval from the Student Activities Committee. Special interest student groups that anticipate a more permanent existence must go through the official recognition process.

This process includes a period of interim recognition of one academic quarter, during which time the leaders of the group become familiar with student activity procedures and University policies, write the constitution, and solicit membership.

Interim Recognition

Any group of students wishing to form a recognized club or organization should submit a "Letter of Intent" to the Student Activities Committee at studentaffairs@strayer.edu for final approval or disapproval. The letter should include the following:

1. *Statement of organization objectives;*
2. *Names, permanent addresses, e-mail addresses, and telephone numbers of ten currently enrolled Strayer University students who are interested in forming the organization;*
3. *Statement of acceptance from the faculty advisor and statement of approval by the Campus Director .*

Official Recognition

After the quarter of interim recognition, the student organization must apply to become a University-recognized club or organization. All official recognition applications should include the following:

1. *Names, permanent addresses, e-mail addresses, and telephone numbers of at least ten currently enrolled Strayer University students;*
2. *Names, permanent addresses, e-mail addresses, and telephone numbers of the organization's major officers who were selected according to the organization's constitution;*
3. *A constitution approved by a majority of the organization's members;*
4. *Statement of acceptance from the faculty advisor;*
5. *Statement of acceptance of the faculty advisor from the Campus Director ; and*
6. *Submission of an outline of organization activities that has been approved by the faculty advisor.*

All information must be sent to the Student Activities Committee at studentaffairs@strayer.edu. The Student Activities Committee will approve or disapprove the request for official recognition within thirty (30) business days.

Inactive Status and Loss of Recognition

Before an organization is declared inactive, the organization's president may request a hearing before the Student Activities Committee. At the hearing the president must provide evidence that demonstrates the organization's ability to continue. Loss of recognition may result from the following:

1. *Failure to maintain the required number of members in the organization (a minimum of ten currently enrolled students);*
2. *Failure to maintain a faculty advisor;*
3. *Failure to provide lists of officers or constitutional changes as required;*
4. *Failure to submit financial reports as required by the Student Activities Committee; and*
5. *Failure to comply with the University policies and guidelines, e.g., failure to hold regular meetings, submit quarterly activities and financial reports, etc.*

An organization may declare itself inactive for a given quarter or quarters by submitting a written request to the Student Activities Committee. Until the organization corrects all deficiencies that caused it to become inactive, the following sanctions apply:

1. *The organization will lose its recognized status;*
2. *The organization's name will not appear in campus publications; and*
3. *The organization will be ineligible for any awards or honors available to recognized organizations.*

Textbook Return Policy

The Strayer University Bookstore may offer a refund (less original shipping charge) for students returning new physical books within 21 days from class start date or day received, whichever is later. Should your class be canceled, you may return items purchased for that class to receive a credit for the item cost from the bookstore. Strayer will refund shipping cost to your student account. Please contact Student Financial Services at (855) 392-6625 with receipt of your return credit and incurred shipping costs to request a refund.

Strayer Bookstore

Strayer University is dedicated to keeping textbook prices low and making sure that all students have their materials on the first day of class. Textbooks and supplementary materials may be ordered from the Strayer University Bookstore by Internet or phone. Orders are shipped within 24 hours of finalizing the purchase. Detailed information can be found on the Internet at https://icampus.strayer.edu —click on "Strayer Bookstore." You will need to log into iCampus to access your bookstore.

Online orders are accepted 24/7. Orders received by 2:00 PM Eastern Time Monday through Friday will be shipped the same day the order is placed. Saturday and Sunday orders are shipped on Monday. Students will receive an order confirmation via e-mail when their material has been shipped. If you have not received this confirmation email within 48-hrs please contact the bookstore by submitting a request through the "Contact Us" option located on https://icampus.strayer.edu - click on "Strayer Bookstore."

Delivery times range from two to seven business days, depending on the student's distance from New York, New York. Students requiring faster service may elect to have their order shipped via expedited methods at additional cost. As is common with most universities, Strayer University may benefit financially from sales of textbooks purchased through the virtual bookstore.

Course textbooks are not a part of an LRC book collection. If a current text is owned by any LRC, it is available for in-LRC use only as part of the library's Reserve Collection.

Virtual Gift Shop

Strayer University merchandise can be viewed online *at https://icampus.strayer.edu* . Instructions for purchasing items can be found under "Gift Shop."

Weather Policy

In case of inclement weather or other emergency situations, the University will notify the campus community that classes are canceled. Students may view emergency announcements on the web site at https://icampus.strayer.edu and will also receive notification from StrayerAlert via text message and/or email in the case of severe weather resulting in closings or delays. When cancelation of classes is necessary, instructors may arrange for additional class meetings to compensate for attendance time.

Website

Strayer University maintains a website on the Internet (*https://icampus.strayer.edu*). Information is available regarding academic programs, admissions requirements, campus locations, student services, career services, and more. From this website, current students can perform many functions, including the following:

- View current class schedules
- Register for classes
- Conduct research through the Learning Resources Center
- Apply for financial assistance and scholarships
- Check grades
- Utilize career services
- Make suggestions and/or provide feedback to Strayer University concerning offerings and services

Campus Directory

Students are encouraged to work closely with their home campus administrators, department staff, and faculty to understand University policies and program requirements.

ALABAMA

Birmingham Campus
3570 Grandview Parkway
Suite 200
Birmingham, AL 35243
205.453.6300
birmingham@strayer.edu

Huntsville Campus
4955 Corporate Drive NW
Suite 200
Huntsville, AL 35805
256.665.9800
huntsville@strayer.edu

ARKANSAS

Little Rock Campus
10825 Financial Centre Parkway
Suite 400
Little Rock, AR 72211
501.708.0600
littlerock@strayer.edu

DELAWARE

Christiana Campus
240 Continental Drive
Suite 108
Newark, DE 19713
302.292.6100
christiana@strayer.edu

FLORIDA

Baymeadows Campus
8375 Dix Ellis Trail
Suite 200
Jacksonville, FL 32256
904.538.1000
baymeadows@strayer.edu

Brickell Campus
1201 Brickell Avenue
Suite 700
Miami, FL 33131
305.507.5800
brickell@strayer.edu

Coral Springs Campus
5830 Coral Ridge Drive
Suite 300
Coral Springs, FL 33076
954.369.0700
coralsprings@strayer.edu

Doral Campus
11430 NW 20th Street
Suite 150
Miami, FL 33172
305.507.5700
doral@strayer.edu

Ft. Lauderdale Campus
2307 West Broward Boulevard
Suite 100
Ft. Lauderdale, FL 33312
954.745.6960
fortlauderdale@strayer.edu

Maitland Campus
901 N. Lake Destiny Drive Suite 370
Maitland, FL 32751
407.618.5900
maitland@strayer.edu

Miramar Campus
15620 S.W. 29th Street
Miramar, FL 33027
954.378.2400
miramar@strayer.edu

Orlando East Campus
2200 North Alafaya Trail
Suite 500
Orlando, FL 32826
407.926.2000
orlandoeast@strayer.edu

Palm Beach Gardens Campus
11025 RCA Center Drive
Suite 200
Palm Beach Gardens, FL 33410
561.904.3000
palmbeachgardens@strayer.edu

Sand Lake Campus
8541 South Park Circle
Building 900
Orlando, FL 32819
407.264.9400
sandlake@strayer.edu

Tampa East Campus
813.663.0100

tampaeast@strayer.edu

Tampa Westshore Campus
4902 Eisenhower Boulevard
Suite 100
Tampa, FL 33634
813.882.0100
tampawestshore@strayer.edu

GEORGIA

Augusta Campus
1330 Augusta West Parkway
Augusta GA, 30909
706.855.8233
augusta@strayer.edu

Chamblee Campus
3355 Northeast Expressway
Suite 100
Atlanta, GA 30341
770.454.9270
chamblee@strayer.edu

Cobb County Campus
3101 Towercreek Parkway SE
Suite 700
Atlanta, GA 30339
770.612.2170
cobbcounty@strayer.edu

Columbus, GA Campus
6003 Veterans Parkway
Suite 100
Columbus, GA 31909
706.225.5300
columbusga@strayer.edu

Douglasville Campus
4655 Timber Ridge Drive
Douglasville, GA 30135
678.715. 2200
cobbcounty@strayer.edu

Lithonia Campus
3120 Stonecrest Boulevard
Suite 200
Lithonia, GA 30038
678.323.7700
lithonia@strayer.edu

Morrow Campus
3000 Corporate Center Drive
Suite 100
Morrow, GA 30260
678.422.4100
morrow@strayer.edu

Roswell Campus
100 Mansell Court East
Suite 100
Roswell, GA 30076
770.650.3000
roswell@strayer.edu

Savannah Campus
20 Martin Court
Savannah, GA 31419
912.921.2900
savannah@strayer.edu

MARYLAND

Anne Arundel Campus
1520 Jabez Run
Millersville, MD 21108
410.923.4500
annearundel@strayer.edu

Owings Mills Campus
500 Redland Court
Suite 100
Owings Mills, MD 21117
443.394.3339
owingsmills@strayer.edu

Prince George's Campus
5110 Auth Way
Suitland, MD 20746
301.505.3300
princegeorges@strayer.edu

Rockville Campus
4 Research Place
Suite 100
Rockville, MD 20850
301.548.5500
rockville@strayer.edu

White Marsh Campus
9920 Franklin Square Place
Suite 200
Baltimore, MD 21236
410.238.9000
whitemarsh@strayer.edu

MISSISSIPPI

Jackson Campus
460 Briarwood Drive
Suite 200
Jackson, MS 39206
601.718.5900
jackson@strayer.edu

NEW JERSEY

Cherry Hill Campus
2201 Route 38

Suite 100
Cherry Hill, NJ 08002
856.482.4200
cherryhill@strayer.edu

Lawrenceville Campus
3150 Brunswick Pike
Suite 100
Lawrenceville, NJ 08648
609.406.7600
lawrenceville@strayer.edu

Piscataway Campus
242 Old New Brunswick Road
Suite 220
Piscataway, NJ 08854
732.743.3800
piscataway@strayer.edu

Willingboro Campus
300 Willingboro Parkway
Suite 125
Willingboro, NJ 08046
609.835.6000
willingboro@strayer.edu

NORTH CAROLINA

Greensboro Campus
4900 Koger Boulevard
Suite 400
Greensboro, NC 27407
336.315.7800
greensboro@strayer.edu

Huntersville Campus
13620 Reese Boulevard
Suite 130
Huntersville, NC 28078
704.379.6800
huntersville@strayer.edu

North Charlotte Campus
7870 Commons Park Circle NW
Concord, NC 28027
704.886.6500
northcharlotte@strayer.edu

North Raleigh Campus
8701 Wadford Drive
Raleigh, NC 27616
919.878.9900
northraleigh@strayer.edu

Research Triangle Park Campus (RTP)
4 Copley Parkway
Morrisville, NC 27560
919.466.4400
rtpcampus@strayer.edu

South Charlotte Campus
9101 Kings Parade Boulevard
Suite 200
Charlotte, NC 28273
704.499.9200
southcharlotte@strayer.edu

South Raleigh Campus
3421 Olympia Drive
Raleigh, NC 27603
919.662.9840
southraleigh@strayer.edu

PENNSYLVANIA

Allentown Campus
3800 Sierra Circle
Suite 300
Center Valley, PA 18034
484.809.7770
allentown@strayer.edu

Center City Campus
1601 Cherry Street
Suite 100
Philadelphia, PA 19102
267.256.0200
centercity@strayer.edu

Delaware County Campus
760 West Sproul Road
Suite 200
Springfield, PA 19064
610.604.7700
delco@strayer.edu

King of Prussia Campus
234 Mall Boulevard
Suite G50
King of Prussia, PA 19406
610.992.1700
kingofprussia@strayer.edu

Lower Bucks County Campus
3800 Horizon Boulevard
Suite 100
Trevose, PA 19053
215.953.5999
lowerbuckscounty@strayer.edu

Warrendale Campus
802 Warrendale Village Drive
Warrendale, PA 15086
724.799.2900
warrendale@strayer.edu

SOUTH CAROLINA

Charleston Campus

5010 Wetland Crossing
North Charleston, SC 29418
843.746.5100
charleston@strayer.edu

Columbia Campus
200 Center Point Circle
Suite 300
Columbia, SC 29210
803.750.2500
columbia@strayer.edu

Greenville Campus
555 North Pleasantburg Drive
Suite 300
Greenville, SC 29607
864.250.7000
greenville@strayer.edu

TENNESSEE

Knoxville Campus
10118 Parkside Drive
Suite 200
Knoxville, TN 37922
865.288.6000
knoxville@strayer.edu

Nashville Campus
1809 Dabbs Avenue
Nashville, TN 37210
615.871.2260
nashville@strayer.edu

Shelby Campus
7275 Appling Farms Parkway
Memphis, TN 38133
901.383. 6750
shelbyoaks@strayer.edu

Thousand Oaks Campus
2620 Thousand Oaks Boulevard
Suite 1100
Memphis, TN 38118
901.369.0835
thousandoaks@strayer.edu

TEXAS

Cedar Hill Campus
610 Uptown Boulevard
Suite 3500
Cedar Hill, TX 75104
469.454.3400
cedarhill@strayer.edu

Irving Campus
7701 Las Colinas Ridge
Suite 450
Irving, TX 75063
214.429.3900
irving@strayer.edu

Katy Campus
14511 Old Katy Road
Suite 200
Houston, TX 77079
281.619.9200
katy@strayer.edu

North Austin Campus
8501 N. Mopac Expressway
Suite 100
Austin, TX 78759
512.568.3300
northaustin@strayer.edu

North Dallas Campus
8111 LBJ Freeway
Suite 1100
Dallas, TX 75251
972.773.8300
northdallas@strayer.edu

Northwest Houston Campus
10940 W. Sam Houston Parkway North
Suite 200
Houston, TX 77064
281.949.1800
northwesthouston@strayer.edu

Plano Campus
2701 North Dallas Parkway
Suite 300
Plano, TX 75093
972.535.3700
plano@strayer.edu

San Antonio Campus
40 NE Loop 410
Suite 500
San Antonio, TX 78216
sanantonio@strayer.edu

Stafford Campus
1260 Southwest Freeway
Suite 400
Stafford, TX 77477
stafford@strayer.edu

VIRGINIA

Alexandria Campus
2730 Eisenhower Avenue
Alexandria, VA 22314
703.329.9100
alexandria@strayer.edu

Arlington Campus

2121 15th Street North
Arlington, VA 22201
703.892.5100
arlington@strayer.edu

Chesapeake Campus
676 Independence Parkway
Suite 300
Chesapeake, VA 23320
757.382.9900
chesapeake@strayer.edu

Chesterfield Campus
2820 Waterford Lake Drive
Suite 100
Midlothian, VA 23112
804.763.6300
chesterfield@strayer.edu

Fredericksburg Campus
150 Riverside Parkway
Suite 100
Fredericksburg, VA 22406
540.374.4300
fredericksburg@strayer.edu

Henrico Campus
11501 Nuckols Road
Glen Allen, VA 23059
804.527.1000
henrico@strayer.edu

Loudoun Campus
45150 Russell Branch Parkway
Ashburn, VA 20147
703.729.8800
loudoun@strayer.edu

Manassas Campus
9990 Battleview Parkway
Manassas, VA 20109
703.330.8400
manassas@strayer.edu

Newport News Campus
813 Diligence Drive
Suite 100
Newport News, VA 23606
757.873.3100
newportnews@strayer.edu

Virginia Beach Campus
249 Central Park Avenue
Suite 350
Virginia Beach, VA 23462
757.493.6000
virginiabeach@strayer.edu

Woodbridge Campus
13385 Minnieville Road
Woodbridge, VA 22192
703.878.2800
woodbridge@strayer.edu

WASHINGTON, D.C.

Takoma Park Campus
6830 Laurel Street NW
Washington, DC 20012
202.722.8100
takomapark@strayer.edu

Washington Campus
1133 15th Street NW
Suite 200
Washington, DC 20005
202.408.2400
washington@strayer.edu

WEST VIRGINIA

Teays Valley Campus
100 Corporate Center Drive
Scott Depot, WV 25560
304.760.1700
teaysvalley@strayer.edu

STRAYER ONLINE PROGRAMS

P.O. Box 22827
Salt Lake City, UT 84122
1.888.360.1588
strayeronline@strayer.edu

Directory

For Information About:	Contact This Department:
Academic advising	Academic Office
Adding or dropping courses	Academic Office/Student Support
Admissions	Admissions Office/web site

Alcohol/drug problems	Campus Director/Office of Student Affairs
Alumni Services	Alumni Services
Billing	Business Office
Books and supplies	Student Support Office/iCampus web site
Career services	Career Services/Learning Resources Center
Cashier	Business Office
Catalogs	Student Support Office/iCampus web site
Change of address	Business Office/Student Support
Change of course schedule	Academic Office/Student Support
Change of major	Academic Office
Change of program	Student Support Office/iCampus web site
Clubs and organizations	Campus Dean/Office of Student Affairs
Commencement	Academic office/iCampus web site
Computers	Learning Resources Center/Computer Labs
Cooperative education	Academic Office/Career Services
Counseling	Academic Office
Course registration	Academic Office/Student Support/iCampus web site
Crime reporting	Campus Director
Degree requirements	Academic Office
Disability needs	Campus Dean/Office of Student Affairs
Disciplinary issues	Campus Dean/Office of Student Affairs
Financial aid	Business Office/iCampus web site
Food (vending machines)	Business Office/Campus Director
Grades	Academic Office/web site
Grants	Business Office/iCampus web site
I.D. cards (new and lost)	Learning Resources Center
International students	Academics/Student Support/iCampus web site
Job fairs	LRC/Career Services
Job search	LRC/Career Services
Library and Research	University Library/iCampus web site
Loans	Business Office/iCampus web site
Photocopies	Learning Resources Center
Registration	Academic Office/Student Support/iCampus web site
Scholarships	Business Office/iCampus web site
Security	Campus Director/Facilities
Student activities	Campus Dean/Office of Student Affairs/Student Support
Suggestions/feedback	Campus Director/Campus Dean/iCampus web site
Transcript	Student Support Office/ Business Office/iCampus web site
Veterans	Business Office

Strayer bookstore	iCampus web site
Withdrawal	Student Support Office/Campus Dean/ iCampus web site

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Degree
11 x 8.5"

the Degree of

Strayer University

By the virtue of authority of the Board of Trustees and the recommendation of the Faculty has conferred upon

Jonathan Sample Name IV

the Degree of

Bachelor of Business Administration

with all the rights, honors, and privileges thereto pertaining. In witness whereof, this degree is granted bearing the seal of Strayer University, Washington, D.C.

Given this twenty-second day of May in the year two thousand and twenty-one.

Chairwoman, Board of Trustees

STRAYER 18 92 UNIVERSITY

Acting University President

Magna Cum Laude

Degree
11 x 8.5"

the Degree of

Strayer University

By the virtue of authority of the Board of Trustees and the recommendation of the Faculty has conferred upon

Jonathan Sample Name IV

the Degree of

Associate in Arts

Accounting

with all the rights, honors, and privileges thereto pertaining. In witness whereof, this degree is granted bearing the seal of Strayer University, Washington, D.C.

Given this twenty-second day of May in the year two thousand and twenty-one.

Chairwoman, Board of Trustees

STRAYER 18 92 UNIVERSITY

Acting University President

Magna Cum Laude

Degree
11 x 8.5"

the Degree of

Strayer University

By the virtue of authority of the Board of Trustees and the recommendation of the Faculty has conferred upon

Jonathan Sample Name IV

the Degree of

Bachelor of Science

International Business
Information Systems

with all the rights, honors, and privileges thereto pertaining.
In witness whereof, this degree is granted bearing the seal of Strayer University, Washington, D.C.

Given this twenty-second day of May in the year two thousand and twenty-one.

Chairwoman, Board of Trustees

STRAYER 18 92 UNIVERSITY

Acting University President

Magna Cum Laude

Degree
11 x 8.5"

the Degree of

Strayer University

By the virtue of authority of the Board of Trustees and the recommendation of the Faculty has conferred upon

Jonathan Sample Name IV

the Degree of

Bachelor of Business Administration/ Bachelor of Science in Accounting

with all the rights, honors, and privileges thereto pertaining.
In witness whereof, this degree is granted bearing the seal of Strayer University, Washington, D.C.

Given this twenty-second day of May in the year two thousand and twenty-one.

Chairwoman, Board of Trustees

STRAYER 18 92 UNIVERSITY

Acting University President

Magna Cum Laude

Diploma
11 x 8.5"

STRAYER UNIVERSITY

THE DIRECTORS OF THE UNIVERSITY, UPON RECOMMENDATION OF THE FACULTY

AWARD THIS DIPLOMA

TO

JONATHAN SAMPLE NAME

TOGETHER WITH ALL RIGHTS, HONORS AND PRIVILEGES THERETO PERTAINING

AS EVIDENCE OF HAVING SATISFACTORILY COMPLETED THE PROGRAM IN

ACCOUNTING

GIVEN IN WASHINGTON, DISTRICT OF COLUMBIA

THIS MONTH OF MAY, TWO THOUSAND AND TWENTY-ONE.

STRAYER 18 92 UNIVERSITY

CHAIRWOMAN, BOARD OF TRUSTEES

ACTING UNIVERSITY PRESIDENT

Strayer University

By the virtue of authority of the Board of Trustees and the recommendation of the Faculty has conferred upon

Jonathan Sample Name IV

the Degree of

Master of Business Administration

with all the rights, honors, and privileges thereto pertaining.
In witness whereof, this degree is granted bearing the seal of Strayer University, Washington, D.C.

Given this twenty-second day of May in the year two thousand and twenty-four.

Chairwoman, Board of Trustees

STRAYER 18 92 UNIVERSITY

University President

Strayer University

By the virtue of authority of the Board of Trustees and the recommendation of the Faculty has conferred upon

Jonathan Sample Name IV

the Degree of

Master of Science

Accounting

with all the rights, honors, and privileges thereto pertaining.
In witness whereof, this degree is granted bearing the seal of Strayer University, Washington, D.C.

Given this twenty-second day of May in the year two thousand and twenty-four.

Chairwoman, Board of Trustees

STRAYER 18 92 UNIVERSITY

University President

Strayer University

By the virtue of authority of the Board of Trustees and the recommendation of the Faculty has conferred upon

Jonathan Sample Name IV

the Diploma of

Acquisition and Contract Management

with all the rights, honors, and privileges thereto pertaining. In witness whereof, this degree is granted bearing the seal of Strayer University, Washington, D.C.

Given this twenty-second day of May in the year two thousand and twenty-four.

Chairwoman, Board of Trustees

STRAYER 18 92 UNIVERSITY

University President

MSCHE
MIDDLE STATES COMMISSION ON HIGHER EDUCATION
1007 North Orange Street
4th Floor, MB #166
Wilmington, DE 19801
www.msche.org
Follow us: @mscheorg

STATEMENT OF ACCREDITATION STATUS

The Statement of Accreditation Status (SAS) is the official statement of the Middle States Commission on Higher Education (MSCHE) about each institution's current accreditation status and scope of accreditation. The SAS also provides a brief history of the actions taken by the Commission.

Institution:	**STRAYER UNIVERSITY** Washington, DC
Address:	1133 15th Street, N.W. Washington, DC 20005
Phone:	(202) 419-0400
URL:	**www.strayer.edu**
Accreditation Liaison Officer (ALO):	Dr. Ryan Poirier
Commission Staff Liaison:	Dr. Ryan Hartnett, Vice President

Accreditation Summary

For more information, see the Commission's **Accreditation Actions Policy and Procedures**.

Phase: Accredited

Status: Accreditation Reaffirmed

Accreditation Granted: 1981

Last Reaffirmation: 2017

Next Self-Study Evaluation: 2025-2026

Alternative Delivery Methods

The following represents approved alternative delivery methods included in the scope of the institution's accreditation:

Distance Education

Approved to offer programs by this delivery method

Correspondence Education

Not approved for this delivery method

Credential Levels

Approved Credential Levels

The following represents credential levels included in the scope of the institution's accreditation:

- **Postsecondary award (1-2 years)**
  Included within the scope
- **Associate's Degree or Equivalent**
  Included within the scope
- **Bachelor's Degree or Equivalent**
  Included within the scope
- **Post-baccalaureate Certificate**
  Included within the scope
- **Master's Degree or Equivalent**
  Included within the scope

Locations

The following represents branch campuses, additional locations, and other instructional sites that are included within the scope of the institution's accreditation:

Location	Type
Strayer University 1133 15th Street, N.W. Washington, DC 20005	Main Campus
Augusta 1330 Augusta West Parkway Augusta, GA 30909	Additional Location
Columbus Campus 408 12th Street Columbus, GA 31901	Additional Location
Morrow Campus Southlake Corporate Center 3000 Corporate Center, Suite 100 Morrow, GA 30260	Additional Location
Philadelphia Campus 1601 Cherry Street Suite 100 Philadelphia, PA 19102	Additional Location
Sand Lake Campus 8529 South Park Circle Suite 180 and 310 Orlando, FL 32819	Additional Location
Shelby Campus 7275 Appling Farms Parkway Memphis, TN 38133	Additional Location
Stonecrest/Lithonia Campus 3120 Stonecrest Boulevard Lithonia, GA 30038	Additional Location

Location	Type
Strayer University - Virginia Beach Campus 222 Central Park Avenue, Suite 210, Virginia Beach, VA 23462	Additional Location
Strayer University -North Dallas Campus 2711 Lyndon B. Johnson Freeway, Suite 450 Farmers Branch, TX 75234	Additional Location
Strayer University Alexandria Campus 2730 Eisenhower Avenue Alexandria, VA 22314	Additional Location
Strayer University Arlington Campus 2121 15th Street North Arlington, VA 22201	Additional Location
Strayer University Cobb Campus 3101 Towercreek Parkway Suite 700 Atlanta, GA 30339	Additional Location
Strayer University Prince George's Campus 5110 Auth Way Suitland, MD 20746-4207	Additional Location
Strayer University Washington Campus 1133 15th Street, NW Suite 200 Washington, DC 20005	Additional Location
Strayer University-- Chamblee 2965 Flowers Road South Chamblee, GA 30341	Additional Location
Strayer University--Miramar 14479 Miramar Parkway Miramar, FL 33027	Additional Location
Strayer University--Newport News 11805 Fountain Way Newport News, VA 23602	Additional Location

Location	Type
Strayer University--North Raleigh 5221 Capitol Blvd. Raleigh, NC 27616	Additional Location
Strayer University--Northwest Houston 10343 Sam Houston Park Drive Houston, TX 77064	Additional Location
Strayer University--South Charlotte 9101 Kings Parade Boulevard Charlotte, NC 28273	Additional Location
Columbia Campus 200 Center Point Circle Suite 300 Columbia, SC 29210	Other Instructional Site
Rockville Campus 1803 Research Blvd. Suite 110 Rockville, MD 20850	Other Instructional Site
South Raleigh Campus 3421 Olympia Drive Second Floor Raleigh, NC 27603	Other Instructional Site
Strayer University White Marsh Campus 9920 Franklin Square Drive 2nd floor Baltimore, MD 21236	Other Instructional Site
Strayer University-- Fort Worth 100 Throckmorton Street Fort Worth, TX 76102	Other Instructional Site
Strayer University-- Mobile 3 Dauphin Street Mobile, AL 36602	Other Instructional Site
Strayer University--Allentown 520 Hamilton Street Allentown, PA 18101	Other Instructional Site

Location	Type
Strayer University--Anne Arundel 1520 Jabez Run Millersville, MD 21108	Other Instructional Site
Strayer University--Birmingham 2 20th Street, North Birmingham, AL 35203	Other Instructional Site
Strayer University--Cedar Hill 610 Uptown Boulevard, 3rd Floor Cedar Hill, TX 75104	Other Instructional Site
Strayer University--Charleston 601 Meeting Street Charleston, SC 29403	Other Instructional Site
Strayer University--Chesterfield 15521 Midlothian Turnpike Midlothian, VA 23113	Other Instructional Site
Strayer University--Downtown Orlando 20 N. Orange Avenue Orlando, FL 32801	Other Instructional Site
Strayer University--El Paso 221 N. Kansas Street El Paso, TX 79901	Other Instructional Site
Strayer University--Fredericksburg 150 Riverside Parkway Fredericksburg, VA 22406	Other Instructional Site
Strayer University--Greensboro 4900 Kroger Boulevard Greensboro, NC 27407	Other Instructional Site
Strayer University--Greenville 823 Church Street Suite B Greenville, SC 29601	Other Instructional Site

Location	Type
Strayer University--Huntsville 4955 Corporate Drive NW Huntsville, AL 35805	Other Instructional Site
Strayer University--Jackson 100 East Capitol Street Jackson, MS 39201	Other Instructional Site
Strayer University--Jacksonville 220 Riverside Avenue Jacksonville, FL 32202	Other Instructional Site
Strayer University--Killeen 218 E. Avenue D Killeen, TX 76541	Other Instructional Site
Strayer University--Knoxville 800 South Gay Street Knoxville, TN 37929	Other Instructional Site
Strayer University--Little Rock 322 Main Street, Suite 501 Little Rock, AR 72201	Other Instructional Site
Strayer University--Loudoun 45150 Russell Branch Parkway Ashburn, VA 20147	Other Instructional Site
Strayer University--Lower Bucks 3800 Horizon Boulevard Feasterville-Trevose, PA 19053	Other Instructional Site
Strayer University--Macon 520 Martin Luther King, Jr. Boulevard Macon, GA 31201	Other Instructional Site
Strayer University--Montgomery 79 Commerce Street Montgomery, AL 36104	Other Instructional Site

Location	Type
Strayer University--Nashville 617 3rd Avenue S. Nashville, TN 37210	Other Instructional Site
Strayer University--North Charlotte 845 Church Street N Concord, NC 28025	Other Instructional Site
Strayer University--North Raleigh 5221 Capitol Blvd. Raleigh, NC 27616	Other Instructional Site
Strayer University--Oklahoma City 1100 N. Broadway Avenue Oklahoma City, OK 35203	Other Instructional Site
Strayer University--Piscataway 242 Old New Brunswick Road Piscataway, NJ 08854	Other Instructional Site
Strayer University--San Antonio 40 NE Loop 410 San Antonio, TX 78216	Other Instructional Site
Strayer University--South Charlotte 9101 Kings Parade Boulevard Charlotte, NC 28273	Other Instructional Site
Strayer University--South Raleigh 3421 Olympia Drive Raleigh, NC 27603	Other Instructional Site
Strayer University--South Raleigh 3421 Olympia Drive Raleigh, NC 27603	Other Instructional Site
Strayer University--Tallahassee 699 W. Gaines Street Tallahassee, FL 32304	Other Instructional Site

Location	Type
Strayer University--Tampa East 5650 Breckenridge Park Drive Tampa, FL 33610	Other Instructional Site
Strayer University--Teays Valley 135 Corporate Center Drive Scott Depot, WV 25560	Other Instructional Site
Strayer University--Wilmington 800 North King Street Wilmington, DE 19801-3544	Other Instructional Site
Strayer University-Savannah 8001 Chatham Center Drive Savannah, GA 31405	Other Instructional Site
Strayer University-Thousand Oaks 2650 Thousand Oaks Blvd Memphis, TN 38118	Other Instructional Site
Verizon Communications 1 Verizon Way Basking Ridge, NJ 07920	Other Instructional Site

Definitions: For definitions of branch campus, additional locations, or other instructional sites, see the **Commission's Substantive Change Policy and Procedures**.

Accreditation Actions

The following represents the MSCHE accreditation actions taken in the last ten (10) years. For more information, see the **Commission's Accreditation Actions Policy and Procedures** *and* **the Substantive Change Policy and Procedures**.

October 24, 2024	To acknowledge receipt of the substantive change request. To include the reclassification of the additional location at 9920 Franklin Square Drive, 2nd floor, Baltimore, MD 21236 to an other instructional site within the institution's scope of accreditation. To require immediate notification when the change is implemented by email to substantivechange@msche.org. To note that the Commission may rescind this action if the requested substantive change is not implemented within one calendar year from the date of this action.
October 24, 2024	To acknowledge receipt of the substantive change request. To include the reclassification of the additional location at 3421 Olympia Drive, Raleigh, NC 27603 to an other instructional site within the institution's scope of accreditation. To require immediate notification when the change is implemented by email to substantivechange@msche.org. To note that the Commission may rescind this action if the requested substantive change is not implemented within one calendar year from the date of this action.
October 24, 2024	To acknowledge receipt of the substantive change request. To include the reclassification of the other instructional site at 5221 Capitol Boulevard, Raleigh, NC 27616 to an additional location within the institution's scope of accreditation. To require immediate notification when the change is implemented by email to substantivechange@msche.org. To note that the Commission may rescind this action if the requested substantive change is not implemented within one calendar year from the date of this action. The next evaluation visit is scheduled for 2025-2026.
June 26, 2024	To acknowledge receipt of the substantive change request. To include the reclassification of the other instructional site at 3421 Olympia Drive, Raleigh, NC 27603 to an additional location within the institution's scope of accreditation. To require immediate notification when the change is implemented by email to substantivechange@msche.org. To note that the Commission may rescind this action if the requested substantive change is not implemented within one calendar year from the date of this action.
June 26, 2024	

	To acknowledge receipt of the substantive change request. To include the reclassification of the other instructional site at 9101 Kings Parade Boulevard, Charlotte, NC 28273 to an additional location within the institution's scope of accreditation. To require immediate notification when the change is implemented by email to substantivechange@msche.org. To note that the Commission may rescind this action if the requested substantive change is not implemented within one calendar year from the date of this action. The next evaluation visit is scheduled for 2025-2026.
March 28, 2024	Staff acted on behalf of the Commission to acknowledge receipt of the supplemental information report requested by the Commission action of November 6, 2023, providing information on key data indicators (student achievement and enrollment – FTE), as reported on the 2023 Annual Institutional Update (AIU) in accordance with federal regulation 34 CFR § 602.19(d). The next evaluation visit is scheduled for 2025-2026.
November 16, 2023	To acknowledge receipt of the supplemental information report requested by the Commission action of July 5, 2023. The next evaluation visit is scheduled for 2025-2026.
November 6, 2023	Staff acted on behalf of the Commission to request a supplemental information report, due December 13, 2023, providing information on key data indicators (student achievement and enrollment – FTE) as reported on the 2023 Annual Institutional Update in accordance with federal regulation 34 CFR § 602.19 (d). The next evaluation date is scheduled for 2025-2026.
July 10, 2023	To acknowledge receipt of the substantive change request. To include the reclassification of the other instructional site at 14479 Miramar Parkway, Miramar, FL 33027 to an additional location within the institution's scope of accreditation. To require immediate notification when the change is implemented by email to substantivechange@msche.org. To note that the Commission may rescind this action if the requested substantive change is not implemented within one calendar year from the date of this action.
July 10, 2023	To acknowledge receipt of the substantive change request. To include the reclassification of the other instructional site at 2965 Flowers Road South, Chamblee, GA 30341 to an additional location within the institution's scope of accreditation. To require immediate notification when the change is implemented by email to substantivechange@msche.org. To note that the Commission may rescind this action if the requested substantive change is not

	implemented within one calendar year from the date of this action. The next evaluation visit is scheduled for 2025-2026.
July 10, 2023	To acknowledge receipt of the substantive change request. To include the reclassification of the other instructional site at 10343 Sam Houston Park Drive, Houston, TX 77064 to an additional location within the institution's scope of accreditation. To require immediate notification when the change is implemented by email to substantivechange@msche.org. To note that the Commission may rescind this action if the requested substantive change is not implemented within one calendar year from the date of this action.
July 5, 2023	Staff acted on behalf of the Commission to request a supplemental information report, due August 21, 2023, that provides additional information on Standard II: Ethics and Integrity, and Standard IV: Support of the Student Experience. The next evaluation visit is scheduled for 2025-2026.
October 27, 2022	To acknowledge receipt of the substantive change request. To include the reclassification of the additional location at 610 Meeting Street, Charleston, SC 29403 to an other instructional site within the institution's scope of accreditation. To require immediate notification when the change is implemented. To note that the Commission reserves the right to rescind this action if any developments reveal additional information that might have affected the Commission's decision and/or the requested substantive change is not implemented within one calendar year from the date of this action.
October 27, 2022	To acknowledge receipt of the substantive change request. To include the reclassification of the additional location at 3421 Olympia Drive, Second Floor, Raleigh, NC 27603 to an other instructional site within the institution's scope of accreditation. To require immediate notification when the change is implemented. To note that the Commission reserves the right to rescind this action if any developments reveal additional information that might have affected the Commission's decision and/or the requested substantive change is not implemented within one calendar year from the date of this action.
August 25, 2022	To acknowledge receipt of the substantive change request. To include the reclassification of the additional location at 13385 Minnieville Road, Woodbridge, VA 22192 to an other instructional site within the institution's scope of accreditation. To require immediate notification when the change is implemented. To note that the Commission may rescind this action if the

	requested substantive change is not implemented within one calendar year from the date of this action.
August 25, 2022	To acknowledge receipt of the substantive change request. To include the reclassification of the additional location at 1520 Jabez Run, Millersville, MD 21108 to an other instructional site within the institution's scope of accreditation. To require immediate notification when the change is implemented. To note that the Commission may rescind this action if the requested substantive change is not implemented within one calendar year from the date of this action.
August 25, 2022	To acknowledge receipt of the substantive change request. To include the reclassification of the additional location at 1803 Research Boulevard, Suite 110, Rockville, MD 20850 to an other instructional site within the institution's scope of accreditation. To require immediate notification when the change is implemented. To note that the Commission may rescind this action if the requested substantive change is not implemented within one calendar year from the date of this action.
August 25, 2022	To acknowledge receipt of the substantive change request. To include the reclassification of the additional location at 200 Center Point Circle, Suite 300, Columbia, SC 29210 to an other instructional site within the institution's scope of accreditation. To require immediate notification when the change is implemented. To note that the Commission may rescind this action if the requested substantive change is not implemented within one calendar year from the date of this action. The next evaluation visit is scheduled for 2025-2026.
April 28, 2022	To acknowledge receipt of the substantive change request. To include the reclassification of the additional location at 8001 Chatham Center Drive, Savannah, GA 31405 to an other instructional site within the institution's scope of accreditation. To require immediate notification when the change is implemented. To note that the Commission may rescind this action if the requested substantive change is not implemented within one calendar year from the date of this action.
April 28, 2022	To acknowledge receipt of the substantive change request. To include the reclassification of the additional location at 500 Redland Court, Suite 100, Owings Mills, MD 21117 to an other instructional site within the institution's scope of accreditation. To require immediate notification when the change is implemented. To note that the Commission may rescind this action if the

	requested substantive change is not implemented within one calendar year from the date of this action. The next evaluation visit is scheduled for 2025-2026.
April 28, 2022	To acknowledge receipt of the substantive change request. To include the reclassification of the additional location at 760 W. Sproul Road, Suite 200, Springfield, PA 19064 to an other instructional site within the institution's scope of accreditation. To require immediate notification when the change is implemented. To note that the Commission may rescind this action if the requested substantive change is not implemented within one calendar year from the date of this action.
April 28, 2022	To acknowledge receipt of the substantive change request. To include the reclassification of the additional location at 45150 Russell Branch Parkway, Suite 200, Ashburn, VA 20147 to an other instructional site within the institution's scope of accreditation. To require immediate notification when the change is implemented. To note that the Commission may rescind this action if the requested substantive change is not implemented within one calendar year from the date of this action.
January 4, 2022	To acknowledge receipt of the substantive change request. To include the reclassification of the additional location at 1 Verizon Way, Basking Ridge, NJ 07920 to an other instructional site within the institution's scope of accreditation. To require immediate notification when the change is implemented. To note that the Commission reserves the right to rescind approval of this substantive change if any developments reveal additional information that might have affected the Commission's decision and/or the requested substantive change is not implemented within one calendar year from the date of this action. The next evaluation visit is scheduled for 2025-2026.
October 28, 2021	To acknowledge receipt of the substantive change request. To include the relocation of the additional location at 5010 Wetland Crossing, North Charleston, SC 29418 to 610 Meeting Street, Charleston, SC 29403 within the institution's scope of accreditation. To require immediate notification when instruction commences at the new location and of the date that instruction ceases at the former location. To require written evidence of approvals from all necessary licensing, regulatory, or other legal entities as necessary, including the South Carolina Commission on Higher Education. To note the Commission may rescind this action if the requested substantive change is not implemented within one calendar year from the date of this action. The next evaluation visit is scheduled for 2025-2026.

June 23, 2021	To acknowledge receipt of the substantive change request. To include the relocation of the additional location at 99 Old Oyster Point Road, Newport News, VA 23602 to 11805 Fountain Way, Newport News, VA 23602 within the institution's scope of accreditation. To require immediate notification when instruction commences at the new location and of the date that instruction ceases at the former location. To require written evidence of approvals from all necessary licensing, regulatory, or other legal entities as necessary, including State Council of Higher Education for Virginia. To note the Commission may rescind this action if the requested substantive change is not implemented within one calendar year from the date of this action. The next evaluation visit is scheduled for 2025-2026.
April 29, 2021	To acknowledge receipt of the substantive change request. To include the reclassification of the additional location at 2620 Thousand Oaks Boulevard, Suite 1100, Memphis, TN 38118 to an other instructional site within the institution's scope of accreditation. To require immediate notification when the change is implemented. To note that the Commission reserves the right to rescind approval of this substantive change if any developments reveal additional information that might have affected the Commission's decision and/or the requested substantive change is not implemented within one calendar year from the date of this action. The next evaluation visit is scheduled for 2025-2026.
October 29, 2020	To acknowledge receipt of the substantive change request. To note the institution's decision to close the additional location at 6830 Laurel Street, NW, Washington, DC 20012. To require immediate notification when instruction ceases at the additional location. To note that the Commission may rescind this action if the requested substantive change is not implemented within one calendar year from the date of this action. To require written evidence of approvals from all necessary licensing, regulatory, or other legal entities as necessary, including the District of Columbia Higher Education Licensure Commission.
October 29, 2020	To acknowledge receipt of the substantive change request. To note the institution's decision to close the additional location at 676 Independence Parkway, Suite 300, Chesapeake, VA 23320. To require immediate notification when instruction ceases at the additional location. To note that the Commission may rescind this action if the requested substantive change is not implemented within one calendar year from the date of this action. To require written evidence of approvals from all necessary licensing, regulatory, or other legal

	entities as necessary, including the State Council of Higher Education for Virginia.
October 29, 2020	To acknowledge receipt of the substantive change request. To note the institution's decision to close the additional location at 4655 Timber Ridge Drive, Douglasville, GA 30135. To require immediate notification when instruction ceases at the additional location. To note that the Commission may rescind this action if the requested substantive change is not implemented within one calendar year from the date of this action. To require written evidence of approvals from all necessary licensing, regulatory, or other legal entities as necessary, including the Georgia Nonpublic Postsecondary Education Commission.
October 29, 2020	To acknowledge receipt of the substantive change request. To note the institution's decision to close the additional location at 2307 W. Broward Boulevard, Suite 100, Fort Lauderdale, FL 33312. To require immediate notification when instruction ceases at the additional location. To note that the Commission may rescind this action if the requested substantive change is not implemented within one calendar year from the date of this action. To require written evidence of approvals from all necessary licensing, regulatory, or other legal entities as necessary, including the Florida Commission for Independent Education.
October 29, 2020	To acknowledge receipt of the substantive change request. To note the institution's decision to close the additional location at 305 2nd Ave, SE, Decatur, AL 35601-2319. To require immediate notification when instruction ceases at the additional location. To note that the Commission may rescind this action if the requested substantive change is not implemented within one calendar year from the date of this action. To require written evidence of approvals from all necessary licensing, regulatory, or other legal entities as necessary, including the Alabama Commission on Higher Education. The next evaluation visit is scheduled for 2023-2024.
June 17, 2020	To acknowledge receipt of the substantive change request. To include the reclassification of the additional location at 100 E. Capitol Street, Jackson, MS 39201 to an other instructional site within the institution's scope of accreditation. To require immediate notification when the change is implemented. To note that the Commission reserves the right to rescind approval of this substantive change if any developments reveal additional information that might have affected the Commission's decision and/or the

	requested substantive change is not implemented within one calendar year from the date of this action.
June 17, 2020	To acknowledge receipt of the substantive change request. To include the reclassification of the additional location at 11025 RCA Center Drive Garden Station West Building Suites 200 and 301, Palm Beach Gardens, FL 33410 to an other instructional site within the institution's scope of accreditation. To require immediate notification when the change is implemented. To note that the Commission reserves the right to rescind approval of this substantive change if any developments reveal additional information that might have affected the Commission's decision and/or the requested substantive change is not implemented within one calendar year from the date of this action.
June 17, 2020	To acknowledge receipt of the substantive change request. To include the reclassification of the additional location at 3800 Horizon Boulevard, Trevose, PA 19053 to an other instructional site within the institution's scope of accreditation. To require immediate notification when the change is implemented. To note that the Commission reserves the right to rescind approval of this substantive change if any developments reveal additional information that might have affected the Commission's decision and/or the requested substantive change is not implemented within one calendar year from the date of this action.
June 17, 2020	To acknowledge receipt of the substantive change request. To include the reclassification of the additional location at 5650 Breckenridge Park Drive Suite 300, Tampa, FL 33610 to an other instructional site within the institution's scope of accreditation. To require immediate notification when the change is implemented. To note that the Commission reserves the right to rescind approval of this substantive change if any developments reveal additional information that might have affected the Commission's decision and/or the requested substantive change is not implemented within one calendar year from the date of this action. The next evaluation visit is scheduled for 2023-2024.
April 30, 2020	To acknowledge receipt of the substantive change request. To include the reclassification of the Houston Northwest Houston Campus additional location at 10343 Sam Houston Park Drive, Houston, TX 77064 to an other instructional site within the institution's scope of accreditation. To require immediate notification when the change is implemented. To note that the Commission may rescind this action if the requested substantive change is not implemented within one calendar year from the date of this action.

April 30, 2020	To acknowledge receipt of the substantive change request. To include the reclassification of the Strayer University Fredericksburg Campus additional location at 150 Riverside Parkway, Fredericksburg, VA 22406 to an other instructional site within the institution's scope of accreditation. To require immediate notification when the change is implemented. To note that the Commission may rescind this action if the requested substantive change is not implemented within one calendar year from the date of this action.
April 30, 2020	To acknowledge receipt of the substantive change request. To include the reclassification of the Huntersville Campus additional location at 13620 Reese Boulevard Suite 130, Huntersville, NC 28078 to an other instructional site within the institution's scope of accreditation. To require immediate notification when the change is implemented. To note that the Commission may rescind this action if the requested substantive change is not implemented within one calendar year from the date of this action.
April 30, 2020	To acknowledge receipt of the substantive change request. To include the reclassification of the Greensboro Campus additional location at 4900 Koger Boulevard Suite 400, Greensboro, NC 27407 to an other instructional site within the institution's scope of accreditation. To require immediate notification when the change is implemented. To note that the Commission may rescind this action if the requested substantive change is not implemented within one calendar year from the date of this action.
April 30, 2020	To acknowledge receipt of the substantive change request. To include the reclassification of the Strayer University Cary/RTP Campus additional location at 4 Copley Parkway, Morrisville, NC 27560 to an other instructional site within the institution's scope of accreditation. To require immediate notification when the change is implemented. To note that the Commission may rescind this action if the requested substantive change is not implemented within one calendar year from the date of this action.
April 30, 2020	To acknowledge receipt of the substantive change request. To include the reclassification of the Strayer University Austin Campus additional location at Building I, Reunion Park 8501 N. MoPac Expressway 1st floor, Austin, TX 78759 to an other instructional site within the institution's scope of accreditation. To require immediate notification when the change is implemented. To note that the Commission may rescind this action if the requested substantive change is not implemented within one calendar year from the date of this action.

April 30, 2020	To acknowledge receipt of the substantive change request. To include the reclassification of the Strayer University Greenville Campus additional location at 777 Lowdnes Hill Road, Building 3, Greenville, SC 29607 to an other instructional site within the institution's scope of accreditation. To require immediate notification when the change is implemented. To note that the Commission may rescind this action if the requested substantive change is not implemented within one calendar year from the date of this action.
April 30, 2020	To acknowledge receipt of the substantive change request. To include the reclassification of the Strayer University South Charlotte Campus additional location at 9101 Kings Parade Boulevard Suite 200, Charlotte, NC 28273 to an other instructional site within the institution's scope of accreditation. To require immediate notification when the change is implemented. To note that the Commission may rescind this action if the requested substantive change is not implemented within one calendar year from the date of this action.
April 30, 2020	To acknowledge receipt of the substantive change request. To include the reclassification of the Strayer University Chesterfield Campus additional location at 15521 Midlothian Turnpike, Midlothian, VA 23113 to an other instructional site within the institution's scope of accreditation. To require immediate notification when the change is implemented. To note that the Commission may rescind this action if the requested substantive change is not implemented within one calendar year from the date of this action.
April 30, 2020	To acknowledge receipt of the substantive change request. To include the reclassification of the Cedar Hill Campus additional location at 610 Uptown Boulevard, 3rd Floor, Cedar Hill, TX 75104 to an other instructional site within the institution's scope of accreditation. To require immediate notification when the change is implemented. To note that the Commission may rescind this action if the requested substantive change is not implemented within one calendar year from the date of this action.
April 30, 2020	To acknowledge receipt of the substantive change request. To include the reclassification of the Strayer University Manassas Campus additional location at 9990 Battleview Parkway, Manassas, VA 20109 to an other instructional site within the institution's scope of accreditation. To require immediate notification when the change is implemented. To note that the Commission may rescind this action if the requested substantive change is not implemented within one calendar year from the date of this action.

April 30, 2020	To acknowledge receipt of the substantive change request. To include the reclassification of the Strayer University Henrico Campus additional location at 11501 Nuckols Road, Glen Allen, VA 23059 to an other instructional site within the institution's scope of accreditation. To require immediate notification when the change is implemented. To note that the Commission may rescind this action if the requested substantive change is not implemented within one calendar year from the date of this action.
April 30, 2020	To acknowledge receipt of the substantive change request. To include the reclassification of the San Antonio, TX Campus additional location at 40 NE Loop 410, Suite 500, San Antonio, TX 78216 to an other instructional site within the institution's scope of accreditation. To require immediate notification when the change is implemented. To note that the Commission may rescind this action if the requested substantive change is not implemented within one calendar year from the date of this action. The next evaluation visit is scheduled for 2025-2026.
February 27, 2020	To acknowledge receipt of the substantive change request. To include the reclassification of the Baymeadows Campus additional location at 8375 Dix Ellis Trail Suite 200, Jacksonville, FL 32256 to an other instructional site within the institution's scope of accreditation. To require immediate notification when the change is implemented. To note that the Commission may rescind this action if the requested substantive change is not implemented within one calendar year from the date of this action.
February 27, 2020	To acknowledge receipt of the substantive change request. To include the reclassification of the Maitland Campus additional location at 901 N. Lake Destiny Drive Suite 370, Maitland, FL 32751 to an other instructional site within the institution's scope of accreditation. To require immediate notification when the change is implemented. To note that the Commission may rescind this action if the requested substantive change is not implemented within one calendar year from the date of this action.
February 27, 2020	To acknowledge receipt of the substantive change request. To include the reclassification of the Warrendale Campus additional location at 802 Warrendale Village Drive, Warrendale, PA 15086 to an other instructional site within the institution's scope of accreditation. To require immediate notification when the change is implemented. To note that the Commission may rescind this action if the requested substantive change is not implemented within one calendar year from the date of this action.

February 27, 2020	To acknowledge receipt of the substantive change request. To include the reclassification of the Strayer University Macon additional location at 520 Martin Luther King Junior Boulevard, Macon, GA 31201 to an other instructional site within the institution's scope of accreditation. To require immediate notification when the change is implemented. To note that the Commission may rescind this action if the requested substantive change is not implemented within one calendar year from the date of this action.
February 27, 2020	To acknowledge receipt of the substantive change request. To include the reclassification of the Strayer University - Cherry Hill Campus additional location at 2370 State Route 70 West, Suite 335, Cherry Hill, NJ 08002 to an other instructional site within the institution's scope of accreditation. To require immediate notification when the change is implemented. To note that the Commission may rescind this action if the requested substantive change is not implemented within one calendar year from the date of this action.
February 27, 2020	To acknowledge receipt of the substantive change request. To include the reclassification of the Huntsville additional location at 4955 Corporate Drive, Huntsville, AL 35805 to an other instructional site within the institution's scope of accreditation. To require immediate notification when the change is implemented. To note that the Commission may rescind this action if the requested substantive change is not implemented within one calendar year from the date of this action.
February 27, 2020	To acknowledge receipt of the substantive change request. To include the reclassification of the Willingboro Campus additional location at Strayer University at Burlington County College 300 Willingboro Parkway Suite 125, Willingboro, NJ 08046 to an other instructional site within the institution's scope of accreditation. To require immediate notification when the change is implemented. To note that the Commission may rescind this action if the requested substantive change is not implemented within one calendar year from the date of this action. The next evaluation visit is scheduled for 2025-2026.
February 27, 2020	To acknowledge receipt of the substantive change request. To include the reclassification of the Strayer University Allentown Campus additional location at 520 Hamilton Street, Allentown, PA 18101 to an other instructional site within the institution's scope of accreditation. To require immediate notification when the change is implemented. To note that the Commission may rescind this action if the requested substantive change is not implemented within one calendar year from the date of this action.

February 27, 2020	To acknowledge receipt of the substantive change request. To include the reclassification of the Piscataway additional location at 242 Old New Brunswick Road, Piscataway, NJ 08854 to an other instructional site within the institution's scope of accreditation. To require immediate notification when the change is implemented. To note that the Commission may rescind this action if the requested substantive change is not implemented within one calendar year from the date of this action.
February 27, 2020	To acknowledge receipt of the substantive change request. To include the reclassification of the Strayer University Chamblee Campus Airport additional location at 3355 Northeast Expressway Suite 100, Atlanta, GA 30341 to an other instructional site within the institution's scope of accreditation. To require immediate notification when the change is implemented. To note that the Commission may rescind this action if the requested substantive change is not implemented within one calendar year from the date of this action.
February 27, 2020	To acknowledge receipt of the substantive change request. To include the reclassification of the Strayer University - Montgomery Campus additional location at 79 Commerce Street, Montgomery, AL 36104 to an other instructional site within the institution's scope of accreditation. To require immediate notification when the change is implemented. To note that the Commission may rescind this action if the requested substantive change is not implemented within one calendar year from the date of this action.
January 3, 2020	To acknowledge receipt of the substantive change request. To note the institution's decision to close the additional location at Verizon Wireless, Strayer University, 300 River Rock Boulevard, Murfreesboro, TN 37128. To require immediate notification when instruction ceases at the additional location. To note that the Commission may rescind this action if the requested substantive change is not implemented within one calendar year from the date of this action.
January 3, 2020	To acknowledge receipt of the substantive change request. To note the institution's decision to close the additional location at Verizon Wireless, 7401 Coca-Cola Drive, Hanover, MD 21076. To require immediate notification when instruction ceases at the additional location. To note that the Commission may rescind this action if the requested substantive change is not implemented within one calendar year from the date of this action.
January 3, 2020	

	To acknowledge receipt of the substantive change request. To note the institution's decision to close the additional location at Verizon Wireless, 3 Verizon Place, Alpharetta, GA 30004. To require immediate notification when instruction ceases at the additional location. To note that the Commission may rescind this action if the requested substantive change is not implemented within one calendar year from the date of this action.
January 3, 2020	To acknowledge receipt of the substantive change request. To note the institution's decision to close the additional location at Verizon Wireless, Strayer University 6955 West Morelos Place, Chandler, AZ 85226. To require immediate notification when instruction ceases at the additional location. To note that the Commission may rescind this action if the requested substantive change is not implemented within one calendar year from the date of this action.
January 3, 2020	To acknowledge receipt of the substantive change request. To note the institution's decision to close the additional location at Verizon Wireless, 6550 W. Hillsborough Ave., Tampa, FL 33634. To require immediate notification when instruction ceases at the additional location. To note that the Commission may rescind this action if the requested substantive change is not implemented within one calendar year from the date of this action.
January 3, 2020	To acknowledge receipt of the substantive change request. To note the institution's decision to close the additional location at Verizon Wireless, Strayer University 701 Brookfield Parkway, Greenville, SC 29607. To require immediate notification when instruction ceases at the additional location. To note that the Commission may rescind this action if the requested substantive change is not implemented within one calendar year from the date of this action.
January 3, 2020	To acknowledge receipt of the substantive change request. To note the institution's decision to close the additional location at Verizon Wireless, 2401 Sardis Road North Suite 100, Charlotte, NC 28270. To require immediate notification when instruction ceases at the additional location. To note that the Commission may rescind this action if the requested substantive change is not implemented within one calendar year from the date of this action.
January 3, 2020	To acknowledge receipt of the substantive change request. To note the institution's decision to close the additional location at Verizon Wireless, 5000 Britton Parkway, Hilliard, OH 43026. To require immediate notification when

	instruction ceases at the additional location. To note that the Commission may rescind this action if the requested substantive change is not implemented within one calendar year from the date of this action.
January 3, 2020	To acknowledge receipt of the substantive change request. To note the institution's decision to close the additional location at Verizon Wireless, 3601 Converse Drive, Wilmington, NC 28403. To require immediate notification when instruction ceases at the additional location. To note that the Commission may rescind this action if the requested substantive change is not implemented within one calendar year from the date of this action.
January 3, 2020	To acknowledge receipt of the substantive change request. To note the institution's decision to close the additional location at Verizon Wireless, Strayer University 15505 Sand Canyon Avenue, Irvine, CA 92618. To require immediate notification when instruction ceases at the additional location. To note that the Commission may rescind this action if the requested substantive change is not implemented within one calendar year from the date of this action.
January 3, 2020	To acknowledge receipt of the substantive change request. To note the institution's decision to close the additional location at Verizon Wireless, 2777 South Corporate Park Drive, West Valley City, UT 84120. To require immediate notification when instruction ceases at the additional location. To note that the Commission may rescind this action if the requested substantive change is not implemented within one calendar year from the date of this action.
January 3, 2020	To acknowledge receipt of the substantive change request. To include the reclassification of the Strayer University North Charlotte Campus additional location, 7870 Commons Park Circle NW, Concord, NC 28027 to an other instructional site within the institution's scope of accreditation. To require immediate notification when the change is implemented. To note that the Commission may rescind this action if the requested substantive change is not implemented within one calendar year from the date of this action.
January 3, 2020	To acknowledge receipt of the substantive change request. To include the reclassification of the Little Rock Campus additional location, Two Financial Centre 10825 Financial Centre Parkway, Little Rock, AR 72211 to an other instructional site within the institution's scope of accreditation. To require immediate notification when the change is implemented. To note that the

	Commission may rescind this action if the requested substantive change is not implemented within one calendar year from the date of this action.
January 3, 2020	To acknowledge receipt of the substantive change request. To include the reclassification of the Strayer University Wilmington additional location, 800 North King Street, Wilmington, DE 19801 to an other instructional site within the institution's scope of accreditation. To require immediate notification when the change is implemented. To note that the Commission may rescind this action if the requested substantive change is not implemented within one calendar year from the date of this action.
January 3, 2020	To acknowledge receipt of the substantive change request. To include the reclassification of the Teays Valley Campus additional location, 135 Corporate Center Drive, Scott Depot, WV 25560 to an other instructional site within the institution's scope of accreditation. To require immediate notification when the change is implemented. To note that the Commission may rescind this action if the requested substantive change is not implemented within one calendar year from the date of this action.
January 3, 2020	To acknowledge receipt of the substantive change request. To note the institution's decision to close the additional location at Verizon Wireless, 1701 W. Golf Road, Rolling Meadows, IL 60008. To require immediate notification when instruction ceases at the additional location. To note that the Commission may rescind this action if the requested substantive change is not implemented within one calendar year from the date of this action.
January 3, 2020	To acknowledge receipt of the substantive change request. To note the institution's decision to close the additional location at Verizon Wireless, Two Verizon Wireless, Alpharetta, GA 30319. To require immediate notification when instruction ceases at the additional location. To note that the Commission may rescind this action if the requested substantive change is not implemented within one calendar year from the date of this action.
January 3, 2020	To acknowledge receipt of the substantive change request. To note the institution's decision to close the additional location at Verizon Wireless, 11950 Don Haskins Drive, El Paso, TX 79936. To require immediate notification when instruction ceases at the additional location. To note that the Commission may rescind this action if the requested substantive change is not implemented within one calendar year from the date of this action. The next evaluation visit is scheduled for 2024-2025.

October 29, 2019	To acknowledge receipt of the substantive change request. To include the reclassification of the additional location at Orlando Site, 2200 North Alafaya Trail, Suite 500, Orlando, FL 32826 to an other instructional site within the institution's scope of accreditation. To require immediate notification when the change is implemented. To note that the Commission may rescind this action if the requested substantive change is not implemented within one calendar year from the date of this action.
October 29, 2019	To acknowledge receipt of the substantive change request. To include the reclassification of the additional location at Strayer University Sand Lake Campus, 8541 South Park Circle, Orlando, FL 32819 to an other instructional site within the institution's scope of accreditation. To require immediate notification when the change is implemented. To note that the Commission may rescind this action if the requested substantive change is not implemented within one calendar year from the date of this action.
October 29, 2019	To acknowledge receipt of the substantive change request. To include the reclassification of the additional location at Stafford, TX Campus, 12603 Southwest Freeway, Suite 400, Stafford, TX 77477 to an other instructional site within the institution's scope of accreditation. To require immediate notification when the change is implemented. To note that the Commission may rescind this action if the requested substantive change is not implemented within one calendar year from the date of this action.
October 29, 2019	To acknowledge receipt of the substantive change request. To include the reclassification of the additional location at Strayer University Raleigh, 8701 Wadford Drive, Raleigh, NC 27616 to an other instructional site within the institution's scope of accreditation. To require immediate notification when the change is implemented. To note that the Commission may rescind this action if the requested substantive change is not implemented within one calendar year from the date of this action.
October 29, 2019	To acknowledge receipt of the substantive change request. To include the reclassification of the additional location at Birmingham Campus, 3570 Grandview Parkway, Suite 200, Birmingham, AL 35243 to an other instructional site within the institution's scope of accreditation. To require immediate notification when the change is implemented. To note that the Commission may rescind this action if the requested substantive change is not implemented within one calendar year from the date of this action. The next evaluation visit is scheduled for 2025-2026.

September 3, 2019	To acknowledge receipt of the substantive change request. To include the reclassification of the additional location at Miramar, 15620 S.W. 29th Street, Miramar, FL 33027 to an other instructional site within the institution's scope of accreditation. To require immediate notification when the change is implemented. To note that the Commission may rescind this action if the requested substantive change is not implemented within one calendar year from the date of this action. The next evaluation visit is scheduled for 2025-2026.
April 30, 2019	To acknowledge receipt of the substantive change request. To include the relocation of the Strayer University - Virginia Beach Campus additional location to 222 Central Park Avenue, Suite 210, Virginia Beach, VA 23462 within the institution's scope of accreditation. To require immediate notification when instruction commences at the new location and of the date that instruction ceases at the former location. To note the Commission may rescind this action if instruction at this location does not commence within one calendar year from the date of this action.
April 30, 2019	To acknowledge receipt of the substantive change request. To include the reclassification of the additional location at Strayer University □ El Paso Campus, 221 N. Kansas Street, El Paso, TX 79901 to an other instructional site within the institution's scope of accreditation. To require immediate notification when the change is implemented. To note that the Commission may rescind this action if the requested substantive change is not implemented within one calendar year from the date of this action. The next evaluation visit is scheduled for 2025-2026.
March 4, 2019	To acknowledge receipt of the substantive change request. To include the reclassification of the Strayer University Nashville Campus additional location at 1809 Dabbs Avenue, Nashville, TN 37210-3805 to an other instructional site within the institution's scope of accreditation. To require immediate notification when the change is implemented. To note that the Commission may rescind this action if the requested substantive change is not implemented within one calendar year from the date of this action.
March 4, 2019	To acknowledge receipt of the substantive change request. To include the reclassification of the Knoxville Campus additional location at 10118 Parkside Drive Suite 200, Knoxville, TN 37922 to an other instructional site within the institution's scope of accreditation. To require immediate notification when the change is implemented. To note that the Commission may rescind this action if the requested substantive change is not implemented within one calendar year

	from the date of this action. The next evaluation visit is scheduled for 2025-2026.
March 4, 2019	To acknowledge receipt of the substantive change request. To include the reclassification of the Verizon Wireless, Columbia, South Carolina campus additional location at 501 Spears Creek Church Road, Elgin, SC 29045 to an other instructional site within the institution's scope of accreditation. To require immediate notification when the change is implemented. To note that the Commission may rescind this action if the requested substantive change is not implemented within one calendar year from the date of this action.
January 4, 2019	To acknowledge receipt of the substantive change request. To note the institution's decision to close its additional location at Verizon Wireless, Strayer University, 475 Quality Circle, Huntsville, AL 35806. The Commission requires notification within thirty days of the closure of this additional location.
January 4, 2019	To acknowledge receipt of the substantive change request. To note the institution's decision to close its additional location at Verizon Wireless, 7600 Montpelier Road, Laurel, MD 20723. The Commission requires notification within thirty days of the closure of this additional location.
January 4, 2019	To acknowledge receipt of the substantive change request. To note the institution's decision to close its additional location at Verizon Wireless, Bellevue, WA, 3245 158th Avenue, Bellevue, WA 98008. The Commission requires notification within thirty days of the closure of this additional location.
January 4, 2019	To acknowledge receipt of the substantive change request. To note the institution's decision to close its additional location at Verizon Wireless, 2000 Technology Drive, Mankato, MN 50001. The Commission requires notification within thirty days of the closure of this additional location.
January 4, 2019	To acknowledge receipt of the substantive change request. To note the institution's decision to close its additional location at Verizon Wireless, Strayer University, 2401 Mall Drive, North Charleston, SC 29406. The Commission requires notification within thirty days of the closure of this additional location.
January 4, 2019	To acknowledge receipt of the substantive change request. To note the institution's decision to close its additional location at Verizon Wireless, Strayer University, 455 Duke Street, Franklin, TN 37067. The Commission requires notification within thirty days of the closure of this additional location.

January 4, 2019	To acknowledge receipt of the substantive change request. To note the institution's decision to close its additional location at Verizon Wireless, Strayer University, 7000 Central Avenue, SW, Albuquerque, NM 87121. The Commission requires notification within thirty days of the closure of this additional location.
January 4, 2019	To acknowledge receipt of the substantive change request. To note the institution's decision to close its additional location at Verizon Wireless, 300 Allegheny Drive, Warrendale, PA 15086. The Commission requires notification within thirty days of the closure of this additional location.
January 4, 2019	To acknowledge receipt of the substantive change request. To note the institution's decision to close its additional location at Verizon Wireless, 1 Verizon Drive, Little Rock, AR 72202. The Commission requires notification within thirty days of the closure of this additional location. The next evaluation visit is scheduled for 2025-2026.
October 29, 2018	To acknowledge receipt of the substantive change request. To include the relocation of the Strayer University- Allentown campus additional location from 3800 Sierra Circle, Suite 300, Center Valley, PA 18034 to 520 Hamilton Street, Allentown, PA 18101 within the scope of the institution's accreditation. The Commission requires notification within thirty days of the commencement of operations at the new location and the closure of the old location. Operations at the additional location must commence within one calendar year from the date of this action. The next evaluation visit is scheduled for 2024-2025.
October 29, 2018	To acknowledge receipt of the substantive change request. To include the additional location at Strayer University Wilmington, 800 North King Street, Wilmington, DE 19801 within the scope of the institution's accreditation. The Commission requires notification within thirty days of the commencement of operations at this additional location. Operations at the additional location must commence within one calendar year from the date of this action.
August 27, 2018	To acknowledge receipt of the substantive change request. To include the additional location at Strayer University Decatur, 305 2nd Ave, SE, Decatur, AL 35601-2319 within the scope of the institution's accreditation. The Commission requires written notification within thirty days of the commencement of operations at this additional location. Operations at the additional location must commence within one calendar year from the date of this action.

August 27, 2018	To acknowledge receipt of the substantive change request. To note the institution's decision to close its additional location at the North Dallas Campus, 8111 LBJ Freeway, Suite 1100, Dallas, TX 75251. The Commission requires notification within thirty days of the closure of this additional location.
August 27, 2018	To acknowledge receipt of the substantive change request. To include within the scope of the institution's accreditation the relocation of the additional location from Teays Valley Business Park, 3 Corporate Center Drive, Scott Depot, WV 25560 to Strayer University Teays Valley Campus, 135 Corporate Center Drive, Scott Depot, WV 25560. The Commission requires written notification within thirty days of the commencement of operations at the new location and the closure of the old location. Operations at the additional location must commence within one calendar year from the date of this action. The next evaluation visit is scheduled for 2024-2025.
July 2, 2018	To acknowledge receipt of the substantive change request. To include the additional location at Strayer University - Montgomery Campus, 79 Commerce Street, Montgomery, AL 36104 within the scope of the institution's accreditation. The Commission requires written notification within thirty days of the commencement of operations at this additional location. Operations at the additional location must commence within one calendar year from the date of this action.
July 2, 2018	To acknowledge receipt of the substantive change request. To include within the scope of the institution's accreditation the relocation of the following additional locations (1) from Cherry Hill Campus, 2201 Route 38, Suite 100, Cherry Hill, NJ 08002 to Strayer University- Cherry Hill Campus, 2 Executive Campus, 2370 State, 70 West, Suite 335, Cherry Hill, NJ 08002; and (2) from Dallas Campus, One Panarama Center, 7701 Las Colinas Ridge, Suite 450, Dallas, TX 75063 to Strayer University - Irving Campus, 2711 Lyndon B. Johnson Freeway, Suite 450, Dallas, TX 75234 and to include the new locations. The Commission requires written notification within thirty days of the commencement of operations at the new locations and the closure of the old locations. Operations at the additional locations must commence within one calendar year from the date of this action. The next evaluation visit is scheduled for 2025-2026.
April 30, 2018	To acknowledge receipt of the substantive change request. To include within the scope of the institution's accreditation the relocation of the following additional locations (1) from Christiana Campus, 240 Continental Drive, Suite

	108, Newark, DE 19713 to Strayer University - Wilmington, 1007 N. Orange Street, Wilmington, DE 19801; and (2) from Savannah Campus, 20 Martin Court, Savannah, GA 31419 to Strayer University - Savannah, 8001 Chatham Center Drive, Savannah, GA 31405 and to include the new locations. The Commission requires written notification within thirty days of the commencement of operations at the new locations and the closure of the old locations. Operations at these additional locations must commence within one calendar year from the date of this action.
April 30, 2018	To acknowledge receipt of the substantive change request. To note the institution's decision to close its additional location at Roswell Campus, 100 Mansell Court East, Suite 100, Roswell, GA 30076. The Commission requires notification within thirty days of the closure of this additional location.
April 30, 2018	To acknowledge receipt of the substantive change request. To include the additional location at Strayer University El Paso Campus, 221 N. Kansas Street, El Paso, TX 79901 within the scope of the institution's accreditation. The Commission requires written notification within thirty days of the commencement of operations at this additional location. Operations at the additional location must commence within one calendar year from the date of this action. The next evaluation visit is scheduled for 2025-2026.
April 5, 2018	To acknowledge receipt of documentation of approval to operate from the State of Georgia and to include the additional location at Strayer University Macon, 520 Martin Luther King Junior Boulevard, Macon, Georgia, 31201 within the scope of the institution's accreditation.
March 5, 2018	To acknowledge receipt of the substantive change request. To include within the scope of the institution's accreditation the relocation of the Verizon Wireless additional location from 10100 Sardis Crossing Drive, Charlotte, NC 28270 to 2401 Sardis Road North, Suite 100, Charlotte, NC 28270. The Commission requires written notification within thirty days of the commencement of operations at the new location and the closure of the old location. Operations at the additional location must commence within one calendar year from the date of this action. The next evaluation visit is scheduled for 2025-2026.
March 5, 2018	To acknowledge receipt of the substantive change request. To note the institution's decision to close its additional location at Tampa Westshore Campus, 4902 Eisenhower Boulevard, Suite 100, Tampa, FL 33634. The

	Commission requires notification within thirty days of the closure of this additional location.
January 2, 2018	To acknowledge receipt of the substantive change request. To include the additional location at Strayer University Macon, 520 Martin Luther King Junior Boulevard, Macon, Georgia, 31201 within the scope of the institution's accreditation effective upon receipt of state approval. The Commission requires written notification within thirty days of the commencement of operations at this additional location. Operations at the additional location must commence within one calendar year from the date of this action. The next evaluation visit is scheduled for 2025-2026.
October 30, 2017	To acknowledge receipt of the substantive change request. To include within the scope of the institution's accreditation the relocation of the following additional locations: (1) Columbus Campus from 6003 Veterans Parkway, Columbus, GA 31909 to 408 12th Street, Columbus, GA 31901; and (2) Houston Northwest Houston Campus from 10940 West Sam Houston Parkway North, Suite 200, Houston, TX 77064 to 10343 Sam Houston park drive, Houston, TX 77064. The Commission requires written notification within thirty days of the commencement of operations at the new locations and the closure of the old locations. Operations at the additional locations must commence within one calendar year from the date of this action. The next evaluation visit is scheduled for 2025-2026.
June 22, 2017	To reaffirm accreditation and to commend the institution for the quality of the self-study process. The next evaluation visit is scheduled for 2025-2026.
February 27, 2017	To acknowledge receipt of the substantive change request. To note the institution's decision to close its additional location at Plano Campus, 2701 N. Dallas Parkway, Suite 300, Plano, TX 75093-8777. The Commission requires notification within thirty days of the closure of this additional location.
February 27, 2017	To acknowledge receipt of the substantive change request. To include within the scope of the institution's accreditation the relocation of the Jackson Campus additional location from Briarwood One Office Center, 460 Briarwood Drive, Jackson, MS 39206 to 100 E Capitol Street, Jackson, MS 39201. The Commission requires written notification within thirty days of the commencement of operations at the new location and the closure of the old location. Operations at the additional location must commence within one

	calendar year from the date of this action. The next evaluation visit is scheduled for 2016-2017.
January 3, 2017	To acknowledge receipt of the substantive change request. To note the institution's decision to close its additional locations at (1) Verizon Wireless, 20 Alexander Drive, Wallingford, CT 06492; (2) Verizon Wireless, 10734 International Drive, Rancho Cordova, CA 95670; (3) Verizon Wireless, 6 Telecom Drive, Bangor, ME 04401; and (4) Verizon Wireless, 4600 Innovation Drive, Lincoln, NE 68521. The Commission requires notification within thirty days of the closure of these additional locations. The Commission requests that Strayer University continue to provide regular updates regarding its plans for opening and closing additional locations. The next evaluation visit is scheduled for 2016-2017.
October 31, 2016	To acknowledge receipt of the substantive change request. To include within the scope of the institution's accreditation the relocation of the Strayer University Chesterfield Campus additional location from 2820 Waterford Lake Drive, Suite 100, Midlothian, VA 23112 to 15521 Midlothian Turnpike, Midlothian, VA 23113 and to include the new location. The Commission requires written notification within thirty days of the commencement of operations at the new location and the closure of the old location. Operations at the additional location must commence within one calendar year from the date of this action. The Commission requests that Strayer University continue to provide regular updates regarding its plans for opening and closing additional locations. The next evaluation visit is scheduled for 2016-2017.
August 29, 2016	To acknowledge receipt of the substantive change request. To note the institution's decision to close the following additional locations: (1) Miami Doral Campus, 11430 NW 20th Street, Miami, FL 33172; (2) Miami Brickell Campus, 1201 Brickell Avenue, Miami, FL 33131; (3) Lawrenceville, 3150 Brunswick Pike, Crossroads Corporate Center, Lawrenceville, NJ 08648; and (4) Houston Katy Campus, 14511 Old Katy Road, Houston, TX 77079. The Commission requires notification within thirty days of the closure of these additional locations. The next evaluation visit is scheduled for 2016-2017. The Commission requests that Strayer University continue to provide regular updates regarding its plans for opening and closing additional locations.
January 4, 2016	To acknowledge receipt of the substantive change request. To approve the relocation of the Verizon Wireless additional location from 777 Big Timber Road, Elgin, IL 60123 to 1701 W. Golf Road, Rolling Meadows, IL 60008 and

	to include the additional location within the scope of the institution's accreditation. The Commission requires written notification within 30 days of the commencement of operations at this additional location and the closure of the other location. In the event that operations at the additional location do not commence within one calendar year from the approval of this action, approval will lapse. The next evaluation visit is scheduled for 2016-2017. The Commission requests that Strayer University continue to provide regular updates regarding its plans for opening and closing additional locations.
June 29, 2015	To acknowledge receipt of the substantive change request. To note the institution's decision to close its additional location at Strayer University King of Prussia Campus, 234 Mall Boulevard, Suite G-50, King of Prussia, PA 19406. The Commission requires notification within thirty days of the closure of this additional location.
June 29, 2015	To acknowledge receipt of the substantive change request. To approve the relocation of the Strayer University Rockville Campus additional location from 4 Research Place, Suite 100, Rockville, MD 20850 to 1803 Research Blvd., Suite 110, Rockville, MD 20850 and to include the new additional location within the scope of the institution's accreditation. The Commission requires written notification within thirty days of the commencement of operations at this additional location and the closure of the old location. In the event that operations at the additional location do not commence within one calendar year from the approval of this action, approval will lapse. The next evaluation visit is scheduled for 2016-2017. The Commission requests that Strayer University continue to provide regular updates regarding its plans for opening and closing additional locations.
April 27, 2015	To acknowledge receipt of the substantive change request. To note the institution's decision to close its additional location at 5830 Coral Ridge Drive, Suite 300, Pompano Beach, FL 33076. The Commission requires notification within thirty days of the closure of this additional location. The next evaluation visit is scheduled for 2016-2017. The Commission requests that Strayer University continue to provide regular updates regarding its plans for opening and closing additional locations.
March 5, 2015	To note the institution's decision to close its additional location at Metarie Campus, Heritage Plaza, 111 Veterans Blvd, 7th floor, Metairie, LA 70005 on March 23, 2015. The Commission requires notification within thirty days of the actual closure of this additional location.

March 2, 2015	To acknowledge receipt of the substantive change request. To approve the relocation of the additional location from 850 Trafalgar Court, Suite 360, Maitland, FL 32751 to Matiland Campus, 901 N. Lake Destiny Drive, Suite 370, Maitland, FL 32751 and to include the new location within the scope of the institution's accreditation. The Commission requires written notification within 30 days of the commencement of operations at this additional location and the closure of the other location. In the event that operations at the additional location do not commence within one calendar year from the approval of this action, approval will lapse. The next evaluation visit is scheduled for 2016-2017. The Commission requests that Strayer University continue to provide regular updates regarding its plans for opening and closing additional locations.
January 5, 2015	To acknowledge receipt of the substantive change requests and to include the Registered Nurse to Bachelors of Science in Nursing (RN-BSN) completion program within the scope of the institution's accreditation.
January 5, 2015	To acknowledge receipt of the substantive change request. To approve the reclassification of the instructional site at Verizon Wireless, 777 Big Timber Road, Elgin, IL 60123 as an additional location and to include the location within the scope of the institution's accreditation.
January 5, 2015	To acknowledge receipt of the substantive change request. To note that the institution has closed its additional location at Metairie Campus, Heritage Plaza, 111 Veterans Blvd., 7th floor, Metairie, LA 70005. To remove this additional location from the institution's accreditation. The next evaluation visit is scheduled for 2016-2017. The Commission requests that Strayer University continue to provide regular updates regarding its plans for opening and closing additional locations.
June 26, 2014	To accept the progress report. The next evaluation visit is scheduled for 2016-2017. The Commission requests that Strayer University continue to provide regular updates regarding its plans for opening and closing additional locations.
April 28, 2014	To acknowledge receipt of the substantive change request. To approve the relocation of the Verizon Wireless additional location from 700 Cranberry Woods Drive, Cranberry Township, PA 16006 to 300 Allegheny Drive, Warrendale, PA 15086 and to include the new additional location within the scope of the institution's accreditation. To note that the progress report, due April 1, 2014, has been received and will be acted on at the June Commission

	meeting. The next evaluation visit is scheduled for 2016-2017. The Commission requests that Strayer University continue to provide regular updates regarding its plans for opening and closing additional locations.
February 25, 2014	To note that the institution has decided not to reclassify the instructional site at Indian River State College, 3209 Virginia Avenue, Ft. Pierce, FL 34981 as an additional location and to remove the location from the scope of the institution's accreditation.
January 2, 2014	To acknowledge receipt of the substantive change request. To note the institution's decision to close the following additional locations: (1) Aurora Campus, 2245 Sequoia Drive, Suite 301A, Aurora, IL 60506; (2) Chicago Campus, 100 S. Wacker Drive, Suite 103, Chicago, IL 60606; (3) Downers Grove Campus, 1431 Opus Place, Suite 300, Downers Grove, IL 60515; (4) Schaumburg Campus, 1101 Perimeter Drive, Suite 300, Schaumburg, IL 60173; (5) North Indianapolis Campus, 9025 N. River Road, Suite 400, Indianapolis, IN 46240; (6) Florence Campus, 7300 Turfway Road, Suite 250, Florence, KY 41042; (7) Lexington Campus, 220 Lexington Green Circle, Suite 550, Lexington, KY 40503; (8) Louisville Campus, 2650 Eastpoint Parkway, Suite 100, Louisville, KY 40223; (9) Bloomington Campus, 1600 West 82nd Street, Suite 100, Bloomington, MN 55431; (10) Minneapolis Campus, 6465 Wayzata Blvd, Suite 200, St. Louis Park, MN 55426; (11) Kansas City Campus, 10450 Holmes Road, Suite 100, Kansas City, MO 64131; (12) St. Louis Brentwood Campus, 1600 S. Brentwood Blvd., Suite 300, Brentwood, MO 63144; (13) Akron Campus, 51 Park West Blvd., Akron, OH 44320; (14) Cincinnati Campus, 2135 Dana Avenue, Suite 300, Cincinnati, OH 45207; (15) Columbus Campus, 8425 Pulsar Place, Suite 400, Columbus, OH 43240; (16) Fairborn Campus, 2600 Paramount Place, Suite 300, Fairborn, OH 45324; (17) Fairview Park Campus, 22730 Fairview Center Drive, Suite 150, Fairview Park, OH 44126; (18) Mason Campus, 4605 Duke Drive, Suite 700, Mason, OH 45040; (19) Sandy Campus, 9815 South Monroe Street, Suite 200, Sandy, UT 84070; (20) Milwaukee Campus, 9000 West Chester Street, Suite 300, Milwaukee, WI 53214; and (21) Penn Center West Campus, One Penn Center West, Pittsburgh, PA 15276. The Commission requires notification within thirty days of the closure of the additional locations. To request a progress report, due April 1, 2014, documenting further steps taken to support the students affected by the closures in their transition to other campuses, other institutions, or online courses, as appropriate (Standard 13). The next evaluation visit is scheduled for 2016-2017. The Commission requests that

	Strayer University continue to provide regular updates regarding its plans for opening and closing additional locations.
November 21, 2013	To accept the progress report. The next evaluation visit is scheduled for 2016-2017. The Commission requests that Strayer University continue to provide regular updates regarding its plans for expansion to new locations.
October 28, 2013	To acknowledge receipt of the substantive change request and to reclassify the instructional sites at (1) Verizon Wireless, 10100 Sardis Crossing Drive, Charlotte, NC 28270 and (2) Verizon Communications, 1 Verizon Way, Basking Ridge, NJ 07920 as additional locations and to include the locations within the scope of the institution's accreditation.
October 28, 2013	To acknowledge receipt of the substantive change request and to include the relocation of the additional location from Verizon Wireless, 5175 Emerald Parkway, Dublin, OH 43017 to Verizon Wireless, 5000 Britton Parkway, Hilliard, OH 43026 within the scope of the institution's accreditation. To note that the progress report, due October 1, 2013 has been received and will be acted on by the Commission at its November meeting. The next evaluation visit is scheduled for 2016-2017. The Commission requests that Strayer University continue to provide regular updates regarding its plans for expansion to new locations.
September 3, 2013	To acknowledge receipt of the substantive change request. To note that the institution has closed its additional locations at (1) AT&T, 3033 Chain Bridge Road, Oakton, Virginia 22185; (2) GSA-Federal Supply Services (FSS), 2200 Crystal Drive, Crystal Plaza #4, Arlington, VA 22202; (3) GSA-National Capital Region, 300 7th Street, SW, Washington, DC 20024; (4) HSBC, North America, 1421 Kristina Way, Chesapeake, VA 23320; (5) U.S. Coast Guard Engineering Logistics, 2401 Hawkins Point Road, Baltimore, MD 21226; (6) U.S. Coast Guard, Training Center Yorktown, End of Route 238, Yorktown, VA 23690; and (7) Strayer Online Distance Learning Center, 8550 Cinderbed Road, Suite 1500, Lorton, VA 22122. To remove these additional locations from the institution's accreditation. To note the institution's decision to close its additional location at Verizon Wireless Call Center, 474 Boardman Canfield Road, Youngstown, OH 44512 and to approve the teach out plan. The Commission requires notification within thirty days of the closure of this additional location. To remind the institution of the request for a progress report, due October 1, 2013, documenting steps taken to strengthen the independence and autonomy of the university board and to ensure that the

	university board has the sufficient authority to select, determine compensation for, and evaluate the university chief executive officer (Standard 4). The next evaluation visit is scheduled for 2016-2017. The Commission requests that Strayer University continue to provide regular updates regarding its plans for expansion to new locations.
July 1, 2013	To acknowledge receipt of the substantive change request and to approve the relocation of the Prince Georges Campus additional location from 4710 Auth Place, 1st Floor, Suitland, MD 20746 to 5110 Auth Way, Suitland, MD 20746-4207 and to include the new location within the scope of the institution's accreditation. The Commission requires written notification within thirty days of the commencement of operations at the additional location. In the event that operations at the additional location do not commence within one calendar year from the approval of this action, approval will lapse. To remind the institution of the progress report, due October 1, 2013, documenting steps taken to strengthen the independence and autonomy of the university board and to ensure that the university board has the sufficient authority to select, determine compensation for, and evaluate the university chief executive officer (Standard 4). The next evaluation visit is scheduled for 2016-2017. The Commission requests that Strayer University continue to provide regular updates regarding its plans for expansion to new locations.
May 10, 2013	To acknowledge receipt of documentation of approval from the Florida Commission for Independence Education and to affirm inclusion of the additional location at the Tampa East Campus, 5650 Breckenridge Park Drive, Suite 300, Tampa, FL 33610 within the scope of the institution's accreditation.
April 29, 2013	To acknowledge receipt of the substantive change request, to approve the reclassification of the instructional sites at (1) Verizon Wireless, 2000 Technology Drive, Mankato, MN 55001 and (2) Verizon Wireless, 6 Telcom Drive, Bangor, ME 04401 as additional locations, and to include the locations within the scope of the institution's accreditation. To remind the institution of the progress report, due October 1, 2013, documenting steps taken to strengthen the independence and autonomy of the university board and to ensure that the university board has the sufficient authority to select, determine compensation for, and evaluate the university chief executive officer (Standard 4). The next evaluation visit is scheduled for 2016-2017. The Commission requests that Strayer University continue to provide regular updates regarding its plans for expansion to new locations.

March 5, 2013	To acknowledge receipt of the substantive change request and to reclassify the instructional site at Indian River State College, 3209 Virginia Avenue, Ft. Pierce, FL 34981 as an additional location and to include within the scope of the institution's accreditation. The Commission requires written notification within thirty days of the commencement of operations at the additional location. In the event that operations at the additional location do not commence within one calendar year from the approval of this action, approval will lapse.
March 5, 2013	To acknowledge receipt of the substantive change request and to further include within the scope of the institution's accreditation the relocation of the following additional location: the Tampa East Campus, 6302 E. Martin Luther King Blvd, Suite 450, Tampa, FL 33619 to 5650 Breckenridge Park Drive, Suite 300, Tampa, FL 33610, pending receipt of State approval. The Commission requires written notification within thirty days of the commencement of operations at the additional location. In the event that operations at the additional location do not commence within one calendar year from the approval of this action, approval will lapse. To remind the institution of the progress report, due October 1, 2013, documenting steps taken to strengthen the independence and autonomy of the university board and to ensure that the university board has the sufficient authority to select, determine compensation for, and evaluate the university chief executive officer (Standard 4). The next evaluation visit is scheduled for 2016-2017. The Commission requests that Strayer University continue to provide regular updates regarding its plans for expansion to new locations.
January 2, 2013	To acknowledge receipt of the substantive change request and to approve the relocation of the Verizon Wireless, Bellevue, WA additional location from 15900 SE Eastgate Way, Bellevue, WA 98008 to 3245 158th Avenue, SE, Bellevue, WA 98008. To include the new location within the scope of the institution's accreditation. The Commission requires written notification within thirty days of the commencement of operations at the additional location. In the event that operations at the additional location do not commence within one calendar year from the approval of this action, approval will lapse. To note the institution's decision to close its additional location at 5959 Corporate Dr., Suite 1600, Houston, TX 77036, to approve the teach out plan, and to remove the location from the scope of the institution's accreditation. To remind the institution of the progress report, due October 1, 2013, documenting steps taken to strengthen the independence and autonomy of the university board and to ensure that the university board has the sufficient authority to select, determine

	compensation for, and evaluate the university chief executive officer (Standard 4). The next evaluation visit is scheduled for 2016-2017. The Commission requests that Strayer University continue to provide regular updates regarding its plans for expansion to new locations.
November 15, 2012	To accept the Periodic Review Report and to reaffirm accreditation. To commend the institution for the quality of the Periodic Review Report and for progress to date. To request a progress report, due October 1, 2013, documenting steps taken to strengthen the independence and autonomy of the university board and to ensure that the university board has the sufficient authority to select, determine compensation for, and evaluate the university chief executive officer (Standard 4). The next evaluation visit is scheduled for 2016-2017. The Commission requests that Strayer University continue to provide regular updates regarding its plans for expansion to new locations.
August 27, 2012	To acknowledge receipt of the substantive change request and to include the additional location at Strayer University Kansas City campus, 10450 Holmes Road, 1st floor, Kansas City, MO 64131 within the scope of the institution's accreditation. The Commission requires written notification within thirty days of the commencement of operations at these additional locations. In the event that operations at the additional locations do not commence within one calendar year from the approval of this action, approval will lapse. To note the institution's decision not to open the additional location at 901 E. 104th Street, Kansas City, Missouri 64131 and to remove the site from the institution's accreditation. To note that the Periodic Review Report, due June 1, 2012, was received and will be acted on at the November Commission meeting. The Commission notes that Strayer University is required to seek prior approval, in accordance with the Substantive Change policy, for all additional locations and other relevant changes, and requests that the institution continue to provide regular updates regarding its plans for expansion to new locations.
May 1, 2012	To acknowledge receipt of the substantive change request and to include the following additional locations within the scope of the institution's accreditation: (1) Strayer University - St. Louis, Center 40, 1600 S. Brentwood, St. Louis, Missouri 63144, and (2) Strayer University - Kansas City, 901 E. 104th Street, Kansas City, Missouri 64131. The Commission requires written notification within thirty days of the commencement of operations at the additional locations. In the event that operations at the additional locations do not commence within one calendar year from the approval of this action, approval will lapse. To remind the institution that the Commission previously requested

	that the Periodic Review Report, due on June 1, 2012, document additional developments in the assessment of student learning outcomes and institutional effectiveness, further implementation of the faculty hiring plan relative to enrollment at all campuses, as well as an assessment of the overall impact of pre-admissions placement testing. The Commission notes that Strayer University is required to seek prior approval, in accordance with the Substantive Change policy, for all additional locations and other relevant changes, and requests that the institution continue to provide regular updates regarding its plans for expansion to new locations.
February 28, 2012	To acknowledge receipt of the substantive change request and to include the following additional locations within the scope of the institution's accreditation: (1) Aurora, IL campus at 2245 Sequoia Drive, Aurora, IL, 60506, (2) Chicago, IL campus at 100 S. Wacker, Chicago, IL 60606, (3) San Antonio, TX campus at 40 NE Loop 410, Suite 500, San Antonio, TX 78216, and (4) Stafford, TX campus at 12603 Southwest Freeway, Suite 400, Stafford, TX 77477. The Commission requires written notification within thirty days of the commencement of operations at the additional locations. In the event that operations at the additional locations do not commence within one calendar year from the approval of this action, approval will lapse. To reclassify the following instructional sites as additional locations: (1) Little Rock, AR campus at 1 Allied Drive, Little Rock, AR 72202 and (2) Laurel, MD campus at 7600 Montpelier Road, Laurel, MD 20723 and to include them within the scope of the institution's accreditation. To remind the institution that the Commission previously requested that the Periodic Review Report, due on June 1, 2012, document additional developments in the assessment of student learning outcomes and institutional effectiveness, further implementation of the faculty hiring plan relative to enrollment at all campuses, as well as an assessment of the overall impact of pre-admissions placement testing. The Commission notes that Strayer University is required to seek prior approval, in accordance with the Substantive Change policy, for all additional locations and other relevant changes, and requests that the institution continue to provide regular updates regarding its plans for expansion to new locations.
January 3, 2012	To acknowledge receipt of the substantive change request and to include the following additional locations within the scope of the institution's accreditation: 1) St. Louis Park, MN campus at 6465 Wayzata Blvd, St. Louis Park, MN 55426 and 2) Bloomington, MN campus at 1600 West 82nd Street, Bloomington, MN 55431. The Commission requires written notification within thirty days of the commencement of operations at the additional locations. In

	the event that operations at the additional locations do not commence within one calendar year from the approval of this action, approval will lapse. To remind the institution that the Commission previously requested that the Periodic Review Report, due on June 1, 2012, document additional developments in the assessment of student learning outcomes and institutional effectiveness, further implementation of the faculty hiring plan relative to enrollment at all campuses, as well as an assessment of the overall impact of pre-admissions placement testing. The Commission notes that Strayer University is required to seek prior approval, in accordance with the Substantive Change policy, for all additional locations and other relevant changes, and requests that the institution continue to provide regular updates regarding its plans for expansion to new locations.
June 28, 2011	To acknowledge receipt of the substantive change request and to reclassify the following instructional sites as additional locations and to include these additional locations within the scope of the institution's accreditation: (1) Verizon Wireless, 20 Alexander Drive, Wallingford, CT 06492; (2) Verizon Wireless, 5175 Emerald Parkway, Dublin, OH 43017; (3) Verizon Wireless, 474 Boardman Canfield Road, Youngstown, OH 44512; and (4) Verizon Wireless, 700 Cranberry Woods Drive, Cranberry Township, PA 16006. To further include within the scope of the institution's accreditation the relocation of the following additional location: Newport News from 813 Diligence Drive, Newport News, VA 23606 to 675 Old Oyster Point Road Newport News, VA 23606. The Commission requires written notification within thirty days of the commencement of operations at the additional locations. In the event that operations at the additional locations do not commence within one calendar year from the approval of this action, approval will lapse. To remind the institution that the Commission previously requested that the Periodic Review Report, due on June 1, 2012, document additional developments in the assessment of student learning outcomes and institutional effectiveness, further implementation of the faculty hiring plan relative to enrollment at all campuses, as well as an assessment of the overall impact of pre-admissions placement testing. The Commission notes that Strayer University is required to seek prior approval, in accordance with the Substantive Change policy, for all additional locations and other relevant changes, and requests that the institution continue to provide regular updates regarding its plans for expansion to new locations.
May 5, 2011	To acknowledge receipt of the substantive change request and to include the additional locations at 1431 Opus Place, Suite 300, Downers Grove, IL 60515 and 1101 Perimeter Drive, Suite 300, Schaumburg, IL, 60173 within the scope

	of the institution's accreditation. The Commission requires written notification within thirty days of the commencement of operations at these additional locations. In the event that operations at these additional locations do not commence within one calendar year from the approval of this action, approval will lapse. To reclassify the following instructional sites as an additional locations and to include these additional locations within the scope of the institution's accreditation: (1) Verizon Wireless, 6550 W. Hillsborough Ave., Tampa, FL 33634; (2) Verizon Wireless, 7401 Coca-Cola Dr., Hanover, MD 21076; (3) Verizon Wireless, 11950 Don Haskins Dr., El Paso, TX 79936; and (4) Verizon Wireless, 5959 Corporate Dr., Suite 1600, Houston, TX 77036. To remind the institution that the Commission previously requested that the Periodic Review Report, due on June 1, 2012, document additional developments in the assessment of student learning outcomes and institutional effectiveness, further implementation of the faculty hiring plan relative to enrollment at all campuses, as well as an assessment of the overall impact of pre-admissions placement testing. The Commission notes that Strayer University is required to seek prior approval, in accordance with the Substantive Change policy, for all additional locations and other relevant changes, and requests that the institution continue to provide regular updates regarding its plans for expansion to new locations.
February 25, 2011	To acknowledge receipt of notification from the institution of its decision not to proceed with the opening of the Frederick, MD Campus at 7211 Bank Court, Frederick, Maryland 21703 and Indianapolis Campus, 201 South Capitol Avenue, Indianapolis, IN, 46225 and to remove the sites from the institution's accreditation.
January 3, 2011	To acknowledge receipt of the substantive change request and to include the additional location at 8111 LBJ Freeway, 15th Floor, Dallas, TX 75251 within the scope of the institution's accreditation. To further include within the scope of the institution's accreditation the relocation of the following additional locations: (1) Cranberry Woods Campus from 850 Cranberry Woods Drive, Suite 2241, Cranberry Township, PA 16066 to 800 Warrendale Village Drive, Warrendale, PA 15086; (2) Shelby Oaks Campus from 6211 Shelby Oaks Drive, Suite 100, Memphis, TN, 38134 to 7275 Appling Farms Parkway, Memphis, TN, 38133; and (3) Chesapeake Campus from 700 Independence Parkway, Suite 400, Chesapeake, VA, 23320 to 676 Independence Parkway, Suite 300, Chesapeake, VA, 23320. The Commission requires written notification within thirty days of the commencement of operations at the additional locations. In the event that operations at the additional locations do

not commence within one calendar year from the approval of this action, approval will lapse. To remind the institution that the Commission previously requested that the Periodic Review Report, due on June 1, 2012, document additional developments in the assessment of student learning outcomes and institutional effectiveness, further implementation of the faculty hiring plan relative to enrollment at all campuses, as well as an assessment of the overall impact of pre-admissions placement testing. The Commission notes that Strayer University is required to seek prior approval, in accordance with the Substantive Change policy, for all additional locations and other relevant changes, and requests that the institution continue to provide regular updates regarding its plans for expansion to new locations.

Information about the Middle States Commission on Higher Education

The Middle States Commission on Higher Education (MSCHE) is a global institutional accreditor recognized since 1952 by the United States Secretary of Education. As an institutional accreditor and member of the regulatory triad, MSCHE assures students and the public of the educational quality for its over 500 institutions of higher education.

MSCHE accreditation applies to an institution as a whole rather than the specific programs within an institution. MSCHE does not approve or accredit individual programs. Each institution is regularly and consistently evaluated and monitored in accordance with the Commission's policies and procedures.

An institution maintains its accreditation unless it is voluntarily surrendered, whether through institutional closure or otherwise, or it is denied or withdrawn by the Commission. For more information, visit **msche.org**.

STATE OF MARYLAND
Department of Assessments and Taxation

I, DANIEL K. PHILLIPS OF THE STATE DEPARTMENT OF ASSESSMENTS AND TAXATION OF THE STATE OF MARYLAND, DO HEREBY CERTIFY THAT THE DEPARTMENT, BY LAWS OF THE STATE, IS THE CUSTODIAN OF THE RECORDS OF THIS STATE RELATING TO LIMITED LIABILITY COMPANIES , OR THE RIGHTS OF LIMITED LIABILITY COMPANIES TO TRANSACT BUSINESS IN THIS STATE, AND THAT I AM THE PROPER OFFICER TO EXECUTE THIS CERTIFICATE.

I FURTHER CERTIFY THAT STRAYER UNIVERSITY, LLC (W16259715) , REGISTERED JANUARY 05, 2015, IS A LIMITED LIABILITY COMPANY EXISTING UNDER AND BY VIRTUE OF THE LAWS OF THE STATE OF MARYLAND, AND THAT THE LIMITED LIABILITY COMPANY IS AT THE TIME OF THIS CERTIFICATE IN GOOD STANDING TO TRANSACT BUSINESS.

IN WITNESS WHEREOF, I HAVE HEREUNTO SUBSCRIBED MY SIGNATURE AND AFFIXED THE SEAL OF THE STATE DEPARTMENT OF ASSESSMENTS AND TAXATION OF MARYLAND AT BALTIMORE ON THIS NOVEMBER 05, 2024.

Daniel K. Phillips
Director

700 East Pratt Street, 2nd Flr, Ste 2700, Baltimore, Maryland 21202
Telephone Baltimore Metro (410) 767-1344 / Outside Baltimore Metro (888) 246-5941
MRS (Maryland Relay Service) (800) 735-2258 TT/Voice

Online Certificate Authentication Code: SzVt6l5cFU6D07tJbKkYFA
To verify the Authentication Code, visit http://dat.maryland.gov/verify

UNANIMOUS WRITTEN CONSENT OF THE
BOARD OF TRUSTEES OF STRAYER UNIVERSITY, LLC

June 12, 2024

The undersigned, being all of the members of the Board of Trustees (the "Board") of Strayer University, LLC, a Maryland limited liability company (the "University"), pursuant to Section 11 of Article II of the University's Bylaws, do hereby consent to take the following action as though the same were taken at a meeting of the Board called and held for the purpose described herein, and do hereby waive the holding of any formal meeting and any notice required to be given in connection therewith pursuant to the laws of the state of Maryland:

Approval of the Financial Reports

WHEREAS, the Board has reviewed the audited financial statements of Strayer University for the year ended December 31, 2023, the Title IV compliance audit, and 90/10 audit of Strayer University for the year ended December 31, 2023.

NOW, THEREFORE, BE IT RESOLVED, that the audited financial statements of the University for the year ended December 31, 2023, the Title IV compliance audit and 90/10 audit of the University for the year ended December 31, 2023, as presented to the Board, are hereby approved and the proper officers are hereby authorized to submit the same on behalf of the University to the U.S. Department of Education on or before June 30, 2024.

Dr. Charlotte F. Beason — 12 Jun, 2024 12 PM EDT

Dr. Peter D. Salins — 12 Jun, 2024 5:44:08 PM EDT

Dr. J. Chris Toe — See attached Consent

Dr. Jonathan Guevera — 11 Jun, 2024 8:55:55 AM EDT

Dr. William C. Rehta — 12 Jun, 2024 3:55:20 PM EDT

Dr. Carol Shapiro — 12 Jun, 2024 7:14:31 PM EDT

Dr. Leslie P. Hitch — 12 Jun, 2024 5:36:21 PM EDT

Mr. William Joseph Schaefer — 12 Jun, 2024 [illegible] EDT

Mr. Andrew Watt — 12 Jun, 2024 9:50:21 AM EDT

Dr. Michael Wooten — 11 Jun, 2024 8:24:23 PM EDT

Dr. Antoinette Farmer Thompson — [illegible]

From: [redacted]
To: [redacted]
Subject: Fw: Strayer University Board of Trustees - Unanimous Written Consent
Date: Monday, June 10, 2024 3:21:07 AM

This Message Is From an External Sender
This message came from outside your organization.

Megan and Marie,
Please consider this email my consent for the documents/reports to be submitted to the Department.

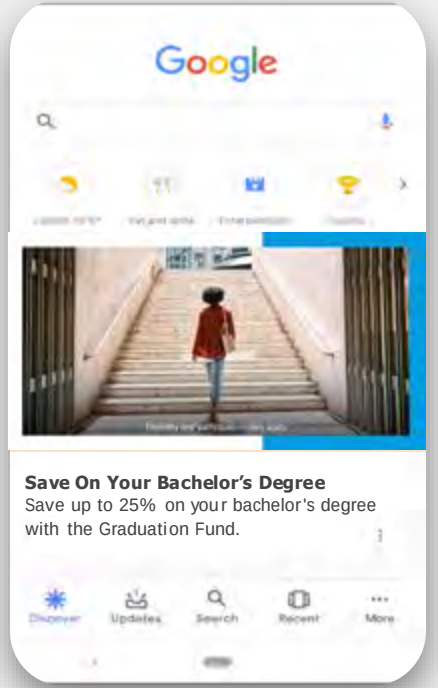
Chris Toe

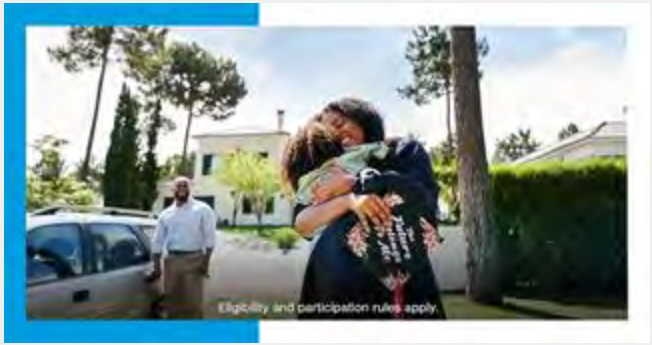
----- Forwarded Message -----

ASAS 2.0
Q3’24 Grad Fund 25% DR

August 2024

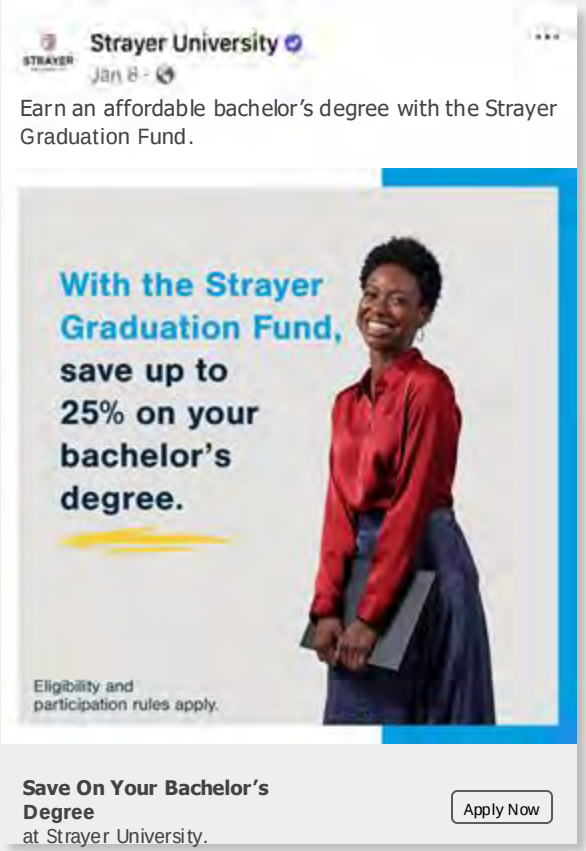
DISCOVERY STATIC DYNAMIC AD





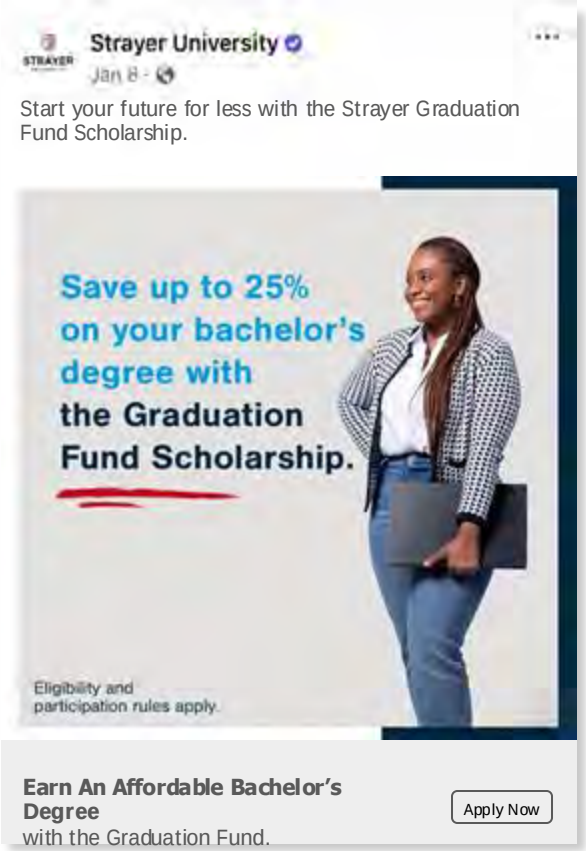
FACEBOOK/ INSTAGRAM STATIC

Lower-Funnel Consideration



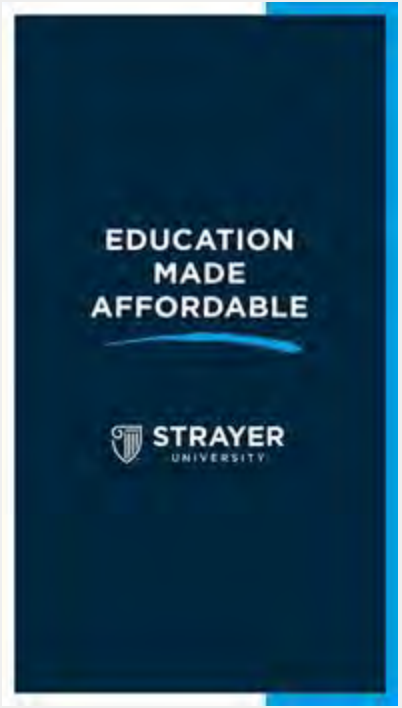
FACEBOOK/ INSTAGRAM STATIC

Lower-Funnel Consideration



FACEBOOK / INSTAGRAM

Lower-Funnel Consideration
Lower Funnel Video Backup Concept



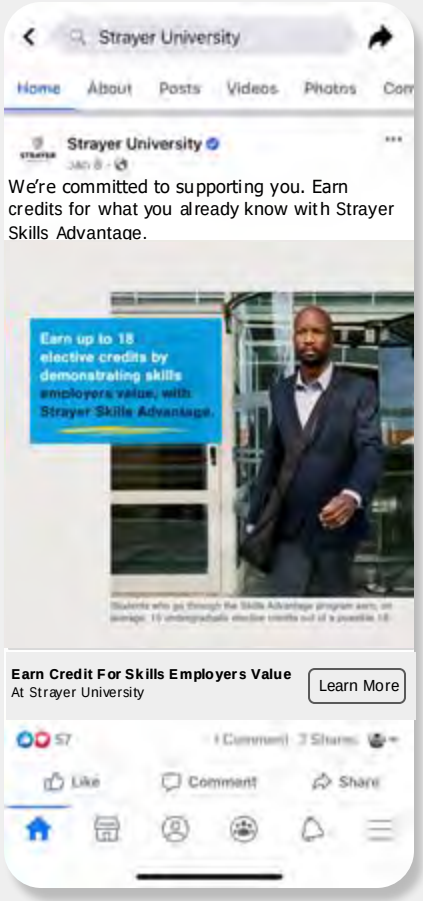
Post copy: Unlock savings and start your future for less with the Strayer Graduation Fund.
Headline: Discover Bachelor's Degree Savings
Description: with the Graduation Fund.

CTA: Apply Now

Strayer Skills Advantage Program
Q3’24 Mid Funnel Creative

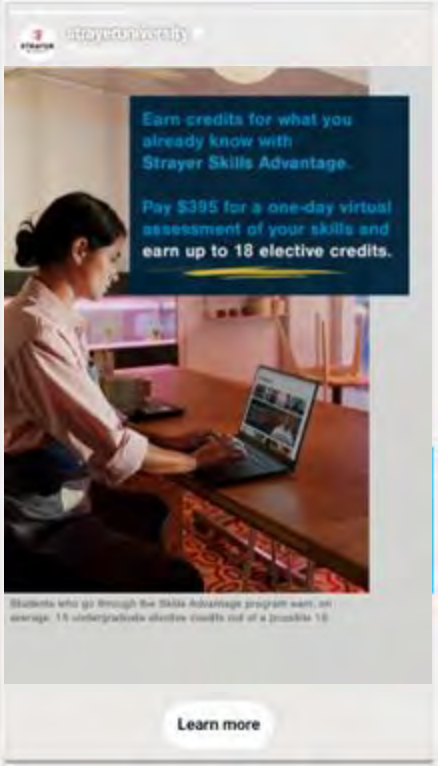
July 2024

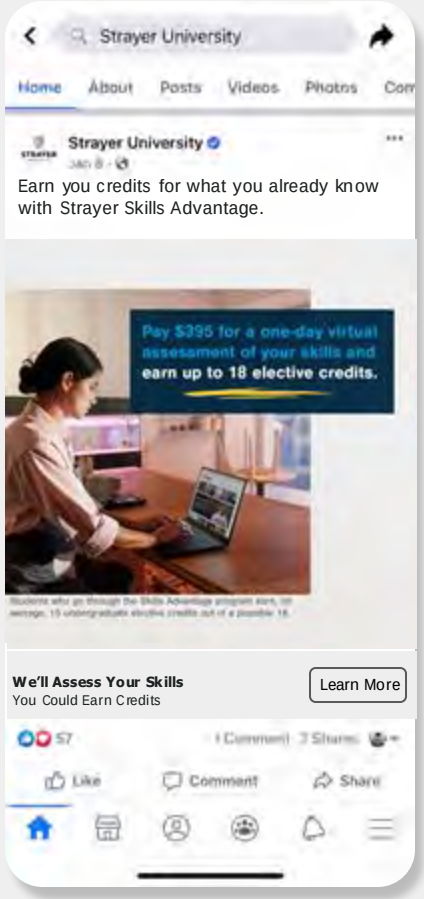
FACEBOOK / INSTAGRAM / SNAPCHAT STATIC



Snapchat Headline:
Earn credits for your skills

FACEBOOK / INSTAGRAM / SNAPCHAT STATIC)

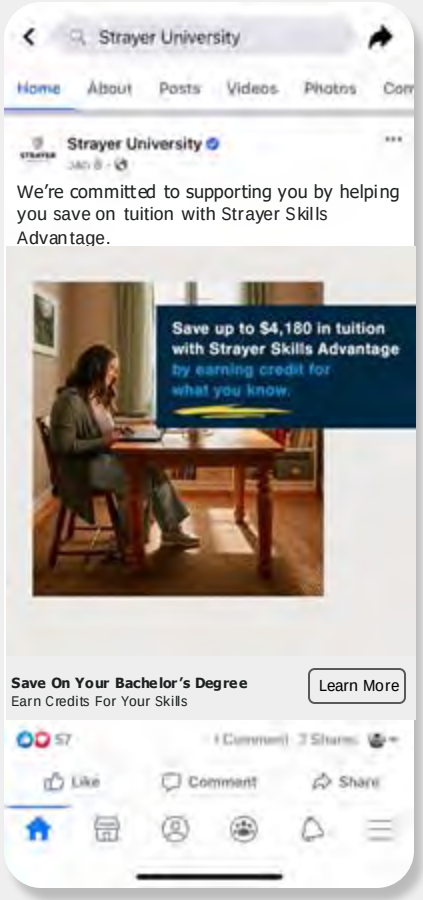




Snapchat Headline
Earn credits for what you know.

Claim #4923 (1:1 and 9:16 image copy): Pay $395 for a one-day virtual assessment of your skills and earn up to 18 elective credits. *Students who go through the Skills Advantage program earn, on average, 15 undergraduate elective credits out of a possible 18.*

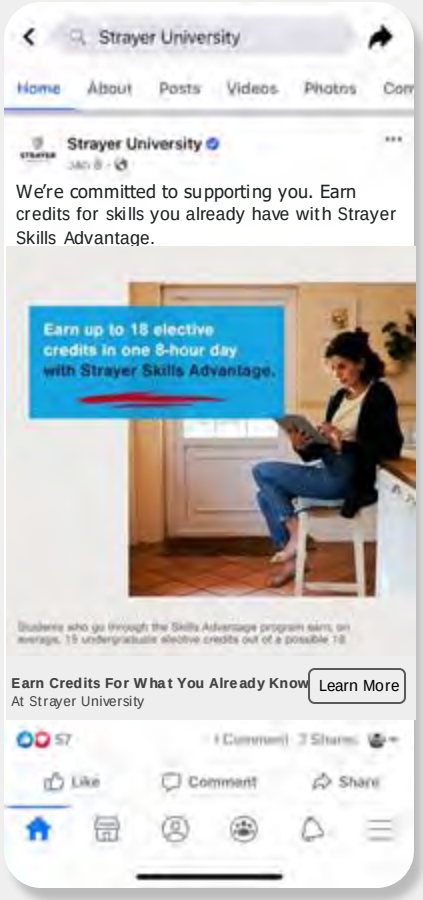
FACEBOOK / INSTAGRAM / SNAPCHAT STATIC



Snapchat Headline
Save on your bachelor's degree

Claim #4923 (1:1 and 9:16 image copy): Save up to $4,180 in tuition with Strayer Skills Advantage by earning credit for what you know.

FACEBOOK / INSTAGRAM / SNAPCHAT STATIC

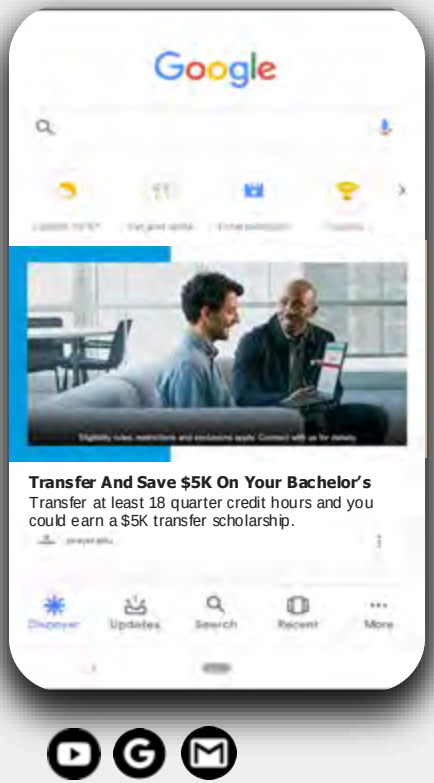


Snapchat Headline
Earn credits for what you know.

ASAS 2.0
Q3’24 $5K Bachelor’s Transfer Scholarship Assets

August 2024

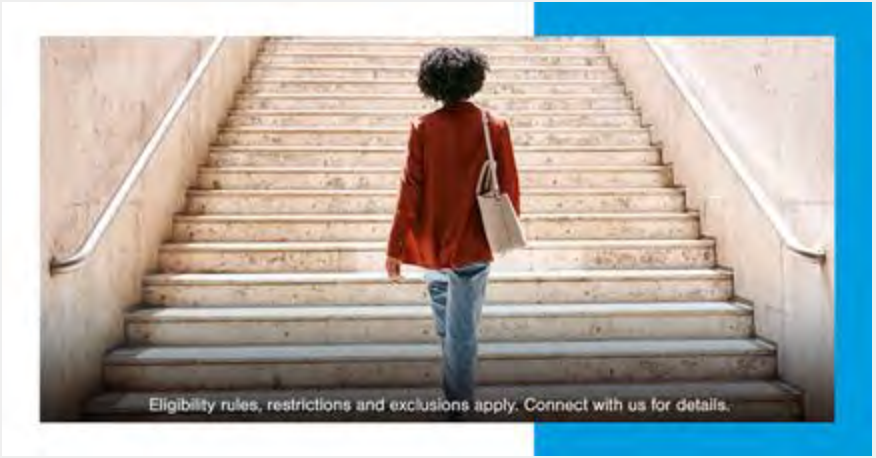
Google Discovery Dynamic Static Ads

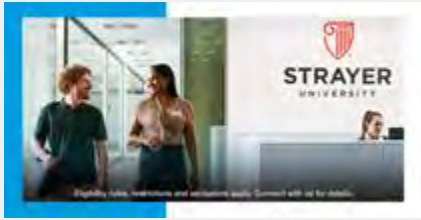


Headlines:

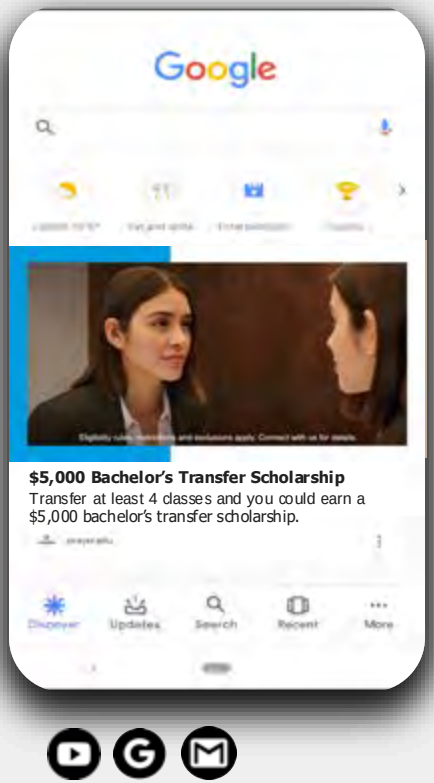
- **Transfer And Save $5K On Your Bachelor's**
- **$5,000 Bachelor's Transfer Scholarship**
- **Transfer And Save On Your Bachelor's**
- **$5K Bachelor's Transfer Scholarship**
- **Save On A Bachelor's When You Transfer**

- Transfer at least 18 quarter credit hours and you could earn a $5K transfer scholarship.
- You could earn a $5K scholarship when you transfer at least 18 quarter credit hours.
- You may earn a $5K scholarship by transferring at least 18 quarter credit hours.
- You may be eligible for a $5K scholarship if you transfer at least 18 quarter credit hours
- Earn a $5K scholarship when you transfer at least 18 quarter credit hours.





Google Discovery Dynamic Static Ads

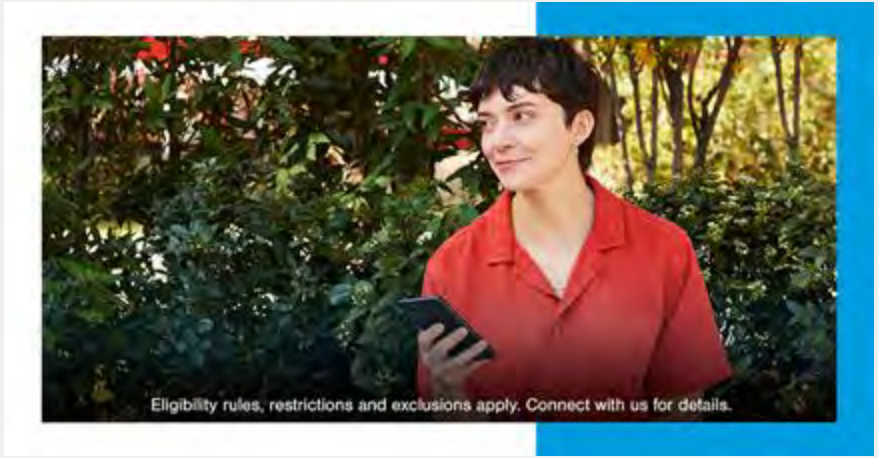


Headlines:

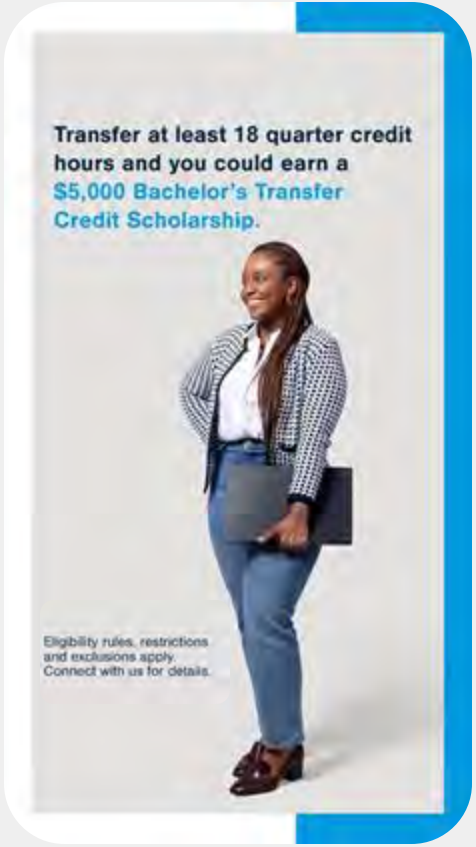
- **Transfer And Save $5K On Your Bachelor's**
- **$5,000 Bachelor's Transfer Scholarship**
- **Transfer And Save On Your Bachelor's**
- **$5K Bachelor's Transfer Scholarship**
- **Save On A Bachelor's When You Transfer**

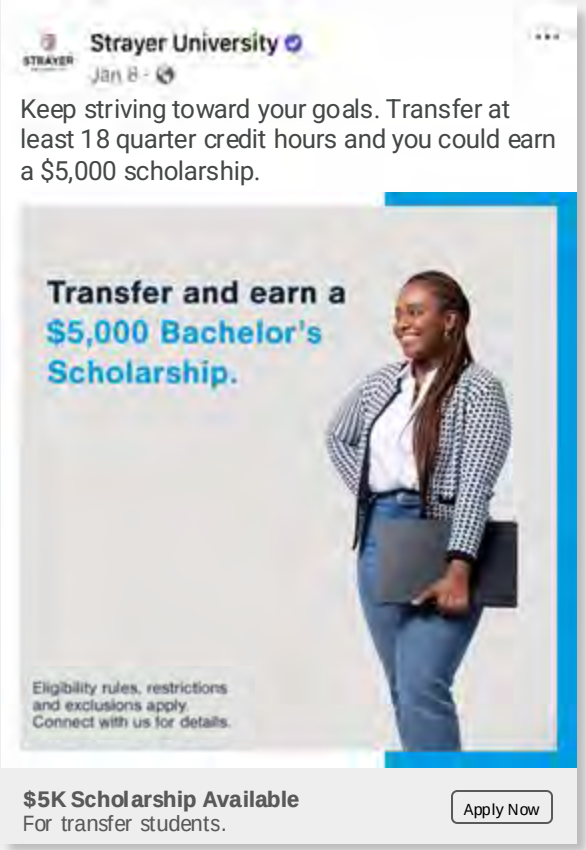
Descriptions:

- Transfer at least 4 classes and you could earn a $5,000 bachelor's transfer scholarship.
- You could earn a $5,000 bachelor's scholarship when you transfer at least 4 classes.
- You could earn a $5K bachelor's transfer scholarship when you transfer at least 4 classes.
- You may earn a $5,000 bachelor's transfer scholarship if you transfer at least 4 classes.
- Earn a $5K bachelor's scholarship when you transfer at least 4 classes.

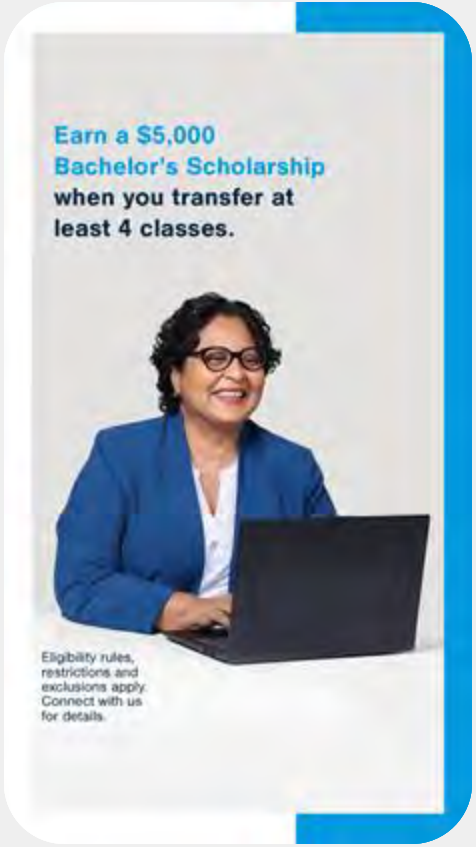


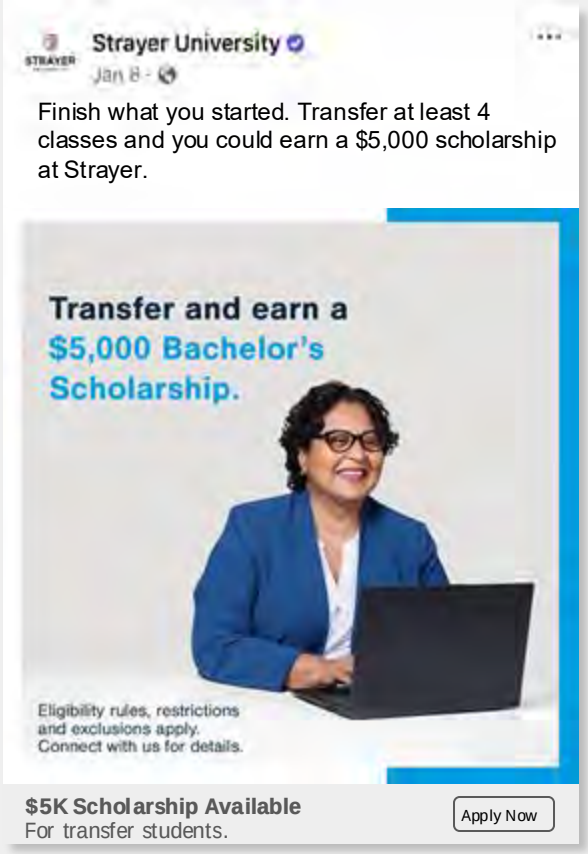
FACEBOOK/ INSTAGRAM STATIC





FACEBOOK/ INSTAGRAM STATIC





FACEBOOK/ INSTAGRAM VIDEOS

Post copy:
Transfer at least 18 quarter credit hours and you could earn a $5,000 Bachelor's Transfer Credit Scholarship at Strayer.

Headline:
Scholarships For Transfer Students

Description:
At Strayer University.

CTA: Apply Now

FACEBOOK/ INSTAGRAM VIDEOS

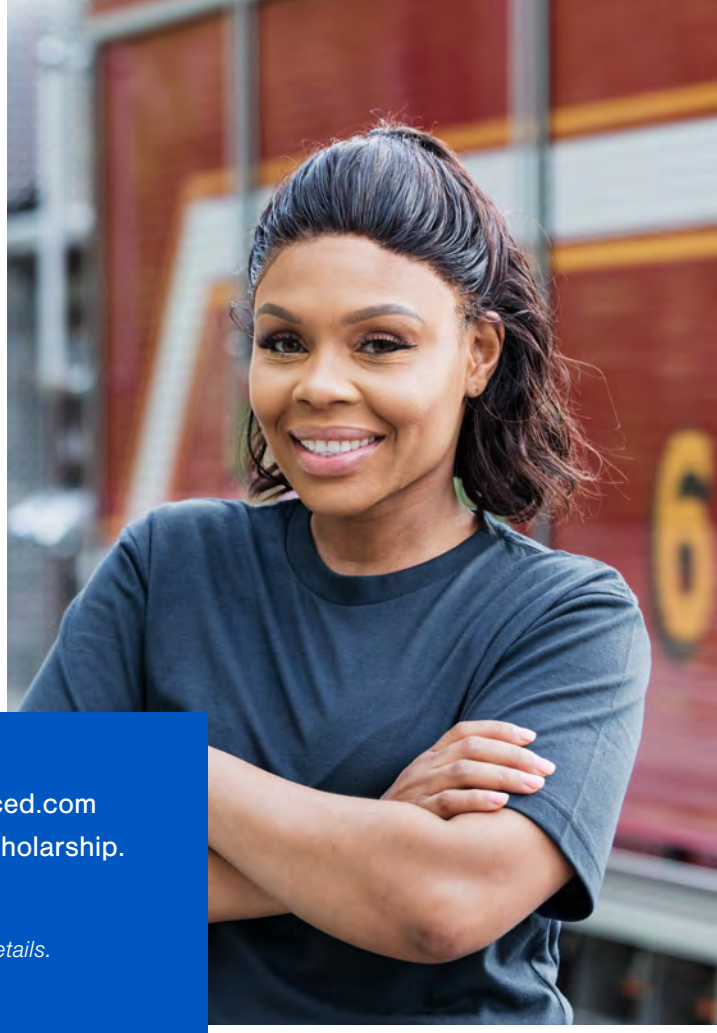
Post copy:
Transfer at least 4 classes and you could earn a $5,000 Bachelor's Transfer Credit Scholarship at Strayer.

Headline:
Scholarships For Transfer Students

Description:
At Strayer University.

CTA: Apply Now

We see you.
We thank you.



Admitted Strayer University students who are employees of select organizations may be eligible to earn an undergraduate or graduate degree with 25% off tuition on any program at Strayer University or the Jack Welch Management Institute

Call 855-203-0651 or email civicandcommunity@strategiced.com to learn more about the Civic and Community Alliance Scholarship.

Contact us soon – the application deadline is January 6.

Eligibility rules, exclusions and restrictions apply. See reverse side for details.

Learn more

Our 130+ years of experience in education can help you find your future. Through the Civic and Community Alliance Scholarship Program, admitted Strayer University students who are employees in one of the following organizations may be eligible to receive 25% off tuition for the duration of their program:

- Community college employees
- Emergency management
- Law enforcement: crime prevention, control or reduction of crime, or the enforcement of criminal law
- Nonprofit organizations, 501(c) designation
- Public health administration employees
- Public interest law services: legal services provided by an organization that is funded in whole or in part by a U.S. federal, state, local or tribal government
- Public safety
- Public school district employees
- Public service for individuals with disabilities and the elderly
- Small Business Administration affiliations

STRAYER UNIVERSITY®

ELIGIBILITY RULES

What counts as a qualifying employer?

Qualifying employers include any state, local or tribal government agency and many nonprofit organizations. A government contractor is not considered a government employee.

Which nonprofit organizations qualify?

Eligible not-for-profit organizations include an organization that is tax-exempt under section 501(c) of the Internal Revenue Code. A not-for-profit organization that is not exempt under section 501(c) of the Internal Revenue Code must provide one of the following public services:

- Emergency management
- Public safety
- Not-for-profit organizations (501(c) designation)
- Community colleges employees
- Public school district employees
- Law enforcement: crime prevention, control or reduction of crime, or the enforcement of criminal law
- Public interest law services: legal services provided by an organization that is funded in whole or in part by a U.S. federal, state, local or tribal government.
- Public service for individuals with disabilities and the elderly
- Public health administration employees
- Small Business Administration affiliations

What determines an employee of a qualifying employer?

If a qualifying employer has sent, or will send, you a Form W-2 (Wage and Tax Statement) at the end of each tax year, you are employed by the qualifying employer.

For example, if you were hired by a government contractor and the contractor issues your Form W-2, you are employed by the contractor. In this case, although you may be doing work for a qualifying employer (a government agency), you are not an employee of the qualifying employer.

Another example of an employee of a qualifying employer: if you are a full-time employee of a law enforcement agency, your employment qualifies regardless of your position (police officer, forensic technologist, computer forensics, support staff, etc.).

Documentation requirements

Verification of current employment from a qualified employer must be dated within one month prior to the date of registration. All documentation must be verified by Strayer University. Documentation can be in the form of one of the following:

- An email directly from the work email. Email domain must include organization name, for example, @texas.gov or @houstonpolice.org
- A current pay stub from the employer that indicates the student's role
- A letter on employer letterhead, signed by a supervisor (PDF version of the letter is acceptable) that indicates the student's role

Small Business Administration affiliation through a copy of the business tax receipts to show one of the followingersity. Documentation can be in the form of one of the following

- 500 employees or less
- The number of employees allowed by the employee-based size standard applicable to that entity

Additional student criteria eligibility

- Only new and readmit Strayer students are eligible.
- Spouses and dependents are not eligible for the scholarship.
- Students must show proof of employment documentation only once. If they change jobs, they are still eligible for the scholarship; however, eligibility could be lost if the student does not take courses for two consecutive quarters.
- You must remain employed with a qualifying employer at the time you submit your application.
- For-profit organizations are not qualifying employers

STRAYER UNIVERSITY®

STRAYER
UNIVERSITY

Keep your momentum going

Build on your academic goals or pursue your next degree with Strayer University online or at one of our campus locations. Strayer has partnerships with businesses, organizations and community colleges which help us serve students from all backgrounds.

Why Strayer?

Easy transfer process
Our transfer process is seamless – just submit your application and an admissions officer will contact you to discuss your options.

Degrees designed around skills employers value
82% of alumni agree that Strayer University equipped them with skills employers value.
Strayer Alumni Survey, 2023

Support from start to finish
Whether you're a local or international student, Strayer offers a network of advisors, tutors and professors to support you every step of your academic journey.

Scholarships and tuition discounts
We have options to help you control the cost of your degree and make your education affordable.

Strayer University is certified to operate in Virgina by SCHEV and has many campuses, including 2121 15th St. N. in Arlington, VA.

Find your program | **strayer.edu/community**

24-1370300

1370300 SU Comm College Tuition Pitch Kit Student Flyer_F.indd 1 6/27/24 9:03 AM

Find ways to save on tuition

$5K transfer credit scholarship
If you're transferring in at least 18 quarter credit hours, you may be eligible to save $5,000 on tuition. Associate degrees typically transfer 20 quarter credit hours.
Eligibility rules and exlusions apply.

25% off tuition with the Graduation Fund
You could save up to 25% when you finish your bachelor's degree with Strayer University's Graduation Fund. For every three bachelor's courses you pass, earn one on us tuition-free, to be redeemed near the end of your program with the Strayer Graduation Fund.
Eligibility and participation rules apply.

25% off tuition International Student Scholarship
International, non-U.S. citizen students – including F1 visa students in the U.S. or non-U.S. citizens living overseas and studying online – may be eligible to receive a 25% reduction in tuition for select graduate or undergraduate degree programs.
Eligibility and participation rules apply.

Irene Cook Stallard Scholarship
Awarded to one student per quarter to help them pursue their dream of earning a bachelor's degree after completing an associate degree from an accredited community college.
Eligibility and participation rules apply.

Fellows for Justice Scholarship
A full-tuition scholarship for a Strayer University master's degree (excluding the Jack Welch Management Institute) or bachelor's degree in accounting, business administration, criminal justice or information technology.
Eligibility and participation rules apply.

Online bachelor's degrees

Strayer is accredited and offers flexible, affordable degrees that could help you strengthen your resume and pursue new career goals.

Accounting
Applied Science in Management
Business Administration with concentrations in:

- Accounting
- Acquisition and Contract Management
- Entrepreneurship
- Finance
- Health Services Administration
- Hospitality & Tourism Management
- Human Resource Management
- Joe Gibbs Performance Management
- Management
- Marketing
- Project Management
- Retail Management
- Social Media Marketing

Criminal Justice with concentrations in:

- Computer Forensics
- Crime & Criminal Behavior
- Criminal Justice Administration
- Homeland Security & Emergency Management
- Probation & Parole

Information Technology with concentrations in:

- Artificial Intelligence
- Cloud Computing
- Cybersecurity
- Data Analytics
- Data Management
- IT Project Management
- Networking
- Software Development

Find your program | **strayer.edu/community**

STRAYER UNIVERSITY

1370300 SU Comm College Tuition Pitch Kit Student Flyer_F.indd 2 6/27/24 9:03 AM

Your future starts now

Apply today at strayer.edu

Undergraduate Degrees at Strayer University

Associate in Arts

- **Accounting**
- **Acquisition and Contract Management**
- **Business Administration**
- **Information Techology**
- **Marketing**

Bachelor of Science

- **Accounting**
- **Managment**[1]
- **Criminal Justice** with concentrations in
  - Computer Forensics
  - Crime and Criminal Behavior
  - Criminal Justice Administration
  - Homeland Security and Emergency Management
  - Probation and Parole[2]
- **Health Services Administration**[3] with concentrations in
  - Health Information Management and Analytics
  - Public Health
- **Information Techology** with concentrations in
  - Artificial Intelligence[4]
  - Cloud Computing[4]
  - Cybersecurity
  - Data Analytics
  - Data Management
  - IT Project Management
  - Networking
  - Software Development

Bachelor of Business Administration[5]

- **Bachelor of Business Administration** with concentrations in
  - Accounting[6]
  - Acquisition and Contract Management
  - Entrepreneurship
  - Finance
  - Health Services Administration[7]
  - Hospitality and Tourism Management[8]
  - Human Resource Management
  - Joe Gibbs Performance Management[9]
  - Management
  - Marketing
  - Project Management
  - Retail Management
  - Social Media Marketing[10]

Undergraduate Certificates

- **Undergraduate Certificate, Artificial Intelligence (AI)**
- **Undergraduate Certificate, Health Information Management and Analytics**[3]
- **Undergraduate Certificate, Information Technology Fundamentals**
- **Undergraduate Certificate, Public Health**[3]
- **Undergraduate Certificate, Python Programming**
- **Diploma in Acquisition and Contract Management**

[1]Enrollment in this program requires a technical or associate degree transfer. A minimum of 12 transfer courses is required.
[2]For students in New Jersey, this concentration is available only online.
[3]This program is currently not approved for federal financial aid by the U.S. Department of Education (ED). [4]The Artificial Intelligence and Cloud Computing concentrations are available in an online-only format.
[5]Arkansas and New Jersey students enrolled in the Bachelor of Business Administration program must follow the program requirements as set forth in the state-specific sections of the catalog.
[6]Accounting Concentration is not available in Arkansas.
[7]Health Services Administration is not available in Maryland campuses. This concentration is offered online only to students in Maryland.
[8]Hospitality and Tourism Management Concentration is not available in Arkansas or Delaware.
[9]The Bachelor of Business Administration program curriculum offering described on this page is not available to students enrolled through an Arkansas or New Jersey ground-based campus. Students enrolled through an Arkansas or New Jersey ground-based campus must follow the Bachelor of Business Administration program requirements as set forth in the corresponding state-specific section of the catalog. Arkansas or New Jersey residents enrolled through online global should refer to the curriculum on this page. The Joe Gibbs Performance Management concentration courses are available in an online-only format to Arkansas, Delaware, Maryland, Mississippi, New Jersey, North Carolina, Pennsylvania, South Carolina, Virginia and West Virginia students.
[10]The Social Media Marketing Concentration is not available in North Carolina.

STRAYER UNIVERSITY

Graduate Degrees at Strayer University

Master of Science

Accounting with concentrations in

- Corporate Accounting
- Forensic Accounting
- Public Accounting[11]
- Taxation

Human Resource Management with concentrations in

- Human Resource Generalist
- Human Resource and Organizational Development

Health Services Administration with concentrations in

- Clinical Care Management
- Public Health

Cybersecurity

Information Systems with concentrations in

- Artificial Intelligence Systems Management[12]
- Computer Forensic Management
- Computer Security Management
- Enterprise Network Management
- Information Systems Management
- IT Project Management
- Software Engineering Management

Management with concentrations in

- Leadership
- Project Management
- Marketing Management

Master of Business Administration

Master of Business Administration with concentrations in

- Accounting
- Acquisition
- Artificial Intelligence (AI) Systems Management[13]
- Business Data
- Cybersecurity Management[13]
- Digital Entrepreneurship[13]
- Finance
- Global Management[14]
- Health Services Administration
- Human Resource Management
- Management
- Marketing
- Professional Studies (This concentration is called the MBA Graduate Elective in North Carolina.)
- Project Management
- Public Administration
- Sales[15]

Master of Educational Design and Technology[3, 16]

Master of Educational Design and Technology with concentrations in

- Adult Education and Development
- Corporate Learning
- Curriculum, Instruction and Assessment
- Educational Administration
- Education Technology Leadership
- Instructional Design and Technology
- Teacher Leadership
- Technology Innovations for Education

Master of Public Administration

Jack Welch Management Institute

JWMI Master of Business Administration with concentrations in

- Healthcare
- Human Resources
- Operations Management

Graduate Certificates

Graduate Certificate, Artificial Intelligence (AI) Systems Management

Graduate Certificate, Corporate Learning

Graduate Certificate, Cybersecurity Management[3]

Graduate Certificate, Digital Entrepreneurship

Graduate Certificate, Educational Administration

Graduate Certificate, Instructional Design and Technology[3]

Graduate Healthcare Certificate, Jack Welch Management Institute

Graduate Human Resources Certificate, Jack Welch Management Institute

Graduate Leadership Certificate, Jack Welch Management Institute

Graduate Operations Management Certificate, Jack Welch Management Institute

[11]Students in North Carolina must have completed a bachelor's degree in accounting in order to be admitted into the Public Accounting concentration.
[12]The Artificial Intelligence Systems Management concentration is only available in an online-only format and is not available in Georgia.
[13]These concentrations are only available online.
[14]This concentration is not offered at on-ground campuses in Maryland or Mississippi. Is only available online in Maryland and Mississippi.
[15]This concentration is not available in North Carolina and Pennsylvania.
[16]This program is only available in an online format

Strayer University Course Catalog
strayer.edu/catalog

State restrictions and policies
Some concentrations are only available online. State restrictions and policies may apply. See the Strayer University Course Catalog for concentration details and any policies or restrictions that may apply.

Not all programs are available in all modalities in all states. Depending on the state, your program of choice may only be available in an online-only version or not at all. Please check www.strayer.edu for the most up-to-date information on program availability. All courses within a program will not be available for on-ground delivery at most campus locations. Due to availability, students are required to take at least some (and in certain cases, all) courses in an online format in order to complete a degree program. If you have any questions about availability of programs or courses, please contact your admissions officer, coach or dean. Strayer University has been certified in Virginia by SCHEV. Strayer University has locations in Arlington at 2121 15th Street North, Arlington, VA 22201, and 10 other locations throughout the Commonwealth. Strayer University's Morrow campus is located at 3000 Corporate Center Dr. Suite 100, Morrow, GA 30260, and we have eight other campuses in the State of Georgia.

23-1214255

STRAYER

FELLOWS FOR JUSTICE

Grow as a community leader with a full undergraduate or graduate scholarship

Strayer University is proud to announce the Fellows for Justice Program to help students build talent and leadership skills they can use to solve the problems we face in our society today.

Successful applicants will receive a **full-tuition scholarship** applicable to select bachelor's degree in accounting, business administration, criminal justice and information technology or any Strayer University master's degree (excluding the Jack Welch Management Institute).

Newly admitted first-time bachelor's students are eligible for this scholarship. Previously conferred bachelor's degrees are not permitted. Newly admitted master's students are eligible.

Selection criteria include previous work or interest in **improving social justice disparities** in the applicant's community.

Scholarship recipients will **join others in this program** to share their experiences, discuss current social and economic issues and create positive action through professional development.

Learn more about Fellows for Justice

DETAILS

This program offers full-tuition scholarships for Strayer University undergraduate and graduate programs. Strayer undergraduate programs in accounting, business administration, criminal justice or information technology are eligible. The scholarships for graduate degrees can be applied to programs currently offered at the time of enrollment (with the exception of the Jack Welch Management Institute) and is only available to newly admitted Strayer University bachelor's or master's degree-seeking students.

Students in the program will:

- Receive invitations to networking events with Strayer University leadership, community leaders and other members of the Fellows for Justice Program
- Collaborate with other awardees on a project to address aspects of social justice, in partnership with a community-based organization
- Have access to professional coaching and development opportunities and peer-to-peer engagement

Contact the team at **FellowsForJustice@strayer.edu.**

Find the full eligibility requirement details here.

Eligibility requirements:

- Meet Strayer University admission requirements for your bachelor's degree in accounting, business, administration, criminal justice or information technology or your master's degree program (excluding the Jack Welch Management Institute)
- Live in or around one of the following metropolitan areas:
  - Atlanta, GA
  - Charlotte, NC
  - Dallas, TX
  - Houston, TX
  - Memphis, TN
  - Minneapolis/St. Paul, MN
  - Nashville, TN
  - New Jersey
  - Philadelphia, PA
  - Washington, D.C./Maryland/Virginia
- Be a high school graduate or equivalent
- Be a newly admitted bachelor's or master's degree-seeking student
  - Master's-only requirement: successful completion of bachelor's degree from a regionally accredited institution
- Be available to start the program in winter 2025

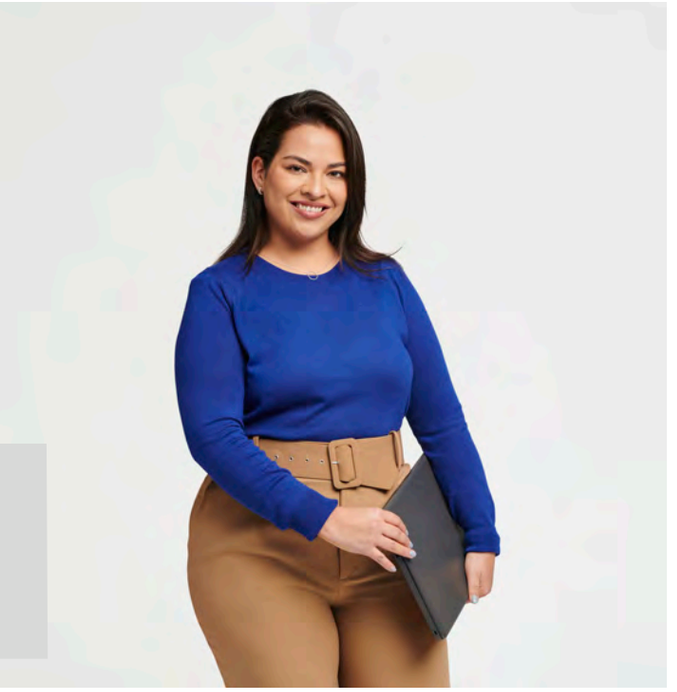
STRAYER UNIVERSITY®

24-1466950

Strayer University is certified to operate in Virginia by SCHEV and has many campuses, including one at 2121 15th St. N. in Arlington, VA.

Graduation Fund

At Strayer, hard work pays off, with up to $15,250 in tuition-free bachelor's courses in your final year. Every time you finish three classes we reward you with a tuition-free class you can take near the end of your program.



Save up to 25% on the cost of your bachelor's degree with the Strayer Graduation Fund.

No application

There's nothing to sign or fill out. You're automatically enrolled, even if you're transferring credits.

No GPA requirements

Successfully complete eligible courses to receive tuition-free courses that you can redeem near the end of your degree program.

No competition

There's no limit to how many students can receive the Graduation Fund. Every new undergraduate student in an eligible program starts earning tuition-free courses as soon as they start their degree program.

strayer.edu/graduationfund

Eligibility requirements

- Eligible bachelor's students are automatically enrolled (with no GPA requirement).
- Developmental courses (08X/090/091), transfer credits, courses completed prior to readmission, and courses passed by placement exam are excluded from this program and do not count toward earning tuition awards. Fund must be redeemed for final courses leading to the completion of a bachelor's degree. Successful completion means earning the grade required by the curriculum as outlined in the Strayer University catalog.
- New or returning students enrolling in bachelor's degrees are eligible. Some groups of students may not be eligible including, but not limited to: students enrolled in a non-degree program, certificate program, associate's program, or JWMI program, any Strayer University employee (and employees of any of its affiliates or Strategic Education, Inc.) and their dependents, adjunct faculty and their dependents, or students enrolled through Degrees@Work.
- Unless specified in another offer's eligibility rules, you cannot combine the Graduation Fund with additional offers. Some of the offers that the Graduation Fund cannot be combined with include, but are not limited to: the Supplemental Assistance scholarship, the Experienced Student Completion scholarship, the Law Enforcement Tuition Assistance program, or the Complete@Strayer Community College program.
- Tuition credit is earned only after successfully completing courses and will be lost if you do not take courses for two consecutive quarters.
- Students already receiving scholarship aid from Strayer University may not be eligible.
- Students receiving tuition assistance from their employers through agreements with Strayer University may not be eligible.

Strayer University is certified to operate in Virginia by SCHEV and has many campuses, including at 2121 15th St. N. in Arlington, VA.

STRAYER UNIVERSITY

22-860321

STRAYER UNIVERSITY®

Irene Cook Stallard Scholarship

See full scholarship details

The Irene Cook Stallard Scholarship is made possible through the generosity of Dr. Sondra Stallard, the 13th president of Strayer University. The scholarship honors Dr. Stallard's mother, Irene Cook Stallard, who entered college in her 50s, successfully completed her coursework while working full time and was the first member of the Cook family to graduate. Ms. Cook served as an inspiration to Dr. Stallard throughout her life. Successful applicants will receive a full scholarship, including the cost of tuition, technology fees and books for a Strayer University undergraduate degree.

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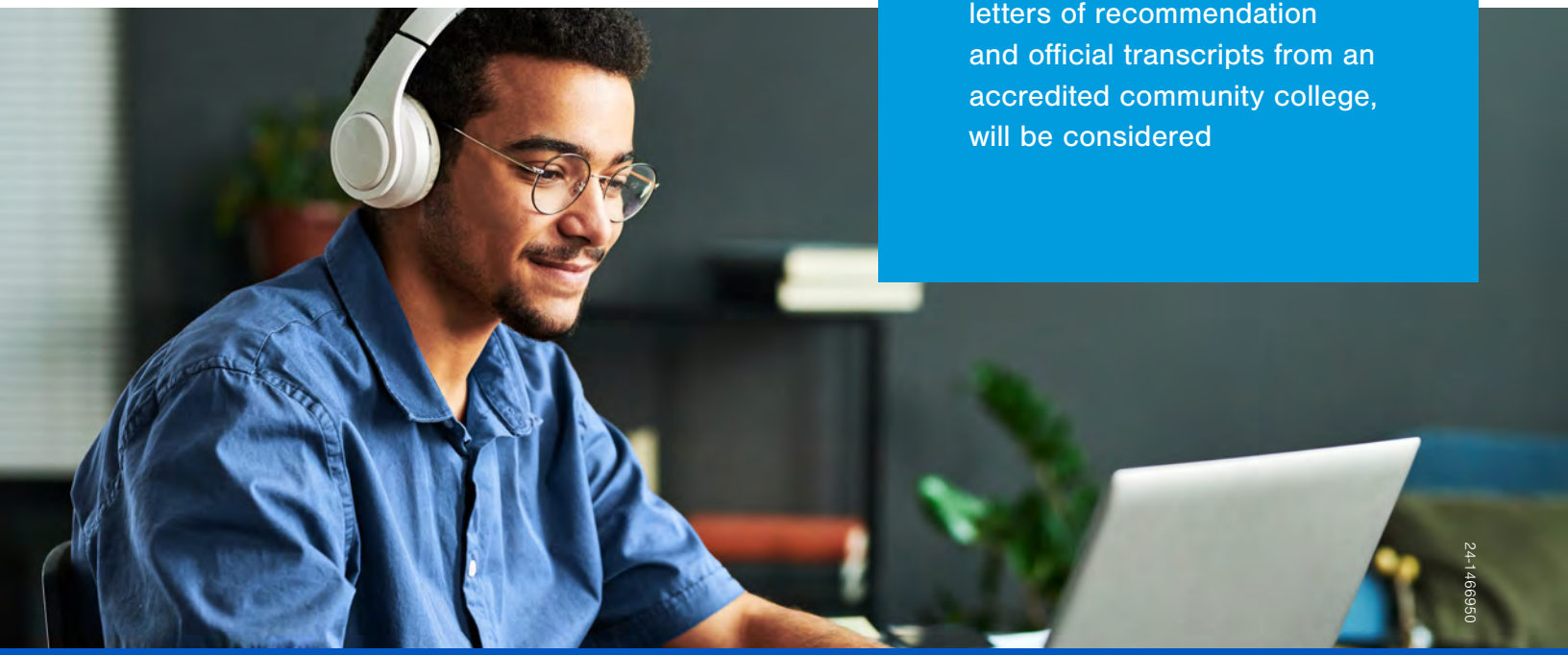
ELIGIBILITY REQUIREMENTS

- Earned an associate degree from an accredited community college
- First-time recipient of a bachelor's degree
- Meet all **Strayer University admission requirements** for winter 2025 enrollment
- Only fully completed applications, including an essay, letters of recommendation and official transcripts from an accredited community college, will be considered



24-1466950

Connect with us | Email: presidentoffice@strayer.edu

STRAYER UNIVERSITY®

Take no-cost gen ed courses

At Strayer, we're committed to helping you find the fastest, most affordable route to your degree.

Through our affiliate, Sophia, you can take gen ed courses at no cost to you. Sophia courses are online and flexible, so you can move through coursework at your own pace.

Save up to $15,250 on your Strayer bachelor's degree by accessing general education courses at no additional cost through our affiliate, Sophia.*

**Savings assumes transferring 10 courses taken at Strayer affiliate, Sophia. Eligibility rules apply. Connect with us for details.*

How do Sophia courses work?

- Apply to Strayer and find the bachelor's program that fits your goals.
- Enroll and see online which of your courses you can take at Sophia.
- Textbooks and other course materials are not required.
- When you study with Sophia, you'll still be a Strayer student – the no-cost courses you pass that apply to your Strayer degree will transfer automatically.
- Take your self-paced Sophia courses alongside your Strayer courses or between quarters.

FAQs

How many Sophia courses can I take at one time?

You can register for more than 40 gen ed courses offered through Sophia and take up to two courses at a time. However, there's a limit to the amount of credit you can transfer. Students in Strayer bachelor's degree programs can transfer a maximum of 126 credit hours.

Will Sophia courses count toward my overall GPA?

Eligible students can transfer Sophia courses to Strayer for gen ed credit, but there's no associated grade. Sophia courses don't factor into a student's grade point average.

Can I take Sophia courses and Strayer courses at the same time?

Yes. Self-paced Sophia courses have flexible start dates, so you can take them along with your Strayer courses. But Sophia courses won't count toward your financial aid eligibility or your GPA.

Will Sophia courses impact my financial aid?

No. Your financial aid package doesn't take Sophia courses into consideration. To be considered for a federal financial loan, you must take a minimum of two undergraduate courses at Strayer in a given quarter.

Eligibility requirements

- You must be admitted as a Strayer student and enrolled in a bachelor's degree program.
- No-cost gen eds through Sophia only apply to bachelor's degree programs. Sophia does not offer courses at the graduate level.
- Sophia offers more than 40 gen ed courses and you can take up to two courses at a time. However, there's a limit to the amount of credit you can transfer. Students in Strayer's bachelor's degree programs can transfer a maximum of 126 credit hours.
- If you have reached your transfer credit limit, you will not be eligible to transfer in Sophia courses.
- To transfer, Sophia courses must be equivalent to the Strayer courses in your degree program. If in doubt that a class will transfer, speak with a coach before enrolling.
- Credits will be awarded toward your degree upon completion of the Sophia course and with a score of 70% or better.

Start saving with Sophia
strayer.edu/sophia

Strayer University is certified to operate in Virgina by SCHEV and has many campuses, including 2121 15th St. N. in Arlington, VA.

STRAYER UNIVERSITY®

24-1370300

MARYLAND HIGHER EDUCATION COMMISSION

Faculty Compliance Report for Out-of-State Degree Granting Institutions Operating in Maryland

Institution	**Strayer University**				
Program Title (complete a separate form for each approved program (for each approved site, if applicable)		**Diploma in Acquisition and Contract Management**			
Commission authorization is by academic program; therefore, each program is reviewed independently to determine compliance with COMAR 13B.02.01.16					
Total # of credits required in program	54	Total # of courses required in Program	12		
List Full-time Faculty (add rows as necessary)					
Faculty Name	**Sociology**	**Degree and Institution from CV**	**# of courses taught in program**	**# of credits taught in program**	
	Business College Readiness Communication Education English Humanities Information Systems Philosophy	B.S., Middle Tennessee State University M.A., East Tennessee State University			
Rachel DeLuise	Workforce Dev	Ph.D., Florida State University B.A. Mathematics, Ottawa University B.S., Nova Southeastern M.B.A., Drexel University M.S. Computer Information Systems, University of Phoenix	1	4.5	
	Business Information Security	Ph.D. Information Systems Management, Walden			
Darcel Ford	Information Systems	University	2	9	
Rachel Crane	Sociology	M.A., University of Maryland, Baltimore County B.A. Journalism, The University of Michigan	1	4.5	
	Business	M.S. Advertising, Northwestern University			
Lisa Amans	Marketing	D.B.A. Marketing, Argosy University B.A., DePauw University	1	4.5	
Kimberly Pionzio	Mathematics	M.S.,George Mason University	1	4.5	
Total courses taught by FULL- time faculty as defined by COMAR 13B.02.02.03)			**6**		
List Part-time Faculty (add rows as necessary)					
All courses available online from a mix of adjunct and non-Maryland full-time faculty	Various	Various	4	18	
			2	9	
Total courses taught by PART- time faculty			**6**		
* % of courses taught by FULL-TIME faculty:	50%				

* (# of courses taught by FULL-TIME faculty / total number of courses in program; this MUST exceed 33%)

Strayer had limited on-ground offerings from the Fall 2023 quarter through the Fall 2024 quarter at the existing White Marsh campus. Ultimately, no courses in this program were taught on-ground in Maryland during any of these quarters. The University will ensure that future on-ground courses for this program offered at the relocated Baltimore Peninsula location will be taught by the appropriate number of Full-time faculty members for Strayer to maintain compliance with the MHEC ground requirement.

MARYLAND HIGHER EDUCATION COMMISSION

Faculty Compliance Report for Out-of-State Degree Granting Institutions Operating in Maryland

Institution	**Strayer University**			
Program Title (complete a separate form for each approved program (for each approved site, if applicable)		**Associate in Arts in Accounting**		
Commission authorization is by academic program; therefore, each program is reviewed independently to determine compliance with COMAR 13B.02.01.16.				
Total # of credits required in program	90	Total # of courses required in Program	20	
List Full-time Faculty (add rows as necessary)				
Faculty Name	**Course Categories**	**Degree and Institution from CV**	**# of courses taught in program**	**# of credits taught in program**
	Business College Readiness Communication Education English Humanities Information Systems Philosophy	B.S., Middle Tennessee State University M.A., East Tennessee State University		
Rachel DeLuise	Workforce Dev	Ph.D., Florida State University B.A. Mathematics, Ottawa University B.S., Nova Southeastern M.B.A., Drexel University M.S. Computer Information Systems, University of Phoenix	7	31.5
	Business Information Security	Ph.D. Information Systems Management, Walden		
Darcel Ford	Information Systems	University	2	9
Rachel Crane	Sociology	M.A., University of Maryland, Baltimore County B.A. Journalism, The University of Michigan M.S. Advertising, Northwestern University	3	13.5
	Business			
Lisa Amans	Marketing	D.B.A. Marketing, Argosy University	1	4.5
Clyde Fulmer	Economics	M.S., Southern New Hampshie University	1	4.5
	College Readiness	B.S., Winston-Salem State University		
	Health Serv Admn	M.P.H. University of Phoenix		
Donna Levesque	Workforce Dev	Ph.D., Walden B.A., DePauw University	1	4.5
Kimberly Pionzio	Mathematics	M.S.,George Mason University B.A., Kalamazoo College M.A., University of Michigan	1	4.5
David Smith	Economics	Ph.D., University of Michigan	1	4.5
Total courses taught by FULL- time faculty as defined by COMAR 13B.02.02.03)			**17**	
List Part-time Faculty (add rows as necessary)				
Zaki Sherif	Science	Ph.D. Biochemistry, Howard University M.S. Environmental Science, University of Wisconsin	1	4.5
All courses available online from a mix of adjunct and non-Maryland full-time faculty	Various	Various	2	
Total courses taught by PART- time faculty			**3**	
* % of courses taught by FULL-TIME faculty:	85%			

* (# of courses taught by FULL-TIME faculty / total number of courses in program; this MUST exceed 33%)

Strayer had limited on-ground offerings from the Fall 2023 quarter through the Fall 2024 quarter at the existing White Marsh campus. Ultimately, no courses in this program were taught on-ground in Maryland during any of these quarters. The University will ensure that future on-ground courses for this program offered at the relocated Baltimore Peninsula location will be taught by the appropriate number of Full-time faculty members for Strayer to maintain compliance with the MHEC ground requirement.

MARYLAND HIGHER EDUCATION COMMISSION

Faculty Compliance Report for Out-of-State Degree Granting Institutions Operating in Maryland

Institution	**Strayer University**
Program Title (complete a separate form for each approved program (for each approved site, if applicable)	**Associate in Arts in Acquisition and Contract Management**
Commission authorization is by academic program; therefore, each program is reviewed independently to determine compliance with COMAR 13B.02.01.16.	
Total # of credits required in program	90
Total # of courses required in Program	20

List Full-time Faculty (add rows as necessary)

Faculty Name	Course Categories	Degree and Institution from CV	# of courses taught in program	# of credits taught in program
	Business			
	College Readiness			
	Communication			
	Education			
	English			
	Humanities			
	Information Systems	B.S., Middle Tennessee State University		
	Philosophy	M.A., East Tennessee State University		
Rachel DeLuise	Workforce Dev	Ph.D., Florida State University	7	31.5
		B.A. Mathematics, Ottawa University		
		B.S., Nova Southeastern		
		M.B.A., Drexel University		
		M.S. Computer Information Systems, University of Phoenix		
	Business			
	Information Security	Ph.D. Information Systems Management, Walden		
Darcel Ford	Information Systems	University	2	9
Rachel Crane	Sociology	M.A., University of Maryland, Baltimore County	3	13.5
		B.A. Journalism, The University of Michigan		
	Business	M.S. Advertising, Northwestern University		
Lisa Amans	Marketing	D.B.A. Marketing, Argosy University	1	4.5
Clyde Fulmer	Economics	M.S., Southern New Hampshie University	1	4.5
	College Readiness	B.S., Winston-Salem State University		
	Health Serv Admn	M.P.H. University of Phoenix		
Donna Levesque	Workforce Dev	Ph.D., Walden	1	4.5
		B.A., DePauw University		
Kimberly Pionzio	Mathematics	M.S.,George Mason University	2	9
		B.A., Kalamazoo College		
		M.A., University of Michigan		
David Smith	Economics	Ph.D., University of Michigan	1	4.5
Total courses taught by FULL- time faculty as defined by COMAR 13B.02.02.03)			**18**	

List Part-time Faculty (add rows as necessary)

Zaki Sherif	Science	Ph.D. Biochemistry, Howard University	1	4.5
		M.S. Environmental Science, University of Wisconsin		
All courses available online from a mix of adjunct and non-Maryland full-time faculty	Various	Various	1	4.5
Total courses taught by PART- time faculty			**2**	

* % of courses taught by FULL-TIME faculty: 90%

* (# of courses taught by FULL-TIME faculty / total number of courses in program; this MUST exceed 33%)

Strayer had limited on-ground offerings from the Fall 2023 quarter through the Fall 2024 quarter at the existing White Marsh campus. Ultimately, no courses in this program were taught on-ground in Maryland during any of these quarters. The University will ensure that future on-ground courses for this program offered at the relocated Baltimore Peninsula location will be taught by the appropriate number of Full-time faculty members for Strayer to maintain compliance with the MHEC ground requirement.

MARYLAND HIGHER EDUCATION COMMISSION

Faculty Compliance Report for Out-of-State Degree Granting Institutions Operating in Maryland

Institution	**Strayer University**			
Program Title (complete a separate form for each approved program (for each approved site, if applicable)		**Associate in Arts in Business Administration**		
Commission authorization is by academic program; therefore, each program is reviewed independently to determine compliance with COMAR 13B.02.01.16.				
Total # of credits required in program	90	Total # of courses required in Program	20	
List Full-time Faculty (add rows as necessary)				
Faculty Name	**Course Categories**	**Degree and Institution from CV**	**# of courses taught in program**	**# of credits taught in program**
	Business College Readiness Communication Education English Humanities Information Systems Philosophy	B.S., Middle Tennessee State University M.A., East Tennessee State University		
Rachel DeLuise	Workforce Dev	Ph.D., Florida State University B.A. Mathematics, Ottawa University B.S., Nova Southeastern M.B.A., Drexel University M.S. Computer Information Systems, University of Phoenix	7	31.5
	Business Information Security	Ph.D. Information Systems Management, Walden		
Darcel Ford	Information Systems	University	4	18
Rachel Crane	Sociology	M.A., University of Maryland, Baltimore County B.A. Journalism, The University of Michigan	3	13.5
	Business	M.S. Advertising, Northwestern University		
Lisa Amans	Marketing	D.B.A. Marketing, Argosy University	4	18
Clyde Fulmer	Economics College Readiness	M.S., Southern New Hampshie University B.S., Winston-Salem State University	1	4.5
	Health Serv Admn	M.P.H. University of Phoenix		
Donna Levesque	Workforce Dev	Ph.D., Walden B.A., DePauw University	1	4.5
Kimberly Pionzio	Mathematics	M.S.,George Mason University B.A., Kalamazoo College M.A., University of Michigan	1	4.5
David Smith	Economics	Ph.D., University of Michigan	1	4.5
Conni Xecominos	Marketing	American University-M.S.-TA	1	4.5
Total courses taught by FULL- time faculty as defined by COMAR 13B.02.02.03)			**23**	
List Part-time Faculty (add rows as necessary)				
Zaki Sherif	Science	Ph.D. Biochemistry, Howard University M.S. Environmental Science, University of Wisconsin	1	4.5
All courses available online from a mix of adjunct and non-Maryland full-time faculty	Various	Various		
Total courses taught by PART- time faculty			**1**	
* % of courses taught by FULL-TIME faculty:	96%			

* (# of courses taught by FULL-TIME faculty / total number of courses in program; this MUST exceed 33%)

Strayer had limited on-ground offerings from the Fall 2023 quarter through the Fall 2024 quarter at the existing White Marsh campus. Ultimately, no courses in this program were taught on-ground in Maryland during any of these quarters. The University will ensure that future on-ground courses for this program offered at the relocated Baltimore Peninsula location will be taught by the appropriate number of Full-time faculty members for Strayer to maintain compliance with the MHEC ground requirement.

MARYLAND HIGHER EDUCATION COMMISSION

Faculty Compliance Report for Out-of-State Degree Granting Institutions Operating in Maryland

Institution	**Strayer University**
Program Title (complete a separate form for each approved program (for each approved site, if applicable)	**Associate of Arts in Information Technology**

Commission authorization is by academic program; therefore, each program is reviewed independently to determine compliance with COMAR 13B.02.01.16.

Total # of credits required in program	90	Total # of courses required in Program	20

List Full-time Faculty (add rows as necessary)

Faculty Name	Course Categories	Degree and Institution from CV	# of courses taught in program	# of credits taught in program
	Business College Readiness Communication Education English Humanities Information Systems Philosophy	B.S., Middle Tennessee State University M.A., East Tennessee State University		
Rachel DeLuise	Workforce Dev	Ph.D., Florida State University B.A. Mathematics, Ottawa University B.S., Nova Southeastern M.B.A., Drexel University M.S. Computer Information Systems, University of Phoenix	7	31.5
	Business Information Security	Ph.D. Information Systems Management, Walden		
Darcel Ford	Information Systems	University	7	31.5
Rachel Crane	Sociology	M.A., University of Maryland, Baltimore County B.A. Journalism, The University of Michigan	3	13.5
	Business	M.S. Advertising, Northwestern University		
Lisa Amans	Marketing	D.B.A. Marketing, Argosy University	1	4.5
Clyde Fulmer	Economics	M.S., Southern New Hampshie University	1	4.5
	College Readiness	B.S., Winston-Salem State University		
	Health Serv Admn	M.P.H. University of Phoenix		
Donna Levesque	Workforce Dev	Ph.D., Walden	1	4.5
		B.A., DePauw University		
Kimberly Pionzio	Mathematics	M.S.,George Mason University B.A., Kalamazoo College M.A., University of Michigan	1	4.5
David Smith	Economics	Ph.D., University of Michigan	1	4.5
Total courses taught by FULL- time faculty as defined by COMAR 13B.02.02.03)			**22**	

List Part-time Faculty (add rows as necessary)

Zaki Sherif	Science	Ph.D. Biochemistry, Howard University M.S. Environmental Science, University of Wisconsin	1	4.5
All courses available online from a mix of adjunct and non-Maryland full-time faculty	Various	Various		
Total courses taught by PART- time faculty			**1**	

* % of courses taught by FULL-TIME faculty:	96%

* (# of courses taught by FULL-TIME faculty / total number of courses in program; this MUST exceed 33%)

Strayer had limited on-ground offerings from the Fall 2023 quarter through the Fall 2024 quarter at the existing White Marsh campus. Ultimately, no courses in this program were taught on-ground in Maryland during any of these quarters. The University will ensure that future on-ground courses for this program offered at the relocated Baltimore Peninsula location will be taught by the appropriate number of Full-time faculty members for Strayer to maintain compliance with the MHEC ground requirement.

MARYLAND HIGHER EDUCATION COMMISSION

Faculty Compliance Report for Out-of-State Degree Granting Institutions Operating in Maryland

Institution	**Strayer University**			
Program Title (complete a separate form for each approved program (for each approved site, if applicable)		**Associate in Arts in Marketing**		
Commission authorization is by academic program; therefore, each program is reviewed independently to determine compliance with COMAR 13B.02.01.16.				
Total # of credits required in program	90	Total # of courses required in Program	20	
List Full-time Faculty (add rows as necessary)				
Faculty Name	**Course Categories**	**Degree and Institution from CV**	**# of courses taught in program**	**# of credits taught in program**
	Business College Readiness Communication Education English Humanities Information Systems Philosophy	B.S., Middle Tennessee State University M.A., East Tennessee State University		
Rachel DeLuise	Workforce Dev	Ph.D., Florida State University B.A. Mathematics, Ottawa University B.S., Nova Southeastern M.B.A., Drexel University M.S. Computer Information Systems, University of Phoenix	7	31.5
	Business Information Security	Ph.D. Information Systems Management, Walden		
Darcel Ford	Information Systems	University	2	9
Rachel Crane	Sociology	M.A., University of Maryland, Baltimore County B.A. Journalism, The University of Michigan	3	13.5
	Business	M.S. Advertising, Northwestern University		
Lisa Amans	Marketing	D.B.A. Marketing, Argosy University	3	13.5
Clyde Fulmer	Economics	M.S., Southern New Hampshie University	1	4.5
	College Readiness	B.S., Winston-Salem State University		
	Health Serv Admn	M.P.H. University of Phoenix		
Donna Levesque	Workforce Dev	Ph.D., Walden B.A., DePauw University	1	4.5
Kimberly Pionzio	Mathematics	M.S.,George Mason University B.A., Kalamazoo College M.A., University of Michigan	1	4.5
David Smith	Economics	Ph.D., University of Michigan	1	4.5
Conni Xecominos	Marketing	American University-M.S.-TA	1	4.5
Total courses taught by FULL- time faculty as defined by COMAR 13B.02.02.03)			**20**	
List Part-time Faculty (add rows as necessary)				
Zaki Sherif	Science	Ph.D. Biochemistry, Howard University M.S. Environmental Science, University of Wisconsin	1	4.5
All courses available online from a mix of adjunct and non-Maryland full-time faculty	Various	Various		
Total courses taught by PART- time faculty			**1**	
* % of courses taught by FULL-TIME faculty:	95%			

* (# of courses taught by FULL-TIME faculty / total number of courses in program; this MUST exceed 33%)

Strayer had limited on-ground offerings from the Fall 2023 quarter through the Fall 2024 quarter at the existing White Marsh campus. Ultimately, no courses in this program were taught on-ground in Maryland during any of these quarters. The University will ensure that future on-ground courses for this program offered at the relocated Baltimore Peninsula location will be taught by the appropriate number of Full-time faculty members for Strayer to maintain compliance with the MHEC ground requirement.

MARYLAND HIGHER EDUCATION COMMISSION

Faculty Compliance Report for Out-of-State Degree Granting Institutions Operating in Maryland

Institution	**Strayer University**			
Program Title (complete a separate form for each approved program (for each approved site, if applicable)		**Bachelor of Business Administration**		
Commission authorization is by academic program; therefore, each program is reviewed independently to determine compliance with COMAR 13B.02.01.16.				
Total # of credits required in program	180	Total # of courses required in Program	40	
List Full-time Faculty (add rows as necessary)				
Faculty Name	**Course Categories**	**Degree and Institution from CV**	**# of courses taught in program**	**# of credits taught in program**
	Business College Readiness Communication Education English Humanities Information Systems Philosophy	B.S., Middle Tennessee State University M.A., East Tennessee State University		
Rachel DeLuise	Workforce Dev	Ph.D., Florida State University B.A. Mathematics, Ottawa University B.S., Nova Southeastern M.B.A., Drexel University M.S. Computer Information Systems, University of Phoenix	8	36
	Business Information Security	Ph.D. Information Systems Management, Walden		
Darcel Ford	Information Systems	University	7	31.5
Rachel Crane	Sociology	M.A., University of Maryland, Baltimore County B.A. Journalism, The University of Michigan	3	13.5
	Business	M.S. Advertising, Northwestern University		
Lisa Amans	Marketing	D.B.A. Marketing, Argosy University	11	49.5
Clyde Fulmer	Economics College Readiness Health Serv Admn	M.S., Southern New Hampshie University B.S., Winston-Salem State University M.P.H. University of Phoenix	2	9
Donna Levesque	Workforce Dev	Ph.D., Walden B.A., DePauw University	5	22.5
Kimberly Pionzio	Mathematics	M.S.,George Mason University B.A., Kalamazoo College M.A., University of Michigan	2	9
David Smith	Economics	Ph.D., University of Michigan	2	9
Conni Xecominos	Marketing	American University-M.S.-TA	1	4.5
Total courses taught by FULL- time faculty as defined by COMAR 13B.02.02.03)			**41**	
List Part-time Faculty (add rows as necessary)				
Zaki Sherif	Science	Ph.D. Biochemistry, Howard University M.S. Environmental Science, University of Wisconsin	1	4.5
All courses available online from a mix of adjunct and non-Maryland full-time faculty	Various	Various		
Total courses taught by PART- time faculty			**1**	
* % of courses taught by FULL-TIME faculty:	98%			

* (# of courses taught by FULL-TIME faculty / total number of courses in program;this MUST exceed 33%)

Strayer had limited on-ground offerings from the Fall 2023 quarter through the Fall 2024 quarter at the existing White Marsh campus. Ultimately, no courses in this program were taught on-ground in Maryland during any o these quarters. The University will ensure that future on-ground courses for this program offered at the relocated Baltimore Peninsula location will be taught by the appropriate number of Full-time faculty members for Strayer to maintain compliance with the MHEC ground requirement.

MARYLAND HIGHER EDUCATION COMMISSION

Faculty Compliance Report for Out-of-State Degree Granting Institutions Operating in Maryland

Institution	**Strayer University**			
Program Title (complete a separate form for each approved program (for each approved site, if applicable)		**Bachelor of Science in Accounting**		
Commission authorization is by academic program; therefore, each program is reviewed independently to determine compliance with COMAR 13B.02.01.16.				
Total # of credits required in program	180	Total # of courses required in Program	40	
List Full-time Faculty (add rows as necessary)				
Faculty Name	**Sociology**	**Degree and Institution from CV**	**# of courses taught in program**	**# of credits taught in program**
	Business			
	College Readiness			
	Communication			
	Education			
	English			
	Humanities			
	Information Systems	B.S., Middle Tennessee State University		
	Philosophy	M.A., East Tennessee State University		
Rachel DeLuise	Workforce Dev	Ph.D., Florida State University	8	36
		B.A. Mathematics, Ottawa University		
		B.S., Nova Southeastern		
		M.B.A., Drexel University		
		M.S. Computer Information Systems, University of		
	Business	Phoenix		
	Information Security	Ph.D. Information Systems Management, Walden		
Darcel Ford	Information Systems	University	2	9
Rachel Crane	Sociology	M.A., University of Maryland, Baltimore County	3	13.5
		B.A. Journalism, The University of Michigan		
	Business	M.S. Advertising, Northwestern University		
Lisa Amans	Marketing	D.B.A. Marketing, Argosy University	1	4.5
Clyde Fulmer	Economics	M.S., Southern New Hampshie University	1	4.5
	College Readiness	B.S., Winston-Salem State University		
	Health Serv Admn	M.P.H. University of Phoenix		
Donna Levesque	Workforce Dev	Ph.D., Walden	1	4.5
		B.A., DePauw University		
Kimberly Pionzio	Mathematics	M.S.,George Mason University	2	9
		B.A., Kalamazoo College		
		M.A., University of Michigan		
David Smith	Economics	Ph.D., University of Michigan	1	4.5
Total courses taught by FULL- time faculty as defined by COMAR 13B.02.02.03)			**19**	
List Part-time Faculty (add rows as necessary)				
		M.Acc. Business Management/Accounting, University of		
Cruiz Alexander	Accounting	Maryland	4	18
		Ph.D. Accounting, ECE Evaluation		
Khaled Abdel Ghany	Accounting	M.Acc. Accounting, ECE Evaluation	1	4.5
All courses available online from a mix of adjunct and non-	Various	Various		
Maryland full-time faculty			16	72
Total courses taught by PART- time faculty			**21**	
* % of courses taught by FULL-TIME faculty:	48%			

* (# of courses taught by FULL-TIME faculty / total number of courses in program;this MUST exceed 33%)

Strayer had limited on-ground offerings from the Fall 2023 quarter through the Fall 2024 quarter at the existing White Marsh campus. Ultimately, no courses in this program were taught on-ground in Maryland during any o these quarters. The University will ensure that future on-ground courses for this program offered at the relocated Baltimore Peninsula location will be taught by the appropriate number of Full-time faculty members for Strayer to maintain compliance with the MHEC ground requirement.

MARYLAND HIGHER EDUCATION COMMISSION

Faculty Compliance Report for Out-of-State Degree Granting Institutions Operating in Maryland

Institution	**Strayer University**			
Program Title (complete a separate form for each approved program (for each approved site, if applicable)		**Bachelor of Science in Information Technology**		
Commission authorization is by academic program; therefore, each program is reviewed independently to determine compliance with COMAR 13B.02.01.16.				
Total # of credits required in program	180	Total # of courses required in Program	40	
List Full-time Faculty (add rows as necessary)				
Faculty Name	**Sociology**	**Degree and Institution from CV**	**# of courses taught in program**	**# of credits taught in program**
	Business			
	College Readiness			
	Communication			
	Education			
	English			
	Humanities			
	Information Systems	B.S., Middle Tennessee State University		
	Philosophy	M.A., East Tennessee State University		
Rachel DeLuise	Workforce Dev	Ph.D., Florida State University	8	36
		B.A. Mathematics, Ottawa University		
		B.S., Nova Southeastern		
		M.B.A., Drexel University		
		M.S. Computer Information Systems, University of Phoenix		
	Business			
	Information Security	Ph.D. Information Systems Management, Walden		
Darcel Ford	Information Systems	University	15	67.5
Rachel Crane	Sociology	M.A., University of Maryland, Baltimore County	3	13.5
		B.A. Journalism, The University of Michigan		
	Business	M.S. Advertising, Northwestern University		
Lisa Amans	Marketing	D.B.A. Marketing, Argosy University	1	4.5
Clyde Fulmer	Economics	M.S., Southern New Hampshie University	1	4.5
	College Readiness	B.S., Winston-Salem State University		
	Health Serv Admn	M.P.H. University of Phoenix		
Donna Levesque	Workforce Dev	Ph.D., Walden	1	4.5
		B.A., DePauw University		
Kimberly Pionzio	Mathematics	M.S.,George Mason University	2	9
		B.A., Kalamazoo College		
		M.A., University of Michigan		
David Smith	Economics	Ph.D., University of Michigan	1	4.5
Total courses taught by FULL- time faculty as defined by COMAR 13B.02.02.03)			**32**	
List Part-time Faculty (add rows as necessary)				
Zaki Sherif	Science	Ph.D. Biochemistry, Howard University	4	18
		M.S. Environmental Science, University of Wisconsin		
All courses available online from a mix of adjunct and non-Maryland full-time faculty	Various	Various	4	18
Total courses taught by PART- time faculty			**8**	
* % of courses taught by FULL-TIME faculty:	80%			

* (# of courses taught by FULL-TIME faculty / total number of courses in program; this MUST exceed 33%)

Strayer had limited on-ground offerings from the Fall 2023 quarter through the Fall 2024 quarter at the existing White Marsh campus. Ultimately, no courses in this program were taught on-ground in Maryland during any of these quarters. The University will ensure that future on-ground courses for this program offered at the relocated Baltimore Peninsula location will be taught by the appropriate number of Full-time faculty members for Strayer to maintain compliance with the MHEC ground requirement.

MARYLAND HIGHER EDUCATION COMMISSION

Faculty Compliance Report for Out-of-State Degree Granting Institutions Operating in Maryland

Institution	**Strayer University**			
Program Title (complete a separate form for each approved program (for each approved site, if applicable)		**Master of Business Administration**		
Commission authorization is by academic program; therefore, each program is reviewed independently to determine compliance with COMAR 13B.02.01.16				
Total # of credits required in program	45-54	Total # of courses required in Program	10 to 12	
List Full-time Faculty (add rows as necessary)				
Faculty Name	**Sociology**	**Degree and Institution from CV**	**# of courses taught in program**	**# of credits taught in program**
Darcel Ford	Business Information Security Information Systems	B.A. Mathematics, Ottawa University B.S., Nova Southeastern M.B.A., Drexel University M.S. Computer Information Systems, University of Phoenix Ph.D. Information Systems Management, Walden University	3	13.5
Lisa Amans	Business Marketing College Readiness	B.A. Journalism, The University of Michigan M.S. Advertising, Northwestern University D.B.A. Marketing, Argosy University B.S., Winston-Salem State University	1	4.5
Donna Levesque	Health Serv Admn Workforce Dev	M.P.H. University of Phoenix Ph.D., Walden	2	9
David Smith	Economics	B.A., Kalamazoo College M.A., University of Michigan Ph.D., University of Michigan	1	4.5
Total courses taught by FULL- time faculty as defined by COMAR 13B.02.02.03)			**7**	
List Part-time Faculty (add rows as necessary)				
All courses available online from a mix of adjunct and non-Maryland full-time faculty	Various	Various	3	13.5
Total courses taught by PART- time faculty			**3**	
* % of courses taught by FULL-TIME faculty:		70%		

* (# of courses taught by FULL-TIME faculty / total number of courses in program; this MUST exceed 33%)

Strayer had limited on-ground offerings from the Fall 2023 quarter through the Fall 2024 quarter at the existing White Marsh campus. Ultimately, no courses in this program were taught on-ground in Maryland during any of these quarters. The University will ensure that future on-ground courses for this program offered at the relocated Baltimore Peninsula location will be taught by the appropriate number of Full-time faculty members for Strayer to maintain compliance with the MHEC ground requirement.

MARYLAND HIGHER EDUCATION COMMISSION

Faculty Compliance Report for Out-of-State Degree Granting Institutions Operating in Maryland

Institution	**Strayer University**			
Program Title (complete a separate form for each approved program (for each approved site, if applicable)		**Master of Science in Accounting**		
Commission authorization is by academic program; therefore, each program is reviewed independently to determine compliance with COMAR 13B.02.01.16				
Total # of credits required in program	54	Total # of courses required in Program	12	
List Full-time Faculty (add rows as necessary)				
Faculty Name	**Sociology**	**Degree and Institution from CV**	**# of courses taught in program**	**# of credits taught in program**
David Smith	Economics	B.A., Kalamazoo College M.A., University of Michigan Ph.D., University of Michigan	1	4.5
Total courses taught by FULL- time faculty as defined by COMAR 13B.02.02.03)			**1**	
List Part-time Faculty (add rows as necessary)				
All courses available online from a mix of adjunct and non-Maryland full-time faculty	Various	Various	11	
Total courses taught by PART- time faculty			**11**	
* % of courses taught by FULL-TIME faculty:	8%			

* (# of courses taught by FULL-TIME faculty / total number of courses in program; this MUST exceed 33%)

Strayer had limited on-ground offerings from the Fall 2023 quarter through the Fall 2024 quarter at the existing White Marsh campus. Ultimately, no courses in this program were taught on-ground in Maryland during any of these quarters. The University will ensure that future on-ground courses for this program offered at the relocated Baltimore Peninsula location will be taught by the appropriate number of Full-time faculty members for Strayer to maintain compliance with the MHEC ground requirement.

MARYLAND HIGHER EDUCATION COMMISSION

Faculty Compliance Report for Out-of-State Degree Granting Institutions Operating in Maryland

Institution	**Strayer University**				
Program Title (complete a separate form for each approved program (for each approved site, if applicable)			**Master of Science in Information Systems**		
Commission authorization is by academic program; therefore, each program is reviewed independently to determine compliance with COMAR 13B.02.01.16					
Total # of credits required in program		54	Total # of courses required in Program	12	
List Full-time Faculty (add rows as necessary)					
Faculty Name	**Sociology**		**Degree and Institution from CV**	**# of courses taught in program**	**# of credits taught in program**
Darcel Ford	Business Information Security Information Systems		B.A. Mathematics, Ottawa University B.S., Nova Southeastern M.B.A., Drexel University M.S. Computer Information Systems, University of Phoenix Ph.D. Information Systems Management, Walden University	12	54
Total courses taught by FULL- time faculty as defined by COMAR 13B.02.02.03)				**12**	
List Part-time Faculty (add rows as necessary)					
All courses available online from a mix of adjunct and non-Maryland full-time faculty	Various		Various		
Total courses taught by PART- time faculty				**0**	
* % of courses taught by FULL-TIME faculty:		100%			

* (# of courses taught by FULL-TIME faculty / total number of courses in program; this MUST exceed 33%)

Strayer had limited on-ground offerings from the Fall 2023 quarter through the Fall 2024 quarter at the existing White Marsh campus. Ultimately, no courses in this program were taught on-ground in Maryland during any of these quarters. The University will ensure that future on-ground courses for this program offered at the relocated Baltimore Peninsula location will be taught by the appropriate number of Full-time faculty members for Strayer to maintain compliance with the MHEC ground requirement.

Teach-Out Plan

Strayer University continuously strategically plans for the future, including programs and curricula that are regularly reviewed and updated to align with industry standards. Strayer has also been providing courses in an online modality for over 20 years with a significant portion of its student population completing their program online. This location will be classified as an Other Instructional Site (OIS) with Strayer's institutional accreditor, the Middle States Commission on Higher Education (MSCHE). Because of the MSCHE classification as an OIS, Strayer cannot offer 50% or more of any programs at this location. Therefore, all students will be required to complete courses online in order to complete their degree. Further, all on-ground courses include an online component for the completion of weekly discussions and submission of assignments. Moreover, prior to the COVID-19 pandemic, university-wide many new and previously enrolled students migrated to online courses resulting in the majority of our students (over 93%) enrolling in online courses.

As it currently stands, if Strayer closes an individual location, all students at that location are encouraged to continue their studies and complete their degrees online or attend classes at another Strayer campus of their choosing. In the unlikely event Strayer University were to cease all of its operations, Strayer would first seek to teach-out all enrolled students through its online modality. If Strayer were acquired by another institution, it would ensure that the existing programs were taught out, in accordance with applicable federal and state laws. Strayer would also explore teach-out agreements with appropriate on-ground or online institutions that aligned with Strayer's programs to ensure students would be able to continue their academic programs.

A-3: ADMINISTRATIVE STAFF

II. Application Questionnaire

Section 1: Institutional Information

1. Administrative Staff

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

Strayer University meets the COMAR standard for administrative staff at its Baltimore Peninsula location in the same manner it has met the administrative staff standard at its White Marsh location for the past 25 years; the White Marsh location is relocating to the Baltimore Peninsula location, including the administrative staff. Specifically, each of Strayer's campuses, including its Baltimore Peninsula campus, is overseen by a Senior Manager of Admissions Operations. The Senior Manager of Admissions Operations oversees operational and administrative functions such as admissions, non-academic personnel, and maintenance of the campus, including campus-based academic records, along with coordinating instructional and academic matters with the appropriate program deans and centralized course scheduling staff. Many University functions are also centralized and are not necessarily specific to a location, such as financial aid services and secure electronic maintenance of all academic records.

Campus staff also include admissions officers and Student Services Coaches. Admissions officers and Student Services Coaches counsel Strayer's prospective students, educating them about online degree programs, financing, and satisfying academic prerequisites while helping to clarify key decision-points and providing alternative solutions that align with the needs of each individual student.

Once a prospective student completes their admissions process, Strayer's student onboarding experience, Strayer Strong, is designed to support new students throughout their first year at the university. There are three main components to the onboarding process to set new students up for success:

1. Students complete an online orientation and receive information they need to be prepared for their first day of class.

2. Students attend Strayer Strong webinars. Strayer offers a variety of live webinars both before and after the start of the quarter, designed to help students prepare for their journey ahead. If a student misses a live webcast, they are able to view a recording and connect with Strayer staff regarding any questions they may have.

3. Students connect with a mentor. Strayer offers a peer-to-peer mentoring program where a student further along in their journey is paired with a new student to offer encouragement, provide advice based on their experience, and help new students navigate Strayer.

As students progress through their academic journey, their Student Services Coach is their primary point contact from their first course through degree completion. Their Coach provides coaching, motivation, and mentoring, along with orienting students to critical university policies

and procedures to help them achieve academic success and complete their program in a timely manner. Further, Coaches help students register for their next courses in sequence (or students can register online through the iCampus student portal), navigate any issues they may encounter, such as curriculum-related issues, provide strategies for completion and progress, provide education on alternative credit options, and address transfer credit related issues, among other guidance and assistance. Coaches also help students clarify key decision points and identify solutions and alternatives that align with their motivation and goals.

Shawne Scott

[redacted]

EDUCATION

Walden University **Master of Business Administration** **Minneapolis, MN US**
Morgan State University **Bachelor of Science Business Management** **Baltimore, MD US**

PROFESSIONAL EXPERIENCE

Strayer University ***Senior Manager*** **Virginia Market** **January 2022 – Present**

- Ensure that all departments and staff operate ethically within established policies and procedures and that the University's mission and code of conduct are fully upheld.
- Assure staff compliance with applicable University-wide required training.
- Conduct staff meetings and is responsible for promoting and ensuring effective campus-wide communication.
- Contribute to the selection of non-academic campus-level management staff
- Prepare accordingly for audit (internal, VA, DOE) and coordinate the timely response and the implementation of necessary corrective actions steps for findings identified in internal audit reports.
- Collaborate with SFS and SAS teams as appropriate.
- Approve campus related purchase orders and invoices as necessary.
- Create and maintain a positive campus environment in which adult-focused educational activities can proceed unimpeded
- Keep track of the maintenance of the physical location and grounds to provide a safe, clean, and sanitary campus environment.
- Maintain inventory of all property and equipment at the campus and conducted period checks as required/ directed.
- Represent the campus in community activities and organizations relating to higher education including developing and maintaining relationships with corporate partners and community colleges.

Strayer University **Associate *Manager*** **Virginia Market** **October 2020-January 2022**

- Responsible for leading the team in goal setting and support employee professional development goals
- Actively participate in all aspects of the new student recruitment and enrollment process, including, as necessary, working with new and prospective students directly.
- Conduct regular team meetings and one-on-one meetings; communicate impact of policy, process, strategy, and initiative changes or updates
- Provide coaching, timely feedback, ongoing performance reviews and opportunities for skill development and relationship building
- Train, develop and monitor performance of staff to ensure timely and accurate information is provided to students
- Foster team cohesiveness and build consistency in processes and service approach
- Work with other departments or teams in the resolution of day-to-day administrative and operational issues
- Manage workflow including scheduling, time utilization, productivity, quality, and service level metrics
- Recruit, orient, and train new team members as needed to ensure sufficient capacity to meet service goals
- Recommend departmental improvements and efficiencies & provide analysis to support the need of our students & staff
- Supervise and coach Admissions Officers on the establishment of relationships with prospective students and how to guide prospective students through the admissions process.
- Review reports daily with the objective of optimizing the results of our marketing efforts.
- Actively monitor and report on Admissions Officer recruitment activities daily, weekly, monthly, and quarterly.

- Ensure University admissions standards and ethical expectations are communicated to new employees and always upheld.
- Foster an environment of cooperation and teamwork among Admissions Officers and all departments.
- Adhere to all University policies and procedures and federal, state, and accrediting agency rules with respect to recruitment.

Fortis Institute ***Director of Admissions*** **Baltimore, MD** **August 2008 – January 2013**

- Motivated, coach, and monitor staff to achieve daily, weekly, and monthly marketing & recruitment goals
- Reviewed operational records and reports to project sales and to determine the campus' daily, weekly, monthly, and annual profitability
- Hired and trained representatives on policies and procedures of the company, state, and federal laws to ensure best business practices. Assisted in developing departmental policies and procedures
- Addressed complaints and ensure the appropriate steps under the complaint and grievance processes are followed
- Conducted performance reviews and implement action plans to motivate and encourage development and growth. Responsible for retaining employees within the department & students
- Investigated HR issues within the department concerning representatives who have a grievance(s)
- Selected and hire individuals with the appropriate skill set and knowledge base
- Oversaw daily team meetings and weekly one on one meetings to communicate areas of strengths and concerns
- Worked and organized events with the community through outside vendors, government agencies and non-profits to increase recruitment efforts and diversify the student body population
- Created a positive, safe, and diversified work environment that will lead to growth within the company
- Drafted weekly and monthly reports that tracked departmental progress and displayed marketing, staffing and productivity opportunities
- Completed the final interviews on prospective students to ensure they qualified for selected programs
- Collaborated with marketing and other departments to ensure recruitment & sales goals were met

References available upon request.

A-5: LIBRARY RESOURCES

II. Application Questionnaire

Section 1: Institutional Information

2. Library Resources

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

Strayer University meets the COMAR standard for library resources related to its Baltimore Peninsula location in the same manner it has met the standard at its White Marsh location for the past 25 years. The White Marsh location is relocating to the Baltimore Peninsula location and students will continue to have the same library access. Strayer University's library's mission is to create an innovative online-first experience by centralizing scaffolded instruction to nurture students in overcoming library and literacy barriers; offering seamless reference experiences to increase students' self-efficacy and autonomy; and carefully curating a relevant, accessible, and inclusive collection for students and alumni to support their academic, personal, and professional goals.

The Office of the University Librarian, located at the Wilkes Library of the Washington, D.C. campus, leads library administration. The University Librarian holds a Masters in Library Science degree. In total, 9 full-time and 1 part-time employee staff the library supporting the academic mission of the institution. The Wilkes Library serves as the institution's main library. The library team ensures there are appropriate collections and services in support of information literacy, and that library policies and procedures are consistently followed. The Library Advisory Board (LAB), which is comprised of academic, faculty, and library administration, collaboratively guides library efforts to ensure the university disciplines are well supported.

The library utilizes its proprietary Collection Development Standards as the principles and guidelines for selection, acquisition, evaluation, and maintenance of library materials. The University library's collections reflect the academic programs, including, but not limited to, accounting; administration: business, health services, public; criminal justice; economics; education; entrepreneurship; finance; general studies; hospitality management; human resources; information systems, technology, assurance; marketing; and management. The library provides collections for new programs and concentrations as they are developed and delivered. Collections support programs at all academic levels offered by the university (non-degree, AA, BS, Masters). Furthermore, the library is administered in accordance with the spirit of the Library Bill of Rights, a document produced by the American Library Association (1939, amended 2019). Most importantly, the library has adopted an online-first approach to collection development. Whenever possible, digital research materials will be added to the collection in lieu of physical materials. This online-first approach mirrors our student and faculty online research behaviors and preferences.

The library's collections include over 25 databases with access to millions of resources including peer-reviewed journals, eBooks, eReports, eReference works, ePeriodicals, and streaming video. Patrons may browse the online library collections through the library with their sign-on credentials and browse a complete list of available research databases https://library.strayer.edu/az.php. Select

physical resources are housed at Wilkes Library, including books, reference works, and audio-visuals. Patrons may browse the open public access catalog at https://www.librarycat.org/lib/StrayerUni for available resources to request delivery by postal mail. The library also offers electronic document delivery to provide access to materials beyond our collections. Patrons may also request book chapters, articles, and other short resources through document delivery. These resources are delivered via email and do not need to be returned. Further, the library maintains interlibrary loan relationships with universities nationwide in order to provide materials outside the scope of our collections. Students, faculty, and staff may request books through interlibrary loan. These resources are delivered via U.S. mail with return postage included.

The University's library is also a member of Lyrasis, allowing the library to take advantage of collective purchase opportunities, including online databases. The library staff are also offered synchronous and asynchronous professional development for librarianship.

The library also maintains a Library Information Literacy Plan, which outlines its philosophies and the educational and training theories its ascribes to when planning instruction resources and services. The library delivers bibliographic and information literacy instruction in group and individual live virtual sessions. It also offers self-paced instructional opportunities through the library website at https://library.strayer.edu. The library partners with the instructional design team to embed library resources and asynchronous instruction into the classroom. University instructors also invite the library to visit live virtual lectures as guest speakers on information literacy contextualized to the course and program. The library also considers its reference service, Ask Your Librarian, a form of information literacy instruction. The reference interviews blend information literacy instruction by clarifying how to locate and evaluate resources, both internally through the library or externally on the Internet, as may be appropriate based on the research question.

In sum, the depth and breadth of Strayer's library system exceeds the requirements of the average adult student in business-related fields of study offered by the University.

A-6: STUDENT SERVICES

II. Application Questionnaire

Section 1: Institutional Information

3. Student Services

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

Strayer University is implementing the Student Services requirements related to its Baltimore Peninsula location in the same manner it implemented and has maintained the requirements at its White Marsh location for the past 25 years; the White Marsh location is relocating to the Baltimore Peninsula location. As previously noted, students' experience with Strayer begins with their first interaction with one of Strayer's admissions officers. Admissions officers counsel Strayer's prospective students, educating them about online degree programs, and satisfying academic prerequisites while helping to clarify key decision-points and providing alternative solutions that align with needs of each individual student.

As mentioned earlier, once a prospective student completes their admissions process, Strayer's student onboarding experience, Strayer Strong, is designed to support new students throughout their first year at the university. There are three main components to the onboarding process to set new students up for success:

1. Students complete an online orientation and receive information they need to be prepared for their first day of class.

2. Students attend Strayer Strong webinars. Strayer offers a variety of live webinars both before and after the start of the quarter, designed to help students prepare for their journey ahead. If a student misses a live webcast, they are able to view a previous recording and connect with Strayer staff regarding any questions they may have.

3. Students connect with a mentor. Strayer offers a peer-to-peer mentoring program where a student further along in their journey is paired with a new student to offer encouragement, provide advice based on their experience, and help new students navigate Strayer.

As students progress through their academic journey, their Student Services Coach is their primary point contact from their first course through their degree completion. Their Coach provides coaching, motivation, and mentoring, along with orienting students to critical university policies and procedures to help them achieve academic success and complete their program in a timely manner. Further, Coaches help students register for their next courses in sequence (or students can register online through the iCampus student portal), navigate any issues they may encounter, such as curriculum-related issues, provide strategies for completion and progress, provide education on alternative credit options, and address transfer credit related issues, among other guidance and assistance. Coaches also help students clarify key decision points and identify solutions and alternatives that align with their motivation and goals.

A-6: STUDENT SERVICES

As most of Strayer's students are working adults, we recognize that students bring more than just their academic pursuit to classes, they bring their whole person. Students are routinely balancing work, family, community, or social commitments, while also managing their education and coursework. The university provides admissions officers, academic coaches, and faculty, robust career services, campus resources and coaching to prepare students for the classroom, workplace, and other challenges related to physical, emotional, and financial well-being through its Center for Well-Being. The Center for Well-Being provides online resources and support for the six dimensions of well-being in educational environments: academics, career, essential needs, financials, mind and body, and social connection. Students in need of disability services are connected with Strayer's Office of Disability Services and Strayer's ADA Coordinator. Through the Officer of Disability Services, our ADA Coordinator assists students with appropriate academic adjustments and the provision of auxiliary aids and services.

The financial aid process may be daunting for some students, especially first-time students. Strayer's Student Financial Aid Support Team provides personalized support and works closely with students and their coaches to navigate the process. The university utilizes an active financial aid acceptance model which helps students decide how much they should borrow based on their estimated cost of attendance - taking into account direct costs, indirect costs, and grants and scholarships. Students also have access to an overview of the process which provides them with information on what they need to provide (including action items), what steps the university handles, and what items students should be on the lookout for. Students also have access to their financial aid dashboard within iCampus to keep track of where they are in the process and open action items. The coaches also help students identify which scholarships or discounts they may be eligible for.

At any point during the educational journey, including post-graduation, students and alumni may avail themselves of the services provided by Strayer's Career Center. The Career Center offers support to actively engage students in the career development process, as well as providing professional development resources. These services include fundamental instruction about resumes, job searching, interviews, and cover letters. The Career Center also offers innovative tools such as an online job board, an interactive mock interview tool, and on-demand career advice videos. Strayer's student population is largely comprised of working adults who already have jobs; therefore, Strayer University does not provide placement services and does not track student job placement.

Although an adult-oriented, non-resident institution, social activity at Strayer is an integral part of student life and an important aspect of college education. Participation in extracurricular activities enables students to get to know other students as well as faculty and staff. Activities also provide opportunities for students to develop and to demonstrate leadership skills and special talents. Students also develop connections to their fellow students through participation in regional student advisory boards and by serving as Peer Mentors. Honor societies are open to all Strayer University students who meet the eligibility criteria. Membership in honor societies is by invitation only. Strayer offers the following honor societies:

- Alpha Chi National Honor Society, D.C., Gamma Chapter 283
- Alpha Sigma Lambda National Honor Society

- National Society of Collegiate Scholars
- Delta Alpha Pi International Honor Society
- Golden Key International Honor Society
- Phi Theta Kappa Honor Society
- The Society for Collegiate Leadership & Achievement (SCLA)

Strayer also utilizes a University Student Advisory Board, designed to enhance communication between the student body and senior academic leaders at the university. The University Student Advisory Board provides an opportunity for senior academic leaders to have direct dialogue with the student body, and they offer an opportunity for students to provide feedback about their experiences, Strayer successes, opportunities for improvement and new ideas for consideration, and to gain broad-based institutional knowledge about program additions, curriculum changes and services and facility enhancements that the university has undertaken. The University Student Advisory Boards generally meet quarterly.

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

All electronic and physical student records are secured by Strayer University utilizing several security measures. Physical copies are kept in a secured, fire-safe room. Access to the room is limited to the Registrar's Office personnel and is secured by an electronic key card system. Each keycard swipe is recorded. The Registrar's Office workspace is also secured by the same key card system. Electronic files are secured by utilizing software that employs user authentication and tracks user activity in the system. Off-site storage vendors are expected to prove compliance with all Federal Privacy laws. Vendors are required to track user access and provide audit reports upon request. Access to all Strayer files are limited to those that have a specific business purpose to view the file.

A-7: FACILITIES

II. Application Questionnaire

Section 1: Institutional Information

4. Facilities

(b) Has the proposed facility been inspected and approved for use as classroom/laboratory space and been found in compliance with local and State ordinances pertaining to fire and safety?

The Baltimore Peninsula facility is currently being built out to Strayer's specifications. Enclosed is a copy of the floor plan for the location. Also, enclosed is a copy of the building permit issued by the City of Baltimore for the build-out of Strayer's new location. Strayer will provide a copy of the Certificate of Compliance as soon as it is received from the City of Baltimore. Strayer will also ensure that no classes commence at the Baltimore Peninsula location for at least 30 days after submission of the Certificate of Compliance in accordance with COMAR 13B.02.01.19.

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

Strayer campuses, including the Baltimore Peninsula location, are designed with space for appropriate academic services and administrative support and most include, but are not limited to, a studying space, classroom, consultation space, and a student lounge, along with access to online learning resource center resources and mobile computing space. Campuses are equipped to accommodate mobile computing with accessible Wi-Fi to help students connect to their online resources and with instructors and fellow students, and plenty of USB and power outlets for students to plug in their mobile devices and laptop computers. In addition, the Baltimore Peninsula campus will have the standard classroom functional presentation equipment, with computer (I-Gel access) access. All facilities are specifically designed to support the educational mission and objectives of the educational programs offered by the university

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

Strayer is leasing the space in which the relocated White Marsh/Baltimore Peninsula location will operate. The property manager for the building has service contracts in place for maintenance and building repairs. The property manager also has a full program for quarterly and yearly property inspections. Further, the property management team created a CBD (Community Benefits District) that handles all green space maintenance for the entire community. For campus security, the campus will have badge access control and a burglar system with a remote reception door release. For fire protection, the entire building, including the campus space has a fire monitoring system with sprinklers. Dangerous or toxic materials are not used in any of Strayer's courses. As such, dangerous and toxic materials are prohibited at all Strayer campuses, including the existing White Marsh location and the relocated Baltimore Peninsula location.

A-7: FACILITIES

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

Within the relocated White Marsh/Baltimore campus, there will be 2 offices for administrators, and other general workspace is available for faculty in the area designed as “Touchdown” in the attached floor plan. There is also a conference room available with presentation equipment, similar to the equipment in the classroom (multi-purpose room), and camera equipment for video conferencing.

* NEW SCOPE OF WORK AREA: 3,340 USF
w/ EXISTING SUITE DEMISING NON-RATED PARTITIONS

ORIGINAL SCOPE OF WORK AREA: 3,375 USF

SCALE: 1/8" - 1'-0"

0' 4' 8' 16' 32'

C:\Users\mamizuka\Documents\3674_STRAYER BALTIMORE_22_smamizuka@opxglobal.com.rvt

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www.opxglobal.com

STRAYER BALTIMORE
301 MISSION BLVD, SUITE 1110
BALTIMORE, MD 21230

01 FLOOR - SPACE PLAN - LL REVISION

8/28/2024

Scale: 1/8" = 1'-0"

Project No. 3674.00

TF1.5

8/28/2024 9:50:54 AM

Department Of Housing And Community Development
Division Of Construction And Building Inspection

Permit No.: COM2024-02325

THIS WRITTEN INSTRUMENT, WHEN PROPERLY VALIDATED, CONSTITUTES AUTHORITY FOR DOING OR RECEIVING THE THINGS INDICATED BY THE FEES OR CHARGES SHOWN IN THE APPROPRIATE SPACES BELOW. ANY AND ALL THINGS TO BE DONE OR RECEIVED UNDER THIS WRITTEN INSTRUMENT SHALL BE DONE OR RECEIVED IN STRICT COMPLIANCE WITH THE APPLICATION HERETOFORE FILED IN THIS DEPARTMENT FOR THE AUTHORITY CONTAINED HEREIN, INCLUDING ANY AND ALL APPROVED DRAWINGS AND OTHER DATA OR INFORMATION ATTACHED THERETO, AND SUBJECT TO ANY AND ALL LAWS, ORDINANCES, RULES AND REGULATIONS IN EFFECT IN THE CITY OF BALTIMORE AND THE STATE OF MARYLAND. WARNING: IT IS UNLAWFUL TO WORK BETWEEN THE HOURS OF 7:00 PM AND 7:00 AM WITHIN 300 FEET OF A DWELLING.

WARNING: IT IS UNLAWFUL TO CONCEAL ANY WORK UNTIL INSPECTED AND APPROVED BY THIS DEPARTMENT.

WARD	SEC.	BLOCK	LOT	ISSUE DATE	EXP. DATE	DISTRICT	MINOR PRIVILEGE	DRAWINGS ATTACHED	PLANS NO.
24	06	1053	0011	11/12/24	11/12/25	901		Y	2024-2053

PROPERTY ADDRESS: 301 MISSION BLVD SUITE 1110
K/A ADDRESS:

OWNER: PC-E7 LLC	ADDR: 2424 DISTILLERY STREET	PHONE :	
LESSEE:	ADDR:	PHONE :	
PRIME CONTR: KASCON INC.	PHONE: 410-740-7479	LIC. NO. :	13366248
ELECTRICAL CONTRACTOR:	PHONE:	LIC. NO. :	
PLUMBING CONTRACTOR:	PHONE:	LIC. NO. :	
GAS FITTER:	PHONE:	LIC. NO. :	
HVAC & R CONTR.:	PHONE:	LIC. NO. :	
ARCHITECT:	PHONE:	LIC. NO. :	
ENGINEER:	PHONE:	LIC. NO. :	

WORK COST: $442,000.00	LAND USE CODES:	UNDERPINNING: N	INTERIOR DEMOLITION: N

NEW TENANT FIT OUT FOR ADULT TRAINING, EDUCATION AND LEARNING CENTER (SUITE #1110) AS PER PLANS AS PER CODE.
AN AMENDED PERMIT MUST BE OBTAINED STATING NAME OF ELECTRICAL, PLUMBING AND MECHANICAL CONTRACTOR BEFORE ANY WORK CAN BE STARTED.
SEPARATE PERMIT REQUIRED FOR SPRINKLER AND FIRE ALARM SYSTEM.

Property site must be kept clean of trash & debris & maintained secured as per code for the duration of the construction project.
A building permit DOES NOT constitute approval by or compliance with any deed restrictions, covenants, easements, or funding sources.

1001-000000-2600-158600-400550 PER. INSP.	1001-000000-2600-158308-400480 MISC.	1001-000000-2600-158009-400480 CH. USE	1001-000000-2600-158301-400490 NEW BLDG.	1001-000000-2600-158302-400490 ADDITIONS
1001-000000-2600-158302-400490 ALTERATIONS 1,181.00	1001-000000-2600-158304-40049 0 REPAIRS	1001-000000-2600-158305-400490 MISC. CONST.	1001-000000-2600-158900-400600 ELECT 270.00	1001-000000-2600-158901-400510 HYDRONIC/STEAM HEAT 80.00
1001-000000-2600-158902-400510 DISTRIB/EXH 70.00	1001-000000-2600-158902-400510 AIR COND 150.00	1001-000000-2600-158904-400510 GAS. TANKS 50.00	1001-000000-2600-158905-400510 FIRE	1001-000000-2600-158906-400510 FUEL-BURNING EQUIPMENT
1001-000000-2600-158300-400530 ELEVATOR	1001-000000-2600-159000-400520 PLUMBING 125.00	1001-000000-2600-158307-400490 S & E CONTROL	1001-000000-5700-008801-401811 CHAP	1001-000000-1500-102800-400230 TAX 98.00
1001-000000-2600-158306-400490 RAZING	1001-000000-2600-158400-400540 GUARANTY FUND AND FILING FEE 150.00	1001-000000-2600-158302-400490 LOW VOLTAGE/TELECOM 25.00	1001-000000-2600-158009-400490 PENALTY	TOTAL FEES: 2,199.00

THE AUTHORITY CONTAINED HEREIN MAY NOT BE VALIDLY EXERCISED UNTIL AND AFTER ALL OF THE FEES APPEARING HEREON HAVE BEEN PAID AND EVIDENCE THEREOF APPEARS IN THIS SPACE.

CITY OF BALTIMORE 1797

Richard Braverman

MICHAEL BRAVERMAN
BUILDING OFFICIAL

PLEASE BE ADVISED THAT THERE IS A PRESUMPTION OF LEAD-BASED PAINT IN PROPERTIES CONSTRUCTED PRIOR TO 1950. PROTECT WORKERS AND TENANTS BY USING THE LEAD-SAFE WORK PRACTICES FOUND IN THE CODE OF MARYLAND REGULATIONS SECTION 26.02.07.

THE AUTHORITY CONTAINED HEREIN DOES NOT AUTHORIZE THE PERFORMANCE OF ANY WORK IN, ON, UNDER OR OVER ANY STREET, HIGHWAY, ALLEY, SIDEWALK OR ANY OTHER PUBLIC WAY, UNLESS PERMISSION TO DO SO HAS BEEN FIRST SECURED FROM THE PROPER AUTHORITY. FOR MORE INFORMATION ABOUT RIGHT-OF-WAY PERMITS, TO ACQUIRE ONE, OR TO REPORT AN EMERGENCY EXCAVATION CALL 410-396-2889, EMAIL STREETCUTS@BALTIMORECITY.GOV, OR VISIT 200 N. HOLLIDAY STREET – LOBBY COUNTER 4.

A-8: DISTANCE EDUCATION

II. Application Questionnaire

Section 1: Institutional Information

5. Distance Education

Enclosed please find a copy of the NC-SARA Participating Institution Directory, which includes Strayer University, as confirmation of Strayer's registration as an out-of-state distance education provider. Strayer has been a participant in SARA since December 2016; Strayer's current renewal cycle is through December 4, 2025. The annual NC-SARA renewal application requires that institutions abide by C-RAC guidelines. The foregoing information and documentation evidence Strayer's compliance with COMAR 13B.02.01.21 and the C-RAC guidelines.

NC SARA

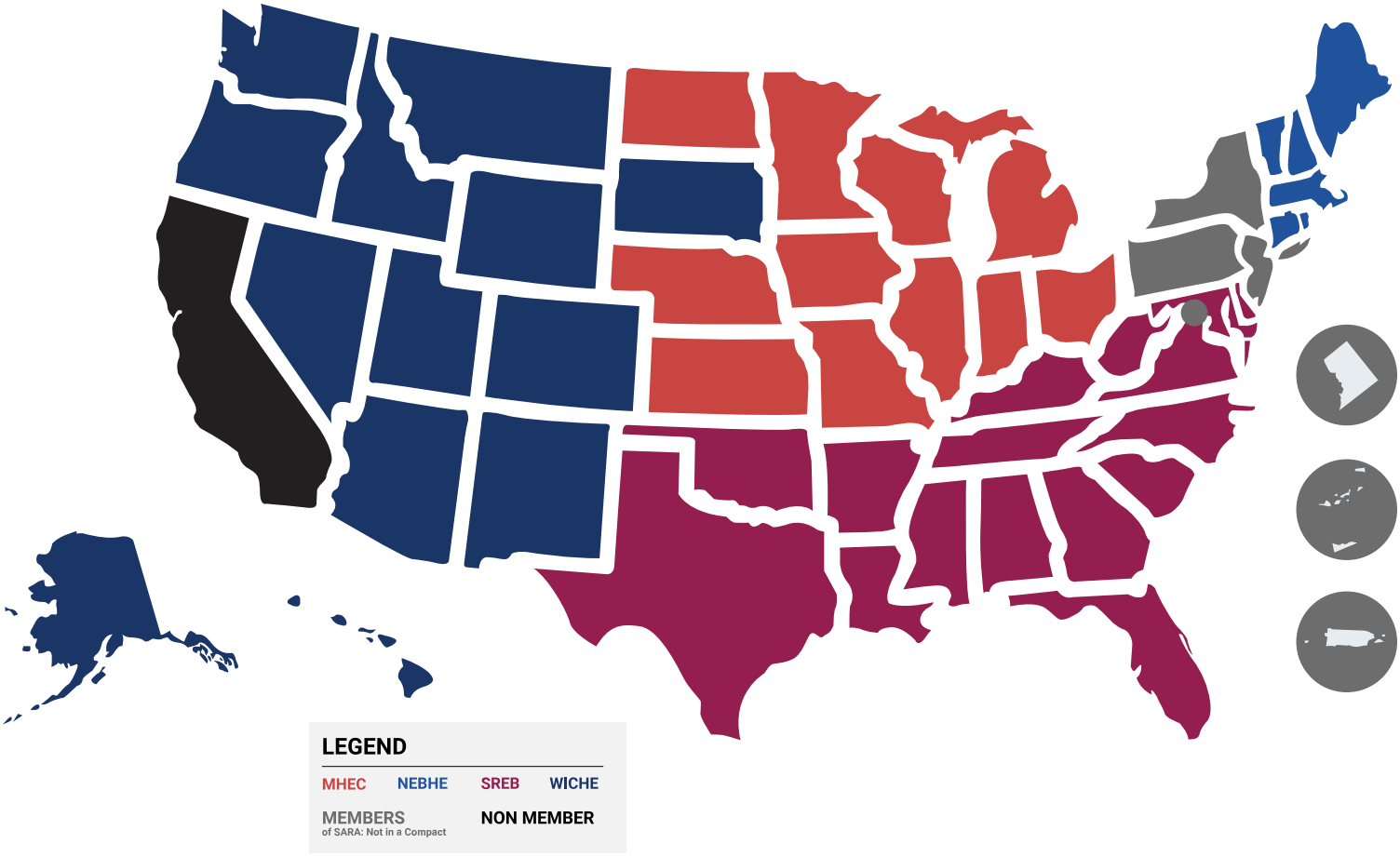
SARA-Participating Institution Directory

Click on a state below to view participating institutions.

Find an Institution

District of Columbia

Region



Active: Institution currently participates in SARA.
Renewing: Active institution in process of renewing participation in SARA in its state; please contact the state's SARA State Portal Entity (SPE) for information.
On Provisional: Because of certain concerns, this institution has been approved by its state for provisional participation

in SARA (see Section 3.2 of the *SARA Policy Manual* (https://nc-sara.org/sara-policy-manual)). Please contact the state's SARA State Portal Entity for additional information.

Previous SARA Participating Institutions: If you are interested in institutions that no longer participate in SARA, please click *here* (https://nc-sara.org/past-sara-participants).

Institution (?title=&state=9&region=All&order=title&sort=asc)	State (?title=&state=9&region=All&order=field_s
American University (http://www.american.edu)	District of Columbia
Career Technical Institute (http://www.careertechnical.edu)	District of Columbia
Catholic University of America (http://www.cua.edu)	District of Columbia
Gallaudet University (http://www.gallaudet.edu)	District of Columbia
George Washington University (https://www.gwu.edu)	District of Columbia
Georgetown University (https://www.georgetown.edu)	District of Columbia
Howard University (http://www.howard.edu)	District of Columbia
Moreland University (https://moreland.edu/)	District of Columbia
Quantic School of Business and Technology (http://www.quantic.edu)	District of Columbia
Strayer University (https://www.strayer.edu)	District of Columbia

Institution (?title=&state=9&region=All&order=title&sort=asc)	State (?title=&state=9&region=All&order=field_s
The Institute of World Politics (http://www.iwp.edu)	District of Columbia
Trinity Washington University (http://www.trinitydc.edu)	District of Columbia

1 (? 2 (?title=&state=9&region=All&page=1) ▸

A-1: PROGRAMS

II. Application Questionnaire

Section 2: Program Information

(a) Provide a list of the proposed programs to be offered at this location.

Below is the list of existing programs currently approved at Strayer's White Marsh. The White Marsh location is relocating to the Baltimore Peninsula location; therefore, Strayer is requesting continued approval of the existing programs identified herein at the Baltimore Peninsula location.

Program Title	Degree	Mode of Instruction	Total Credit Hours	Offered on Main Campus? Yes/No
Acquisition and Contract Management	Diploma	Hybrid (On-Campus & Distance Ed.)	54	Yes
Accounting	A.A.	Hybrid (On-Campus & Distance Ed.)	90	Yes
Acquisition and Contract Management	A.A.	Hybrid (On-Campus & Distance Ed.)	90	Yes
Business Administration	A.A.	Hybrid (On-Campus & Distance Ed.)	90	Yes
Information Technology	A.A.	Hybrid (On-Campus & Distance Ed.)	90	Yes
Marketing	A.A.	Hybrid (On-Campus & Distance Ed.)	90	Yes
Business Administration	B.B.A.	Hybrid (On-Campus & Distance Ed.)	180	Yes
Accounting	B.S.	Hybrid (On-Campus & Distance Ed.)	180	Yes
Information Technology	B.S.	Hybrid (On-Campus & Distance Ed.)	180	Yes
Business Administration	M.B.A.	Hybrid (On-Campus & Distance Ed.)	45-54	Yes
Accounting	M.S.	Hybrid (On-Campus & Distance Ed.)	54	Yes
Information Systems	M.S.	Hybrid (On-Campus & Distance Ed.)	54	Yes

(d) Provide a course schedule for the proposed location.

Following the end of the COVID-19 public health emergency in mid-2023, Strayer began offering a hybrid modality of on-ground courses similar to offerings Strayer had from time to time pre-COVID. Under the hybrid model, for each week of the 11-week quarter, students meet for two hours of classroom instruction at the campus with the remaining two hours of course content taught online. Strayer courses are typically held in the evening beginning at 6pm to accommodate the work schedules of Strayer students.

A-1: PROGRAMS

In 2024, Strayer scheduled the below hybrid courses to be taught at the White Marsh campus; however, no Strayer students chose to enroll in an on-ground course. Therefore, these courses were cancelled and no on-ground courses were actually taught at the White Marsh campus in 2024.

- Winter 2024 quarter:
  - BUS 475 – Business and Society
  - FIN 100 – Principles of Finance
  - WRK 100 – Preparing for the Future of Work
- Summer 2024 quarter: SOC 101 – The Story of Us: Embracing Diversity and Collaboration
- Fall 2024 quarter: SOC 101 – The Story of Us: Embracing Diversity and Collaboration

Looking ahead to 2025, when the White Marsh campus relocates to Baltimore Peninsula, Strayer will look to schedule on-ground hybrid courses based on student need. Strayer will not begin to offer on-ground hybrid courses at the Baltimore Peninsula until it has provided the Certificate of Compliance for the physical space to the Maryland Higher Education Commission (MHEC), and received final approval from MHEC. Strayer typically only schedules one class per evening at the campus. The White Marsh campus is an Other Instructional Site ("OIS") for purposes of the Middle States Commission on Higher Education (MSCHE), and upon relocation, the Baltimore Peninsula location will continue to be classified as an OIS. Therefore, Strayer is limited in the courses that it may offer at the campus to ensure it offers less than 50% of all approved programs on-ground. Of the potential courses that may be considered as offerings at the Baltimore Peninsula campus, the breakdown of potential courses is as follows:

- WRK 100 – Preparing for the Future of Work
- CIS 101 – Navigating a Digital World
- SOC 101 – The Story of Us: Embracing Diversity and Collaboration
- SOC 105 – Society and the Media
- SOC 205 – Society, Law and Government
- SOC 210 – Social Intelligence
- SOC 400 – Sociology of Class, Gender, Ethnicity, and Race
- SOC 450 – Solutions to Global Issues
- BUS 100 – Introduction to Business
- BUS 300 – Public Relations
- BUS 302 – Management Concepts
- BUS 309 – Business Ethics
- BUS 475 – Business and Society
- MKT 100 – Principles of Marketing
- MKT 305 – Consumer Behavior
- MKT 312 – Marketing Communications
- MKT 320 – International Marketing
- MKT 330 – Marketing Research and Digital Analysis
- MKT 402 – Strategic Market Pricing
- MKT 475 – Strategic Marketing
- MKT 500 – Marketing Management

Office Use Only: PP#

Cover Sheet for In-State Institutions
New Program or Substantial Modification to Existing Program

Institution Submitting Proposal	Strayer University

Each action below requires a separate proposal and cover sheet.

- (●) New Academic Program
- ( ) New Area of Concentration
- ( ) New Degree Level Approval
- ( ) New Stand-Alone Certificate
- ( ) Substantial Change to a Degree Program
- ( ) Cooperative Degree Program
- ( ) Off Campus Program
- ( ) Offer Program at Regional Higher Education Ctr.

Department Proposing Program	Strayer University	
Degree Level and Degree Type	Diploma	
Title of Proposed Program	Acquisition and Contract Management	
Total Number of Credits	54	
Suggested Codes	HEGIS:	CIP: 52 .0202
Program Modality	( ) On-campus ( ) Distance Education (*fully online*) (●) Both	
Program Resources	(●) Using Existing Resources ( ) Requiring New Resources	
Projected Implementation Date	( ) Fall ( ) Spring (●) Summer	Year: 2025
Provide Link to Most Recent Academic Catalog	URL: https://strayer.smartcatalogiq.com/2024-2025/catalog/	
Preferred Contact for this Proposal	Name: Lisa Sincere	
	Title: Associate General Counsel	
	Phone: (703) 713-1849	
	Email: Lisa.Sincere@strategiced.com	
President/Chief Executive	Type Name: Dr. Antoinette Farmer-Thompson	
	Signature:	Date: 12/19/2024
Approval/Endorsement by Governing Board	Type Name: Dr. Antoinette Farmer-Thompson	
	Signature:	Date: 12/19/2024

Revised 5/7/18

DIPLOMA IN ACQUISTION AND CONTRACT MANAGEMENT

II. Application Questionnaire

Section 2: Program Information

A/B. Pursuant to COMAR 13B.02.01.06A, the institution shall present evidence demonstrating the educational need to establish operations, offer programs, and award degrees in question in the State. This shall include the evidence required by COMAR 13B.02.01.06B and listed below.

Strayer University is proud of its over 130 year history of serving working adults. The University was founded in Baltimore in 1892 by education pioneer Irving Strayer, and has been regionally accredited by the Middle States Commission on Higher Education since 1981. It has offered programs in Maryland under MHEC's jurisdiction since 1997.

The University has been successfully operating at its present White Marsh/Baltimore Campus location, at 9920 Franklin Square Drive, Suite 200, Baltimore, MD 21236 since 1999. The University is planning to move to improved campus space in downtown Baltimore from its present location northeast of downtown Baltimore, subject to MHEC approval of the new location, including approval of its programs at this new location.

This application seeks the approval of MHEC to offer the same Diploma in Acquisition and Contract Management program it offers on its present White Marsh Campus, at the new campus site at 301 Mission Street in Baltimore. The students served by this program at the new location, the faculty used to teach it, and the administrators who will oversee it, are all the same as they are at the current location.

B. The evidence required by §A of this regulation shall include:

(1) The degree to be awarded;

Diploma

(2) The area of specialization;

Acquisition and Contract Management

(3) The purpose or objective of the program or course of study to be offered (please include a program description and identify all learning outcomes);

Program Description – Strayer University's programs in acquisition and contract management are designed to provide current and relevant knowledge of contract management principles and policies. The programs prepare students for careers in contract management positions in the corporate world and government agencies.

DIPLOMA IN ACQUISTION AND CONTRACT MANAGEMENT

Program Learning Outcomes –

- The graduate will be able to examine the intersection of core business functions with contract acquisition and management.
- The graduate will be able to analyze the impact of relevant policies and procedures on contract acquisition and management.
- The graduate will be able to plan contract acquisition and management projects that align with best practices in the field.
- The graduate will be able to establish ethical behaviors in contract acquisition and management.
- The graduate will be able to review the policies, procedures, costs, and legal aspects associated with federal acquisition and contract negotiation and administration.

(4) Specific academic content of the program or course of study;

Please see Strayer University's Catalog for course descriptions at: https://strayer.smartcatalogiq.com/en/2024-2025/catalog/programs/undergraduate-programs/acquisition-and-contract-management-diploma/.

All Courses are 4.5 quarter credit hours. The program is 54 quarter credit hours in length.

The program's CIP Code is: 52.0202.

ACC 100	Accounting I
BUS 100	Introduction to Business
BUS 230	Purchasing and Materials Management
BUS 315	Cost and Price Analysis
BUS 319	Principles of Federal Acquisition and Contract Management
BUS 330	Contract Administration and Management
BUS 340	Contract and Purchasing Negotiation Techniques
BUS 375	Project Management
CIS 101	Navigating a Digital World
FIN 100	Principles of Finance
LEG 440	Procurement and Contract Law
MAT 110	Using Math to Inform Your World

(5) The quality of the proposed program in comparison to existing programs;

As an initial matter, it should be noted that this Diploma in Acquisition and Contract Management program is in fact itself an existing program. As described above, Strayer is seeking to offer the same Diploma in Acquisition and Contract Management program currently being offered to students at its White Marsh Campus to those same students at its new location, to be delivered at the new location and overseen at the new Baltimore Peninsula location by the same faculty and administrators as at the current location. Thus, the program is not duplicative of the currently available programs in Maryland.

In addition, the University notes that this program is distinct from similar programs offered by other institutions, since no other institution in the state offers students the unique combination of attributes possessed by Strayer University. First, Strayer has been focused on educating non-traditional students and working adults (who are traditionally under-served) in high demand fields since its founding in Maryland in 1892, and thus brings more than 130 years of experience to the task of serving today's working adult, non-traditional student in Maryland. Specifically, approximately 92% of Strayer students enroll part-time and many are working adults who require flexibility to balance multiple responsibilities that include career, family, childcare and/or elder care. Strayer University students align with the definition of non-traditional students as defined in the U.S. Department of Education's National Center for Education Statistics, Nontraditional Undergraduates 2002 publication. Second, the diversity within our student body is a great asset, enhancing the educational experience for all students. The average age of Strayer students is 37 and 71% identify as women. Racially diverse students make up almost 70% of our student body: 53% are Black or African American, 31% White, 8% Hispanic or Latino, 5% "race and ethnicity other," 2% two or more races and 1% Asian. Third, this program offers the flexibility of online courses to meet students when and where they are, while also providing access to on-ground courses. Today's students prefer the flexibility that Strayer's programs offer. Fourth, the flexibility carries over into our four starts per year (Winter, Spring, Summer and Fall) so that working adult students can begin their program when they are ready, and can stop and start their program as needed to fit their lives. Lastly, a majority of the University's instructors are practitioner-based faculty with real-world experiences they share with their students.

(6) An analysis of the market for the program. Include information on the student population that will be served by the program, the roles and pathways for which this program will prepare students, and what distinguishes the proposed program from similar programs in the State; and

See below in Subsection (E).

(7) The State's equal educational opportunity obligations under State and federal law.

The University's non-discrimination policy is provided in the catalog as follows:

> Strayer University is an equal opportunity educational institution. The University is committed to a policy of equal opportunity in the provision of educational programs, activities and benefits to students, as well as equal opportunity in all aspects of employment. Strayer University does not discriminate on the basis of age, sex, gender identity, color, race, religion, disability, sexual orientation, marital status, veteran status, national origin or any other basis prohibited by federal, state or local laws and regulations and does not tolerate such discrimination by its students, staff and faculty.

The University's commitment to equal opportunity is demonstrated by the makeup of its student body. As of December 2023, almost 70% of the University's students were racially diverse, 71% were female, and the average age was 37.

DIPLOMA IN ACQUISTION AND CONTRACT MANAGEMENT

C. In addition, the out-of-State institution shall demonstrate that the proposed program, for which the institution is making application:

(1) Meets a critical and compelling regional or Statewide need; and

This existing program meets a critical and compelling statewide need for several reasons.

First, the continued need for the existing program is shown below in Subsection (E) concerning market demand for the program.

Second, as indicated in the 2024-2028 Maryland State Workforce Development Plan, the state of Maryland has identified a strategic pillar focused on preparing the future workforce by transforming and expanding career-connected learning opportunities to ensure every young person has access to a family-sustaining career pathway, regardless of their plans to obtain a college degree.[1] By continuing to offer this program, Strayer University's Baltimore Peninsula campus will continue to help meet this critical need by offering necessary pathways for in-demand careers.

Third, the 2022 State Plan identifies several critical goals to address the state's evolving educational landscape, including advancing equitable access to education, ensuring affordability, improving student success, fostering diversity, driving innovation, and supporting economic development. As discussed below in Subsection C(2), by continuing to offer this existing program, Strayer University continues to align with and support the state in achieving these objectives, providing accessible and innovative education that meets Maryland's most pressing educational and economic needs.[2]

(2) Is consistent with the Maryland State Plan for Postsecondary Education.

Strayer University's existing program remains consistent with the 2022 State Plan, including the three primary goals of Access, Success, and Innovation.

Goal 1 of the 2022 State Plan (Access) states that postsecondary education in Maryland should "[e]nsure equitable access to affordable and high-quality postsecondary education for all Maryland residents." One of Strayer's long-standing core values is educational access. Specifically, as part of our Mission Statement, Strayer "provide[s] affordable postsecondary educational opportunities to a diverse population of eligible learners using multiple modalities and flexible approaches to enable students to earn credentials and degrees." One of the ways Strayer provides access is by being an open access institution. Another way Strayer provides access is through its affordability. As an example, since 2013 Strayer has maintained a successful Graduation Fund program to incentivize affordability and persistence where students earn a no-tuition cost course for every 3 courses they successfully complete to be redeemed at the end of their program. Strayer also provides students with no-cost access to Sophia, an online education platform that offers self-paced general education-level courses that are American Council on

[1] https://wioaplans.ed.gov/node/459981
[2] https://mhec.maryland.gov/Pages/2021-2025-Maryland-State-Plan-for-Higher-Education.aspx

Education (ACE) recommended and transferrable (depending on the receiving institution's policies). Furthermore, Strayer provides access and flexibility because it operates on a quarter system, with four terms per year. Courses take place over eleven-week terms as well as five-week mini-sessions. To provide a consistent academic experience, Strayer offers common course curriculum across all delivery modalities. No matter where a student chooses to take their courses, whether at a campus or online, they will have access to the same course materials, support resources, and will master the same learning outcomes. Strayer has been offering these flexible educational opportunities to its students since the beginning of the 21st century, long before the COVID-19 pandemic. Strayer also actively works with employers to understand their talent acquisition, development and retention priorities, and to support their diversity, equity and inclusion initiatives. The university specializes in employer partnerships and products designed to expand access, choice, and affordability. More than 500 organizations invest in their employees by partnering with Strayer to offer access to tuition savings and other educational benefits. These partnerships also help employers to address some of the most important concerns many employees have about getting an education as working adults: cost, choice, quality and flexibility.

Goal 2 of the 2022 State Plan (Success) states that postsecondary education in Maryland should "[p]romote and implement practices and policies that will ensure student success." Another one of Strayer's long-standing core values is stakeholder success. Specifically, as part of our Mission Statement, Strayer "provide[s] opportunities and supportive learning environments to equip students, alumni and the Strayer University community with the tools to achieve academic, personal and professional success." One of the ways Strayer ensures student success is through its "Work and Learn" strategy which was designed to dynamically enhance student achievement, program effectiveness, and learning experiences. Through this strategic approach, the university aims to help students foster cognitive growth, demonstrate essential industry skills, earn valuable credentials, prepare them for successful careers, and ultimately enhance the return on student investment. By integrating market insights, skills-infused curriculum, and employer partnerships, this strategic holistic approach ensures programmatic pathways are aligned with market and employer demands. Also, as part of Strayer's mission-driven holistic support, it is committed to providing initiatives tailored to the needs of working adult students, many of whom are first-generation college students, or are returning to the classroom after many years away. The university provides admissions officers, academic coaches, and faculty, robust career services, campus resources and coaching to prepare students for the classroom, workplace, and other challenges related to physical, emotional, and financial well-being through its Center for Well-Being. The Center for Well-Being provides online resources and support for six dimensions of well-being in educational environments: academics, career, essential needs, financials, mind and body, and social connection.

Goal 3 of the 2022 State Plan (Innovation) states that postsecondary education in Maryland should "[f]oster innovation in all aspects of Maryland higher education to improve access and student success." The last of Strayer's long-standing core values is academic quality. Specifically, as part of our Mission Statement, Strayer "provide[s] innovative, engaging and professionally relevant academic programs and experiences for our students." One of the ways Strayer demonstrates its innovation is through its skills-infused curriculum. In 2019, the university reimagined its general education program with a focus on 10 essential employability

skills. Through engagement with employer partners and evaluating years of employer-trend research, Strayer recognized ten skills consistently identified as those that employers value across any industry. These skills were embedded into Strayer's general education curriculum, providing a solid foundation of behaviors and knowledge that are essential for academic and professional success. This program was designed to ensure students learn and demonstrate essential employability skills within the context of a traditional general education curriculum. The ten skills taught within the general education curriculum are: agility, communication, initiative, innovation, productivity, problem-solving, relationship building, results-driven, self and social-awareness, and technology. Strayer's goal is to continuously integrate practical skills development directly into the academic experience, building career currency throughout a student's academic journey. Strayer is also committed to the mission of evolving alongside the demands of a rapidly changing workplace, and to do this, the university is constantly exploring innovative approaches to education, including engaging technology that advances learning. As the majority of Strayer students take courses online, the university understands and values the critical need to meet them where they are. In response to student needs, the university deployed technologies such as WalkMe, an online navigational support tool helping students navigate Strayer's online systems; the Irving Chat Bot, a virtual AI assistant where students can connect for help with academic and administrative services; tutoring, library, and research resources; and IT Help Desk issues; and improved policies and practices that support neurodiverse learners by helping provide a neuroinclusive learning environment for all students through instructional design, career services, faculty and staff development, and student support to jointly and effectively support and empower students.

D. The out-of-State institution shall clearly state the demand and need for a program, for which the institution is making application, in terms of meeting present and future needs of the region and the State in general. Two kinds of need may be identified:

(1) Societal needs, including the tradition of liberal arts education, which provides immeasurable returns to the State in part by instilling in citizens a capacity for advanced learning and individual and societal benefits regardless of workforce or market demand considerations; and

The University's undergraduate programs, including the Diploma in Arts in Acquisition and Contract Management, are thoughtfully designed to address both societal and workforce needs in the region and the state. These programs emphasize the enduring value of a liberal arts education while equipping students with the knowledge and skills necessary to thrive in a rapidly changing world. The general education outcomes, developed with both the liberal arts tradition and the evolving demands of the modern workplace in mind, are integrated into the curriculum alongside University Core Competencies. This ensures that students not only gain a foundation in critical skills but also apply them throughout their academic journey, including within major-specific courses.

The University Core Competencies—professional competence, critical thinking, communication skills, analytical reasoning, ethical behavior, and information literacy—prepare students to navigate real-world challenges and contribute meaningfully to their professions and communities. These competencies are reinforced by General Education Program Outcomes,

which include communication, problem-solving, data analysis and decision-making, and digital proficiency and productivity. Together, these outcomes enable students to engage, collaborate, and deliver results across diverse audiences and contexts.

By mapping these competencies and outcomes throughout the curriculum, the University instills in students the capacity to think critically, solve complex problems, and make informed decisions. These skills are further extended into major courses, where students deepen their expertise and practice applying their knowledge in discipline-specific contexts. This comprehensive approach ensures that graduates are not only prepared for immediate workforce demands but are also adaptable to future challenges, contributing to the region's and state's long-term societal and economic needs.

University Core Competencies:

- Professional competence – the ability to apply the knowledge and their disciplines to real-world settings to the benefit of their professions
- Critical thinking – the ability to analyze, evaluate and construct arguments based on their merits
- Communication skills – the ability to effectively interpret, compose and articulate ideas and information in a variety of formats and presentation methods
- Analytical reasoning – the ability to identify, evaluate and solve problems using quantitative and qualitative information
- Ethical behavior – the ability to evaluate complex issues and situations and make informed ethical choices
- Information literacy – the ability to locate, critically evaluate, and effectively use information for the purposes intended to include decision-making and problem-solving

General Education Program Outcomes:

- Communication: Use key communication skills (oral, written, and listening) to engage, inform, and collaborate within a variety of audiences and settings.
- Problem Solving: Solve complex problems through critical exploration, analysis, evaluation, and construction of probable solutions in various contexts and life situations while considering diverse and ethical perspectives.
- Data Analysis and Decision Making: Make informed decisions through the examination of ideas, data, information, and potential solutions in various contexts and settings.
- Digital Proficiency and Productivity: Use digital tools and strategies to deliver results in various contexts and life situations.

(2) Occupational needs relative to meeting workforce requirements or upgrading vocational or technical skills.

See Subsection (E) below.

DIPLOMA IN ACQUISTION AND CONTRACT MANAGEMENT

E. Market Demand Data.

(1) The out-of-State institution shall present data projecting market demand and the availability of openings in the job market to be served by the new program for which the institution is making application. The type of information submitted will vary, depending on the program, but may include workforce and employment projections prepared by the federal and State governments as well as professional and trade associations.

The completion of a diploma or an Associate's degree in Acquisition and Contract Management is highly desirable for those students in Maryland seeking to advance their professional goals in a niche market.

National Demand:
Graduates in the field of Acquisition and Contract Management either pursue or hold jobs like Administrative Services Managers, Purchasing Managers, and Logisticians.

Acquisition and Contract Management-related career	*USDOL Job Outlook (National)*
Administrative Services Manager	Employment of administrative services managers is projected to grow 6% from 2023-2033, faster than the average for all occupations. Demand for administrative services managers is expected to be particularly strong for those working in records and information management. As cloud computing continues to expand, these workers will have a critical role in helping organizations develop new records and information management practices and in maintaining data security.[3]
Purchasing Manager	Employment of purchasing managers is projected to grow 5% from 2023-2033. These workers will continue to be needed to help procure goods and services for business operations and for resale to customers. They also will be needed to oversee complex supply chains and to negotiate and manage contracts with suppliers. However, organizations will likely continue to automate some procurement tasks and may use artificial intelligence (AI) or other technology, which may limit growth.[4]
Logisticians	Employment of logisticians is projected to grow 19% from 2023 to 2033, much faster than the average for all occupations. As the growth of e-commerce makes logistics more dynamic and complex, logisticians will be in demand to

[3] http://www.bls.gov/ooh/management/administrative-services-managers.htm#tab-6
[4] http://www.bls.gov/ooh/business-and-financial/purchasing-managers-buyers-and-purchasing-agents.htm#tab-6

	move products more efficiently, solve problems, and identify areas for improvement.[5]

(2) With the exception of programs in the liberal arts, recently collected, existing, or new market surveys shall be used which clearly provide quantifiable and reliable data from prospective employers on the educational and training needs, and the anticipated number of vacancies, expected over the next 5 years.

State Demand:
As of November 2024, the Maryland Workforce Exchange lists 383 jobs currently available to potential employees possessing a certificate or degree in the field of Purchasing, Procurement/Acquisitions & Contracts Management.[6]

Acquisition and Contract Management-related career	*Sample Knowledge, Skills, and Abilities*	*Maryland Department of Labor – Occupation Outlook*[7]
Administrative Services Manager	Administration and Management; Clerical; Reading Comprehension; Written Expression	11-3012.00 Projected Growth (2022-2032): +9% 450 annual job openings
Purchasing Manager	Administration and Management; Law and Government; Coordination; Critical Thinking; Written Expression	11-3061.00 Projected Growth (2022-2032): +7% 194 annual job openings
Logistician	Communication; Critical Thinking; Organizational Skills	13-1081.00 Projected Growth (2022-2032): +22% 833 annual job openings

[5] https://www.bls.gov/ooh/business-and-financial/logisticians.htm#tab-6
[6] https://mwejobs.maryland.gov/vosnet/Default.aspx
[7] Maryland Department of Labor, Maryland Occupational Projections - 2023 - 2025 - Workforce Information and Performance https://www.labor.maryland.gov/lmi/iandoproj/maryland.shtml (visited *November 24, 2024*).

DIPLOMA IN ACQUISTION AND CONTRACT MANAGEMENT

(3) In assessing demand for a new program, for which the institution is making application, an institution shall also present data showing the current supply of graduates in that program area in the State and region.

In 2023, there were only 2 students who graduated with a diploma in acquisition and contract management. This indicates a massive unmet need with more than 383 current available jobs in the market. In addition to enrolling students seeking to enter the job market in a given industry, Strayer also educates many of its students while they are still working. We believe that, in addition to filling unmet need, we also meet the needs of people who are in the workforce and want to move up.

Maryland Institution Graduates[8]

	Degree Level Completions (2013)	**Degree Level Completions (2023)**	**% Change**
Diploma in Acquisition and Contract Management	53	2	-96%

F. Faculty Information.

Commission authorization is by academic program; therefore, each program is reviewed independently to determine compliance with COMAR 13B.02.01.16. In addition to the Faculty Compliance Report included with your supporting documentation, please provide the following information:

(a) List all faculty that are to teach in the first year (or cycle) of the program at this location. For each faculty member provide the following information: COMAR 13B.02.01.16A, B, and C.

(1) the course(s) the faculty might soon teach;
(2) the degrees the individual holds
(3) the degrees areas of specialization; and
(4) whether or not the faculty member is full-time or part-time (adjunct) at your parent institution.

Please see attached list of the faculty members assigned to the White Marsh location; they will also be assigned to the relocated Baltimore Peninsula location.

(b) Please include a curriculum vitae/resume for each potential faculty member.

Please see attached curriculum vitae for the above-referenced faculty members.

[8] (2024, November). Program Overview. Retrieved from Lightcast. https://lightcast.io/try-lightcast

Office Use Only: PP#

Cover Sheet for In-State Institutions
New Program or Substantial Modification to Existing Program

Institution Submitting Proposal	Strayer University

Each action below requires a separate proposal and cover sheet.

- (●) New Academic Program
- ( ) New Area of Concentration
- ( ) New Degree Level Approval
- ( ) New Stand-Alone Certificate
- ( ) Substantial Change to a Degree Program
- ( ) Cooperative Degree Program
- ( ) Off Campus Program
- ( ) Offer Program at Regional Higher Education Ctr.

Department Proposing Program	Strayer University	
Degree Level and Degree Type	Associate in Arts	
Title of Proposed Program	Accounting	
Total Number of Credits	90	
Suggested Codes	HEGIS:	CIP: 52.0302
Program Modality	( ) On-campus ( ) Distance Education (*fully online*) (●) Both	
Program Resources	(●) Using Existing Resources ( ) Requiring New Resources	
Projected Implementation Date	( ) Fall ( ) Spring (●) Summer	Year: 2025
Provide Link to Most Recent Academic Catalog	URL: https://strayer.smartcatalogiq.com/2024-2025/catalog/	
Preferred Contact for this Proposal	Name: Lisa Sincere	
	Title: Associate General Counsel	
	Phone: (703) 713-1849	
	Email: Lisa.Sincere@strategiced.com	
President/Chief Executive	Type Name: Dr. Antoinette Farmer-Thompson	
	Signature:	Date: 12/19/2024
Approval/Endorsement by Governing Board	Type Name: Dr. Antoinette Farmer-Thompson	
	Signature:	Date: 12/19/2024

Revised 5/7/18

ASSOCIATE IN ARTS IN ACCOUNTING

II. Application Questionnaire

Section 2: Program Information

A/B. Pursuant to COMAR 13B.02.01.06A, the institution shall present evidence demonstrating the educational need to establish operations, offer programs, and award degrees in question in the State. This shall include the evidence required by COMAR 13B.02.01.06B and listed below.

Strayer University is proud of its over 130-year history of serving working adults. The University was founded in Baltimore in 1892 by education pioneer Irving Strayer, and has been regionally accredited by the Middle States Commission on Higher Education since 1981. It has offered programs in Maryland under MHEC's jurisdiction since 1997.

The University has been successfully operating at its present White Marsh/Baltimore Campus location, at 9920 Franklin Square Drive, Suite 200, Baltimore, MD 21236 since 1999. The University is planning to move to improved campus space in downtown Baltimore from its present location northeast of downtown Baltimore, subject to MHEC approval of the new location, including approval of its programs at this new location.

This application seeks the approval of MHEC to offer the same Associate in Arts in Accounting program it offers on its present White Marsh Campus, at the new campus site at 301 Mission Street in Baltimore. The students served by this program at the new location, the faculty used to teach it, and the administrators who will oversee it, are all the same as they are at the current location.

B. The evidence required by §A of this regulation shall include:

(1) The degree to be awarded;

Associate in Arts

(2) The area of specialization;

Accounting

(3) The purpose or objective of the program or course of study to be offered (please include a program description and identify all learning outcomes);

Program Description – The Associate in Arts in Accounting program prepares students for entry-level positions in business. The program explores many aspects, from analyzing and recording business transactions to preparing financial statements and employee payroll.

Program Learning Outcomes –

- The graduate will be able to generate financial reports, based on accounting principles, to inform business decisions.

ASSOCIATE IN ARTS IN ACCOUNTING

- The graduate will be able to analyze accounting information to determine its value, uses, and limitations in an organizational setting.
- The graduate will be able to determine the role of accounting functions in key aspects of business, including communication, information systems, and evidence-based decision-making.
- The graduate will be able to make ethical decisions that support business practices, policies, procedures, and integrity within an organization.

(4) Specific academic content of the program or course of study;

Please see Strayer University's Catalog for course descriptions at: https://strayer.smartcatalogiq.com/en/2024-2025/catalog/programs/undergraduate-programs/accounting-associate-in-arts/.

All Courses are 4.5 quarter credit hours. The program is 90 quarter credit hours in length.

The program's CIP Code is: 52.0302.

Area I: Core Component	
ACC 100	Accounting I
BUS 100	Introduction to Business
ACC 206	Accounting II
ACC 303	Intermediate Accounting I
ACC 304	Intermediate Accounting II
LEG 100	Business Law I
Area II: General Education Component	
CIS 101	Navigating a Digital World
COM 100	Communication at Work
COM 200	Communication: The Key to Working Together
ECO 110	Taking Charge of Your Economic Future
ENG 116	Discover the Writer in You
ENG 201	The Power of Persuasion
HIS 110	U.S. History: Learn from the Past, Prepare for the Future
HUM 201	Exploring Cultures: Adapting in a Global World
MAT 110	Using Math to Inform Your World
PSY 101	Smarter Decisions through Psychology
SCI 201	Unlocking the Secrets of Science and Innovation
SOC 101	The Story of Us: Embracing Diversity and Collaboration
WRK 100	Preparing for the Future of Work
Area III: Elective Component	
1 Elective Course	

(5) The quality of the proposed program in comparison to existing programs;

As an initial matter, it should be noted that this Associate in Arts in Accounting program is in fact itself an existing program. As described above, Strayer is seeking to offer the same

ASSOCIATE IN ARTS IN ACCOUNTING

Associate in Arts in Accounting program currently being offered to students at its White Marsh Campus to those same students at its new Baltimore Peninsula location, to be delivered at the new location and overseen at the new location by the same faculty and administrators as at the current location. Thus, the program is not duplicative of the currently available programs in Maryland.

In addition, the University notes that this program is distinct from similar programs offered by other institutions, since no other institution in the state offers students the unique combination of attributes possessed by Strayer University. First, Strayer has been focused on educating non-traditional students and working adults (who are traditionally under-served) in high demand fields since its founding in Maryland in 1892, and thus brings more than 130 years of experience to the task of serving today's working adult, non-traditional student in Maryland. Specifically, approximately 92% of Strayer students enroll part-time and many are working adults who require flexibility to balance multiple responsibilities that include career, family, childcare and/or elder care. Strayer University students align with the definition of non-traditional students as defined in the U.S. Department of Education's National Center for Education Statistics, Nontraditional Undergraduates 2002 publication. Second, the diversity within our student body is a great asset, enhancing the educational experience for all students. The average age of Strayer students is 37 and 71% identify as women. Racially diverse students make up almost 70% of our student body: 53% are Black or African American, 31% White, 8% Hispanic or Latino, 5% "race and ethnicity other," 2% two or more races and 1% Asian. Third, this program offers the flexibility of online courses to meet students when and where they are, while also providing access to on-ground courses. Today's students prefer the flexibility that Strayer's programs offer. Fourth, the flexibility carries over into our four starts per year (Winter, Spring, Summer and Fall) so that working adult students can begin their program when they are ready, and can stop and start their program as needed to fit their lives. Lastly, a majority of the University's instructors are practitioner-based faculty with real-world experiences they share with their students.

(6) An analysis of the market for the program. Include information on the student population that will be served by the program, the roles and pathways for which this program will prepare students, and what distinguishes the proposed program from similar programs in the State; and

See below in Subsection (E).

(7) The State's equal educational opportunity obligations under State and federal law.

The University's non-discrimination policy is provided in the catalog as follows:

> Strayer University is an equal opportunity educational institution. The university is committed to a policy of equal opportunity in the provision of educational programs, activities and benefits to students, as well as equal opportunity in all aspects of employment. Strayer University does not discriminate on the basis of age, sex, gender identity, color, race, religion, disability, sexual orientation, marital status, veteran status, national origin or any other basis prohibited by

federal, state or local laws and regulations and does not tolerate such discrimination by its students, staff and faculty.

The University's commitment to equal opportunity is demonstrated by the makeup of its student body. As of December 2023, almost 70% of the University's students were racially diverse, 71% were female, and the average age was 37.

C. In addition, the out-of-State institution shall demonstrate that the proposed program, for which the institution is making application:

(1) Meets a critical and compelling regional or Statewide need; and

This existing program meets a critical and compelling statewide need for several reasons.

First, the continued need for the existing program is shown below in Subsection (E) concerning market demand for the program.

Second, as indicated in the 2024-2028 Maryland State Workforce Development Plan, the state of Maryland has identified a strategic pillar focused on preparing the future workforce by transforming and expanding career-connected learning opportunities to ensure every young person has access to a family-sustaining career pathway, regardless of their plans to obtain a college degree.[2] By continuing to offer this program, Strayer University's Baltimore Peninsula campus will continue to help meet this critical need by offering necessary pathways for in-demand careers.

Third, the 2022 State Plan identifies several critical goals to address the state's evolving educational landscape, including advancing equitable access to education, ensuring affordability, improving student success, fostering diversity, driving innovation, and supporting economic development. As discussed below in Subsection C(2), by continuing to offer this existing program, Strayer University continues to align with and support the state in achieving these objectives, providing accessible and innovative education that meets Maryland's most pressing educational and economic needs.[3]

(2) Is consistent with the Maryland State Plan for Postsecondary Education.

Strayer University's existing program remains consistent with the 2022 State Plan, including the three primary goals of Access, Success, and Innovation.

Goal 1 of the 2022 State Plan (Access) states that postsecondary education in Maryland should "[e]nsure equitable access to affordable and high-quality postsecondary education for all Maryland residents." One of Strayer's long-standing core values is educational access. Specifically, as part of our Mission Statement, Strayer "provide[s] affordable postsecondary educational opportunities to a diverse population of eligible learners using multiple modalities

[2] https://wioaplans.ed.gov/node/459981
[3] https://mhec.maryland.gov/Pages/2021-2025-Maryland-State-Plan-for-Higher-Education.aspx

and flexible approaches to enable students to earn credentials and degrees." One of the ways Strayer provides access is by being an open access institution. Another way Strayer provides access is through its affordability. As an example, since 2013 Strayer has maintained a successful Graduation Fund program to incentivize affordability and persistence where students earn a no-tuition cost course for every 3 courses they successfully complete to be redeemed at the end of their program. Strayer also provides students with no-cost access to Sophia, an online education platform that offers self-paced general education-level courses that are American Council on Education (ACE) recommended and transferrable (depending on the receiving institution's policies). Furthermore, Strayer provides access and flexibility because it operates on a quarter system, with four terms per year. Courses take place over eleven-week terms as well as five-week mini-sessions. To provide a consistent academic experience, Strayer offers common course curriculum across all delivery modalities. No matter where a student chooses to take their courses, whether at a campus or online, they will have access to the same course materials, support resources, and will master the same learning outcomes. Strayer has been offering these flexible educational opportunities to its students since the beginning of the 21st century, long before the COVID-19 pandemic. Strayer also actively works with employers to understand their talent acquisition, development and retention priorities, and to support their diversity, equity and inclusion initiatives. The university specializes in employer partnerships and products designed to expand access, choice, and affordability. More than 500 organizations invest in their employees by partnering with Strayer to offer access to tuition savings and other educational benefits. These partnerships also help employers to address some of the most important concerns many employees have about getting an education as working adults: cost, choice, quality and flexibility.

Goal 2 of the 2022 State Plan (Success) states that postsecondary education in Maryland should "[p]romote and implement practices and policies that will ensure student success." Another one of Strayer's long-standing core values is stakeholder success. Specifically, as part of our Mission Statement, Strayer "provide[s] opportunities and supportive learning environments to equip students, alumni and the Strayer University community with the tools to achieve academic, personal and professional success." One of the ways Strayer ensures student success is through its "Work and Learn" strategy which was designed to dynamically enhance student achievement, program effectiveness, and learning experiences. Through this strategic approach, the university aims to help students foster cognitive growth, demonstrate essential industry skills, earn valuable credentials, prepare them for successful careers, and ultimately enhance the return on student investment. By integrating market insights, skills-infused curriculum, and employer partnerships, this strategic holistic approach ensures programmatic pathways are aligned with market and employer demands. Also, as part of Strayer's mission-driven holistic support, it is committed to providing initiatives tailored to the needs of working adult students, many of whom are first-generation college students, or are returning to the classroom after many years away. The university provides admissions officers, academic coaches, and faculty, robust career services, campus resources and coaching to prepare students for the classroom, workplace, and other challenges related to physical, emotional, and financial well-being through its Center for Well-Being. The Center for Well-Being provides online resources and support for six dimensions of well-being in educational environments: academics, career, essential needs, financials, mind and body, and social connection.

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Goal 3 of the 2022 State Plan (Innovation) states that postsecondary education in Maryland should "[f]oster innovation in all aspects of Maryland higher education to improve access and student success." The last of Strayer's long-standing core values is academic quality. Specifically, as part of our Mission Statement, Strayer "provide[s] innovative, engaging and professionally relevant academic programs and experiences for our students." One of the ways Strayer demonstrates its innovation is through its skills-infused curriculum. In 2019, the university reimagined its general education program with a focus on 10 essential employability skills. Through engagement with employer partners and evaluating years of employer-trend research, Strayer recognized ten skills consistently identified as those that employers value across any industry. These skills were embedded into Strayer's general education curriculum, providing a solid foundation of behaviors and knowledge that are essential for academic and professional success. This program was designed to ensure students learn and demonstrate essential employability skills within the context of a traditional general education curriculum. The ten skills taught within the general education curriculum are: agility, communication, initiative, innovation, productivity, problem-solving, relationship building, results-driven, self and social-awareness, and technology. Strayer's goal is to continuously integrate practical skills development directly into the academic experience, building career currency throughout a student's academic journey. Strayer is also committed to the mission of evolving alongside the demands of a rapidly changing workplace, and to do this, the university is constantly exploring innovative approaches to education, including engaging technology that advances learning. As the majority of Strayer students take courses online, the university understands and values the critical need to meet them where they are. In response to student needs, the university deployed technologies such as WalkMe, an online navigational support tool helping students navigate Strayer's online systems; the Irving Chat Bot, a virtual AI assistant where students can connect for help with academic and administrative services; tutoring, library, and research resources; and IT Help Desk issues; and improved policies and practices that support neurodiverse learners by helping provide a neuroinclusive learning environment for all students through instructional design, career services, faculty and staff development, and student support to jointly and effectively support and empower students.

D. The out-of-State institution shall clearly state the demand and need for a program, for which the institution is making application, in terms of meeting present and future needs of the region and the State in general. Two kinds of need may be identified:

(1) Societal needs, including the tradition of liberal arts education, which provides immeasurable returns to the State in part by instilling in citizens a capacity for advanced learning and individual and societal benefits regardless of workforce or market demand considerations; and

The University's undergraduate programs, including the Associate in Arts in Accounting, are thoughtfully designed to address both societal and workforce needs in the region and the state. These programs emphasize the enduring value of a liberal arts education while equipping students with the knowledge and skills necessary to thrive in a rapidly changing world. The general education outcomes, developed with both the liberal arts tradition and the evolving demands of the modern workplace in mind, are integrated into the curriculum alongside University Core Competencies. This ensures that students not only gain a foundation in critical

skills but also apply them throughout their academic journey, including within major-specific courses.

The University Core Competencies—professional competence, critical thinking, communication skills, analytical reasoning, ethical behavior, and information literacy—prepare students to navigate real-world challenges and contribute meaningfully to their professions and communities. These competencies are reinforced by General Education Program Outcomes, which include communication, problem-solving, data analysis and decision-making, and digital proficiency and productivity. Together, these outcomes enable students to engage, collaborate, and deliver results across diverse audiences and contexts.

By mapping these competencies and outcomes throughout the curriculum, the University instills in students the capacity to think critically, solve complex problems, and make informed decisions. These skills are further extended into major courses, where students deepen their expertise and practice applying their knowledge in discipline-specific contexts. This comprehensive approach ensures that graduates are not only prepared for immediate workforce demands but are also adaptable to future challenges, contributing to the region's and state's long-term societal and economic needs.

University Core Competencies:

- Professional competence – the ability to apply the knowledge and their disciplines to real-world settings to the benefit of their professions
- Critical thinking – the ability to analyze, evaluate and construct arguments based on their merits
- Communication skills – the ability to effectively interpret, compose and articulate ideas and information in a variety of formats and presentation methods
- Analytical reasoning – the ability to identify, evaluate and solve problems using quantitative and qualitative information
- Ethical behavior – the ability to evaluate complex issues and situations and make informed ethical choices
- Information literacy – the ability to locate, critically evaluate, and effectively use information for the purposes intended to include decision-making and problem-solving

General Education Program Outcomes:

- Communication: Use key communication skills (oral, written, and listening) to engage, inform, and collaborate within a variety of audiences and settings.
- Problem Solving: Solve complex problems through critical exploration, analysis, evaluation, and construction of probable solutions in various contexts and life situations while considering diverse and ethical perspectives.
- Data Analysis and Decision Making: Make informed decisions through the examination of ideas, data, information, and potential solutions in various contexts and settings.
- Digital Proficiency and Productivity: Use digital tools and strategies to deliver results in various contexts and life situations.

(2) Occupational needs relative to meeting workforce requirements or upgrading vocational or technical skills.

See Subsection (E) below.

E. Market Demand Data.

(1) The out-of-State institution shall present data projecting market demand and the availability of openings in the job market to be served by the new program for which the institution is making application. The type of information submitted will vary, depending on the program, but may include workforce and employment projections prepared by the federal and State governments as well as professional and trade associations.

The completion of an Associate's, Bachelor's, or Master's degree in Accounting is a well-established course for students in Maryland seeking a solid foundation for their professional goals.

National Demand:
Graduates in the field of Accounting find themselves ready for any number of career choices. The U.S Department of Labor lists several types of job classifications under the umbrella of "Accounting and Auditors,"[4] such as Government, Management, or Public Accountants, as well as External, Information Technology, or Internal Auditors for those graduates possessing a bachelor's degree or higher in Accounting; and Bookkeeping, Accounting and Auditing Clerks, and Tax Preparers for those possessing an Associate's degree in Accounting. Educational preparedness in the areas of Accounting/Auditing translates into additional job opportunities for business professionals.

Employment of accountants and auditors is projected to grow 6 percent from 2023 to 2033, faster than the average for all occupations. About 130,800 openings for accountants and auditors are projected each year, on average, over the decade. Many of those openings are expected to result from the need to replace workers who transfer to different occupations or exit the labor force, such as to retire.[5]

In addition to accountant and auditor-specific roles, there are a number of other jobs that can be pursued that are similar in nature.

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[4] Bureau of Labor Statistics, U.S. Department of Labor, *Occupational Outlook Handbook*, Accountants and Auditors, at https://www.bls.gov/ooh/business-and-financial/accountants-and-auditors.htm (visited *November 18, 2024*).
[5] Bureau of Labor Statistics, U.S. Department of Labor, *Occupational Outlook Handbook*, Accountants and Auditors, at https://www.bls.gov/ooh/business-and-financial/accountants-and-auditors.htm (visited *November 18, 2024*).

Accounting-related career	*USDOL Job Outlook (National)*
Accountants and Auditors	Employment of accountants and auditors is projected to grow 6 percent from 2023 to 2033, faster than the average for all occupations. Globalization, a growing economy, and a complex tax and regulatory environment are expected to drive strong demand for accountants and auditors. Employment growth of accountants and auditors is expected to be closely tied to the health of the overall economy. As the economy grows, these workers will continue being needed to prepare and examine financial records.[6]
Financial Analyst	Overall employment of financial analysts is projected to grow 9 percent from 2023 to 2033, much faster than the average for all occupations. About 30,700 openings for financial analysts are projected each year, on average, over the decade. Emerging markets throughout the world are providing new investment opportunities, requiring expertise in geographic regions where those markets are located.[7]
Personal Financial Advisors	Employment of personal financial advisors is projected to grow 17 percent from 2023 to 2033, much faster than the average for all occupations. About 27,000 openings for personal financial advisors are projected each year, on average, over the decade. The primary driver of employment growth will be the aging population. As large numbers of baby boomers continue to retire, they are likely to seek planning advice from personal financial advisors.[8]

(2) With the exception of programs in the liberal arts, recently collected, existing, or new market surveys shall be used which clearly provide quantifiable and reliable data from prospective employers on the educational and training needs, and the anticipated number of vacancies, expected over the next 5 years.

State Demand:

As of November 2024, the Maryland Workforce Exchange highlights the steady demand for accounting professionals, listing 1,135 current job openings for individuals in accounting.[9] In addition to this immediate need, employment projections reveal encouraging trends for the profession in both the short and long term. Between 2023 and

[6] https://www.bls.gov/ooh/business-and-financial/accountants-and-auditors.htm#tab-6

[7] Bureau of Labor Statistics, U.S. Department of Labor, Occupational Outlook Handbook, Financial Analysts, at https://www.bls.gov/ooh/business-and-financial/financial-analysts.htm (visited *November 18, 2024*).

[8] Bureau of Labor Statistics, U.S. Department of Labor, *Occupational Outlook Handbook*, Personal Financial Advisors, at https://www.bls.gov/ooh/business-and-financial/personal-financial-advisors.htm (visited *November 24, 2024*).

[9] https://mwejobs.maryland.gov/vosnet/Default.aspx

2025, employment in accounting and auditing roles is expected to grow from 28,153 to 29,141, adding nearly 1,000 new positions—a 3.5% increase.[10] Looking further ahead, from 2022 to 2032, the profession is projected to expand even more significantly, with employment rising from 28,403 to 30,538, representing a 7.52% increase and 2,135 new positions.[11] These figures underscore the continued demand for accounting professionals in Maryland.

Accounting-related career	*Sample Knowledge, Skills, and Abilities*	*Maryland Department of Labor – Occupation Outlook*[11]
Accountants and Auditors	Economics and Accounting Critical Thinking Mathematical Reasoning Reading Comprehension Deductive Reasoning	13.2011.00 Projected Growth (2022-2032): +7.52% 2,458 annual job openings
Financial Analysts	Economics and Accounting Critical Thinking Mathematical Reasoning Written and Oral Comprehension Judgment and Decision Making	13-2051.00 Projected Growth (2022-2032): +11.55% 334 annual job openings
Personal Financial Advisors	Economics and Accounting Active Listening Sales and Marketing Speaking Social Perceptiveness	13-2052.00 Projected Growth (2022-2032): +17.64% 565 annual job openings

(3) In assessing demand for a new program, for which the institution is making application, an institution shall also present data showing the current supply of graduates in that program area in the State and region.

The number of graduates from Maryland institutions of higher education indicates an unmet need for accounting graduates at all levels. On a state-wide basis, there are 1,135 jobs available in the sector every year, but just over 110 new graduates entering the

[10] https://www.labor.maryland.gov/lmi/iandoprojshort/
[11] https://www.dllr.state.md.us/lmi/iandoproj/maryland.shtml
[11] Maryland Department of Labor, Maryland Occupational Projections - 2023 - 2025 - Workforce Information and Performance https://www.labor.maryland.gov/lmi/iandoproj/maryland.shtml (visited *November 24, 2024*).

workforce from Maryland institutions, which does not include Strayer and most other proprietary institutions operating in the state. In addition to enrolling students seeking to enter the job market in a given industry, Strayer also educates many of its students while they are still working. We believe that, in addition to filling unmet need, we also meet the needs of people who are in the workforce and want to move up.

Maryland Institution Graduate[12]

	Degree Level Completions (2013)	**Degree Level Completions (2023)**	**% Change**
Associate in Accounting	187	112	-40%

F. Faculty Information.

Commission authorization is by academic program; therefore, each program is reviewed independently to determine compliance with COMAR 13B.02.01.16. In addition to the Faculty Compliance Report included with your supporting documentation, please provide the following information:

(a) List all faculty that are to teach in the first year (or cycle) of the program at this location. For each faculty member provide the following information: COMAR 13B.02.01.16A, B, and C.

(1) the course(s) the faculty might soon teach;
(2) the degrees the individual holds
(3) the degrees areas of specialization; and
(4) whether or not the faculty member is full-time or part-time (adjunct) at your parent institution.

Please see attached list of the faculty members assigned to the White Marsh location; they will also be assigned to the relocated Baltimore Peninsula location.

(b) Please include a curriculum vitae/resume for each potential faculty member.

Please see attached curriculum vitae for the above-referenced faculty members.

[12] (2024, November). Program Overview. Retrieved from Lightcast. https://lightcast.io/try-lightcast

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Cover Sheet for In-State Institutions
New Program or Substantial Modification to Existing Program

Institution Submitting Proposal	Strayer University

Each action below requires a separate proposal and cover sheet.

- (●) New Academic Program
- ( ) New Area of Concentration
- ( ) New Degree Level Approval
- ( ) New Stand-Alone Certificate
- ( ) Substantial Change to a Degree Program
- ( ) Cooperative Degree Program
- ( ) Off Campus Program
- ( ) Offer Program at Regional Higher Education Ctr.

Department Proposing Program	Strayer University	
Degree Level and Degree Type	Associate in Arts	
Title of Proposed Program	Acquisition and Contract Management	
Total Number of Credits	90	
Suggested Codes	HEGIS:	CIP: 52.0201
Program Modality	( ) On-campus ( ) Distance Education (*fully online*) (●) Both	
Program Resources	(●) Using Existing Resources ( ) Requiring New Resources	
Projected Implementation Date	( ) Fall ( ) Spring (●) Summer	Year: 2025
Provide Link to Most Recent Academic Catalog	URL: https://strayer.smartcatalogiq.com/2024-2025/catalog/	
Preferred Contact for this Proposal	Name: Lisa Sincere	
	Title: Associate General Counsel	
	Phone: (703) 713-1849	
	Email: Lisa.Sincere@strategiced.com	
President/Chief Executive	Type Name: Dr. Antoinette Farmer-Thompson	
	Signature:	Date: 12/19/2024
Approval/Endorsement by Governing Board	Type Name: Dr. Antoinette Farmer-Thompson	
	Signature:	Date: 12/19/2024

Revised 5/7/18

ASSOCIATE IN ARTS IN ACQUISITION AND CONTRACT MANAGEMENT

II. Application Questionnaire

Section 2: Program Information

A/B. Pursuant to COMAR 13B.02.01.06A, the institution shall present evidence demonstrating the educational need to establish operations, offer programs, and award degrees in question in the State. This shall include the evidence required by COMAR 13B.02.01.06B and listed below.

Strayer University is proud of its over 130 year history of serving working adults. The University was founded in Baltimore in 1892 by education pioneer Irving Strayer, and has been regionally accredited by the Middle States Commission on Higher Education since 1981. It has offered programs in Maryland under MHEC's jurisdiction since 1997.

The University has been successfully operating at its present White Marsh/Baltimore Campus location, at 9920 Franklin Square Drive, Suite 200, Baltimore, MD 21236 since 1999. The University is planning to move to improved campus space in downtown Baltimore from its present location northeast of downtown Baltimore, subject to MHEC approval of the new location, including approval of its programs at this new location.

This application seeks the approval of MHEC to offer the same Associate in Arts in Acquisition and Contract Management program it offers on its present White Marsh Campus, at the new campus site at 302 Mission Street in Baltimore. The students served by this program at the new location, the faculty used to teach it, and the administrators who will oversee it, are all the same as they are at the current location.

B. The evidence required by §A of this regulation shall include:

(1) The degree to be awarded;

Associate in Arts

(2) The area of specialization;

Acquisition and Contract Management

(3) The purpose or objective of the program or course of study to be offered (please include a program description and identify all learning outcomes);

Program Description – The Associate in Arts in Acquisition and Contract Management program focuses on developing general business skills to acquire and manage contracts, including scheduling, cost and price. Students will be prepared to manage contracts. The program will also equip students to work within an organization to acquire and manage federal, state or local business contracts.

ASSOCIATE IN ARTS IN ACQUISITION AND CONTRACT MANAGEMENT

Program Learning Outcomes –

- The graduate will be able to examine the intersection of core business functions with contract acquisition and management.
- The graduate will be able to analyze the impact of relevant policies and procedures on contract acquisition and management.
- The graduate will be able to plan contract acquisition and management projects that align with best practices in the field.
- The graduate will be able to establish ethical behaviors in contract acquisition and management.

(4) Specific academic content of the program or course of study;

Please see Strayer University's Catalog for course descriptions at https://strayer.smartcatalogiq.com/en/2024-2025/catalog/programs/undergraduate-programs/acquisition-and-contract-management-associate-in-arts/.

All Courses are 4.5 quarter credit hours. The program is 90 quarter credit hours in length.

The program's CIP Code is: 52.0202.

Area I: Major	
ACC 100	Accounting I
BUS 100	Introduction to Business
BUS 315	Cost and Price Analysis
BUS 319	Principles of Federal Acquisition and Contract Management
BUS 330	Contract Administration and Management
BUS 375	Project Management
Area II: General Education Core	
CIS 101	Navigating a Digital World
COM 100	Communication at Work
COM 200	Communication: The Key to Working Together
ECO 110	Taking Charge of Your Economic Future
ENG 116	Discover the Writer in You
ENG 201	The Power of Persuasion
HIS 110	U.S. History: Learn from the Past, Prepare for the Future
HUM 201	Exploring Cultures: Adapting in a Global World
MAT 110	Using Math to Inform Your World
PSY 101	Smarter Decisions through Psychology
SCI 201	Unlocking the Secrets of Science and Innovation
SOC 101	The Story of Us: Embracing Diversity and Collaboration
WRK 100	Preparing for the Future of Work
Area III: Elective	
1 Elective	

(5) The quality of the proposed program in comparison to existing programs;

As an initial matter, it should be noted that this Associate in Arts in Acquisition and Contract Management program is in fact itself an existing program. As described above, Strayer is seeking to offer the same Associate in Arts in Acquisition and Contract Management program currently being offered to students at its White Marsh Campus to those same students at its new location, to be delivered at the new Baltimore Peninsula location and overseen at the new location by the same faculty and administrators as at the current location. Thus, the program is not duplicative of the currently available programs in Maryland.

In addition, the University notes that this program is distinct from similar programs offered by other institutions, since no other institution in the state offers students the unique combination of attributes possessed by Strayer University. First, Strayer has been focused on educating non-traditional students and working adults (who are traditionally under-served) in high demand fields since its founding in Maryland in 1892, and thus brings more than 130 years of experience to the task of serving today's working adult, non-traditional student in Maryland. Specifically, approximately 92% of Strayer students enroll part-time and many are working adults who require flexibility to balance multiple responsibilities that include career, family, childcare and/or elder care. Strayer University students align with the definition of non-traditional students as defined in the U.S. Department of Education's National Center for Education Statistics, Nontraditional Undergraduates 2002 publication. Second, the diversity within our student body is a great asset, enhancing the educational experience for all students. The average age of Strayer students is 37 and 71% identify as women. Racially diverse students make up almost 70% of our student body: 53% are Black or African American, 31% White, 8% Hispanic or Latino, 5% "race and ethnicity other," 2% two or more races and 1% Asian. Third, this program offers the flexibility of online courses to meet students when and where they are, while also providing access to on-ground courses. Today's students prefer the flexibility that Strayer's programs offer. Fourth, the flexibility carries over into our four starts per year (Winter, Spring, Summer and Fall) so that working adult students can begin their program when they are ready, and can stop and start their program as needed to fit their lives. Lastly, a majority of the University's instructors are practitioner-based faculty with real-world experiences they share with their students.

(6) An analysis of the market for the program. Include information on the student population that will be served by the program, the roles and pathways for which this program will prepare students, and what distinguishes the proposed program from similar programs in the State; and

See below in Subsection (E).

(7) The State's equal educational opportunity obligations under State and federal law.

The University's non-discrimination policy is provided in the catalog as follows:

> Strayer University is an equal opportunity educational institution. The university is committed to a policy of equal opportunity in the provision of educational

> programs, activities and benefits to students, as well as equal opportunity in all aspects of employment. Strayer University does not discriminate on the basis of age, sex, gender identity, color, race, religion, disability, sexual orientation, marital status, veteran status, national origin or any other basis prohibited by federal, state or local laws and regulations and does not tolerate such discrimination by its students, staff and faculty.

The University's commitment to equal opportunity is demonstrated by the makeup of its student body. As of December 2023, almost 70% of the University's students were racially diverse, 71% were female, and the average age was 37.

C. In addition, the out-of-State institution shall demonstrate that the proposed program, for which the institution is making application:

(1) Meets a critical and compelling regional or Statewide need; and

This existing program meets a critical and compelling statewide need for several reasons.

First, the continued need for the existing program is shown below in Subsection (E) concerning market demand for the program.

Second, as indicated in the 2024-2028 Maryland State Workforce Development Plan, the state of Maryland has identified a strategic pillar focused on preparing the future workforce by transforming and expanding career-connected learning opportunities to ensure every young person has access to a family-sustaining career pathway, regardless of their plans to obtain a college degree.[1] By continuing to offer this program, Strayer University's Baltimore Peninsula campus will continue to help meet this critical need by offering necessary pathways for in-demand careers.

Third, the 2022 State Plan identifies several critical goals to address the state's evolving educational landscape, including advancing equitable access to education, ensuring affordability, improving student success, fostering diversity, driving innovation, and supporting economic development. As discussed below in Subsection C(2), by continuing to offer this existing program, Strayer University continues to align with and support the state in achieving these objectives, providing accessible and innovative education that meets Maryland's most pressing educational and economic needs.[2]

(2) Is consistent with the Maryland State Plan for Postsecondary Education.

Strayer University's existing program remains consistent with the 2022 State Plan, including the three primary goals of Access, Success, and Innovation.

Goal 1 of the 2022 State Plan (Access) states that postsecondary education in Maryland should "[e]nsure equitable access to affordable and high-quality postsecondary education for all

[1] https://wioaplans.ed.gov/node/459981
[2] https://mhec.maryland.gov/Pages/2021-2025-Maryland-State-Plan-for-Higher-Education.aspx

Maryland residents." One of Strayer's long-standing core values is educational access. Specifically, as part of our Mission Statement, Strayer "provide[s] affordable postsecondary educational opportunities to a diverse population of eligible learners using multiple modalities and flexible approaches to enable students to earn credentials and degrees." One of the ways Strayer provides access is by being an open access institution. Another way Strayer provides access is through its affordability. As an example, since 2013 Strayer has maintained a successful Graduation Fund program to incentivize affordability and persistence where students earn a no-tuition cost course for every 3 courses they successfully complete to be redeemed at the end of their program. Strayer also provides students with no-cost access to Sophia, an online education platform that offers self-paced general education-level courses that are American Council on Education (ACE) recommended and transferrable (depending on the receiving institution's policies). Furthermore, Strayer provides access and flexibility because it operates on a quarter system, with four terms per year. Courses take place over eleven-week terms as well as five-week mini-sessions. To provide a consistent academic experience, Strayer offers common course curriculum across all delivery modalities. No matter where a student chooses to take their courses, whether at a campus or online, they will have access to the same course materials, support resources, and will master the same learning outcomes. Strayer has been offering these flexible educational opportunities to its students since the beginning of the 21st century, long before the COVID-19 pandemic. Strayer also actively works with employers to understand their talent acquisition, development and retention priorities, and to support their diversity, equity and inclusion initiatives. The university specializes in employer partnerships and products designed to expand access, choice, and affordability. More than 500 organizations invest in their employees by partnering with Strayer to offer access to tuition savings and other educational benefits. These partnerships also help employers to address some of the most important concerns many employees have about getting an education as working adults: cost, choice, quality and flexibility.

Goal 2 of the 2022 State Plan (Success) states that postsecondary education in Maryland should "[p]romote and implement practices and policies that will ensure student success." Another one of Strayer's long-standing core values is stakeholder success. Specifically, as part of our Mission Statement, Strayer "provide[s] opportunities and supportive learning environments to equip students, alumni and the Strayer University community with the tools to achieve academic, personal and professional success." One of the ways Strayer ensures student success is through its "Work and Learn" strategy which was designed to dynamically enhance student achievement, program effectiveness, and learning experiences. Through this strategic approach, the university aims to help students foster cognitive growth, demonstrate essential industry skills, earn valuable credentials, prepare them for successful careers, and ultimately enhance the return on student investment. By integrating market insights, skills-infused curriculum, and employer partnerships, this strategic holistic approach ensures programmatic pathways are aligned with market and employer demands. Also, as part of Strayer's mission-driven holistic support, it is committed to providing initiatives tailored to the needs of working adult students, many of whom are first-generation college students, or are returning to the classroom after many years away. The university provides admissions officers, academic coaches, and faculty, robust career services, campus resources and coaching to prepare students for the classroom, workplace, and other challenges related to physical, emotional, and financial well-being through its Center for Well-Being. The Center for Well-Being provides online resources and support for six dimensions of

well-being in educational environments: academics, career, essential needs, financials, mind and body, and social connection.

Goal 3 of the 2022 State Plan (Innovation) states that postsecondary education in Maryland should "[f]oster innovation in all aspects of Maryland higher education to improve access and student success." The last of Strayer's long-standing core values is academic quality. Specifically, as part of our Mission Statement, Strayer "provide[s] innovative, engaging and professionally relevant academic programs and experiences for our students." One of the ways Strayer demonstrates its innovation is through its skills-infused curriculum. In 2019, the university reimagined its general education program with a focus on 10 essential employability skills. Through engagement with employer partners and evaluating years of employer-trend research, Strayer recognized ten skills consistently identified as those that employers value across any industry. These skills were embedded into Strayer's general education curriculum, providing a solid foundation of behaviors and knowledge that are essential for academic and professional success. This program was designed to ensure students learn and demonstrate essential employability skills within the context of a traditional general education curriculum. The ten skills taught within the general education curriculum are: agility, communication, initiative, innovation, productivity, problem-solving, relationship building, results-driven, self and social-awareness, and technology. Strayer's goal is to continuously integrate practical skills development directly into the academic experience, building career currency throughout a student's academic journey. Strayer is also committed to the mission of evolving alongside the demands of a rapidly changing workplace, and to do this, the university is constantly exploring innovative approaches to education, including engaging technology that advances learning. As the majority of Strayer students take courses online, the university understands and values the critical need to meet them where they are. In response to student needs, the university deployed technologies such as WalkMe, an online navigational support tool helping students navigate Strayer's online systems; the Irving Chat Bot, a virtual AI assistant where students can connect for help with academic and administrative services; tutoring, library, and research resources; and IT Help Desk issues; and improved policies and practices that support neurodiverse learners by helping provide a neuroinclusive learning environment for all students through instructional design, career services, faculty and staff development, and student support to jointly and effectively support and empower students.

D. The out-of-State institution shall clearly state the demand and need for a program, for which the institution is making application, in terms of meeting present and future needs of the region and the State in general. Two kinds of need may be identified:

(1) Societal needs, including the tradition of liberal arts education, which provides immeasurable returns to the State in part by instilling in citizens a capacity for advanced learning and individual and societal benefits regardless of workforce or market demand considerations; and

The University's undergraduate programs, including the Associate in Arts in Acquisition and Contract Management, are thoughtfully designed to address both societal and workforce needs in the region and the state. These programs emphasize the enduring value of a liberal arts education while equipping students with the knowledge and skills necessary to thrive in a rapidly changing

world. The general education outcomes, developed with both the liberal arts tradition and the evolving demands of the modern workplace in mind, are integrated into the curriculum alongside University Core Competencies. This ensures that students not only gain a foundation in critical skills but also apply them throughout their academic journey, including within major-specific courses.

The University Core Competencies—professional competence, critical thinking, communication skills, analytical reasoning, ethical behavior, and information literacy—prepare students to navigate real-world challenges and contribute meaningfully to their professions and communities. These competencies are reinforced by General Education Program Outcomes, which include communication, problem-solving, data analysis and decision-making, and digital proficiency and productivity. Together, these outcomes enable students to engage, collaborate, and deliver results across diverse audiences and contexts.

By mapping these competencies and outcomes throughout the curriculum, the University instills in students the capacity to think critically, solve complex problems, and make informed decisions. These skills are further extended into major courses, where students deepen their expertise and practice applying their knowledge in discipline-specific contexts. This comprehensive approach ensures that graduates are not only prepared for immediate workforce demands but are also adaptable to future challenges, contributing to the region's and state's long-term societal and economic needs.

University Core Competencies:

- Professional competence – the ability to apply the knowledge and their disciplines to real-world settings to the benefit of their professions
- Critical thinking – the ability to analyze, evaluate and construct arguments based on their merits
- Communication skills – the ability to effectively interpret, compose and articulate ideas and information in a variety of formats and presentation methods
- Analytical reasoning – the ability to identify, evaluate and solve problems using quantitative and qualitative information
- Ethical behavior – the ability to evaluate complex issues and situations and make informed ethical choices
- Information literacy – the ability to locate, critically evaluate, and effectively use information for the purposes intended to include decision-making and problem-solving

General Education Program Outcomes:

- Communication: Use key communication skills (oral, written, and listening) to engage, inform, and collaborate within a variety of audiences and settings.
- Problem Solving: Solve complex problems through critical exploration, analysis, evaluation, and construction of probable solutions in various contexts and life situations while considering diverse and ethical perspectives.
- Data Analysis and Decision Making: Make informed decisions through the examination of ideas, data, information, and potential solutions in various contexts and settings.

- Digital Proficiency and Productivity: Use digital tools and strategies to deliver results in various contexts and life situations.

(2) Occupational needs relative to meeting workforce requirements or upgrading vocational or technical skills.

See Subsection (E) below.

E. Market Demand Data.

(1) The out-of-State institution shall present data projecting market demand and the availability of openings in the job market to be served by the new program for which the institution is making application. The type of information submitted will vary, depending on the program, but may include workforce and employment projections prepared by the federal and State governments as well as professional and trade associations.

The completion of a diploma or an Associate's degree in Acquisition and Contract Management is highly desirable for those students in Maryland seeking to advance their professional goals in a niche market.

National Demand:
Graduates in the field of Acquisition and Contract Management either pursue or hold jobs like Administrative Services Managers, Purchasing Managers, and Logisticians.

Acquisition and Contract Management-related career	*USDOL Job Outlook (National)*
Administrative Services Manager	Employment of administrative services managers is projected to grow 6% from 2023–2033, faster than the average for all occupations. Demand for administrative services managers is expected to be particularly strong for those working in records and information management. As cloud computing continues to expand, these workers will have a critical role in helping organizations develop new records and information management practices and in maintaining data security.[3]
Purchasing Manager	Employment of purchasing managers is projected to grow 5% from 2023–2033.These workers will continue to be needed to help procure goods and services for business operations and for resale to customers. They also will be needed to oversee complex supply chains and to negotiate and manage contracts with suppliers. However, organizations will likely continue to automate some procurement tasks and may use artificial

[3] http://www.bls.gov/ooh/management/administrative-services-managers.htm#tab-6

	intelligence (AI) or other technology, which may limit growth.[4]
Logisticians	Employment of logisticians is projected to grow 19% from 2023 to 2033, much faster than the average for all occupations. As the growth of e-commerce makes logistics more dynamic and complex, logisticians will be in demand to move products more efficiently, solve problems, and identify areas for improvement.[5]

(2) With the exception of programs in the liberal arts, recently collected, existing, or new market surveys shall be used which clearly provide quantifiable and reliable data from prospective employers on the educational and training needs, and the anticipated number of vacancies, expected over the next 5 years.

State Demand:
As of November 2024, the Maryland Workforce Exchange lists 383 jobs currently available to potential employees in the field of Purchasing, Procurement/Acquisitions & Contracts Management.[6]

Acquisition and Contract Management-related career	*Sample Knowledge, Skills, and Abilities*	*Maryland Department of Labor – Occupation Outlook*[7]
Administrative Services Manager	Administration and Management; Clerical; Reading Comprehension; Written Expression	11-3012.00 Projected Growth (2022-2032): +9% 450 annual job openings
Purchasing Manager	Administration and Management; Law and Government; Coordination; Critical Thinking; Written Expression	11-3061.00 Projected Growth (2022-2032): +7% 194 annual job openings
Logistician	Communication; Critical Thinking; Organizational Skills	13-1081.00 Projected Growth (2022-2032): +22% 833 annual job openings

[4] http://www.bls.gov/ooh/business-and-financial/purchasing-managers-buyers-and-purchasing-agents.htm#tab-6
[5] https://www.bls.gov/ooh/business-and-financial/logisticians.htm#tab-6
[6] https://mwejobs.maryland.gov/vosnet/Default.aspx
[7] Maryland Department of Labor, Maryland Occupational Projections - 2023 - 2025 - Workforce Information and Performance https://www.labor.maryland.gov/lmi/iandoproj/maryland.shtml (visited *November 24, 2024*).

(3) In assessing demand for a new program, for which the institution is making application, an institution shall also present data showing the current supply of graduates in that program area in the State and region.

There were less than 5 total graduates in any acquisition and contract management program in Maryland in 2023. This indicates a massive unmet need with more than 383 current available jobs in the market. In addition to enrolling students seeking to enter the job market in a given industry, Strayer also educates many of its students while they are still working. We believe that, in addition to filling unmet need, we also meet the needs of people who are in the workforce and want to move up.

Maryland Institution Graduates[8]

	Degree Level Completions (2013)	**Degree Level Completions (2023)**	**% Change**
Associate in Arts in Acquisition and Contract Management	11	3	-73%

F. Faculty Information.

Commission authorization is by academic program; therefore, each program is reviewed independently to determine compliance with COMAR 13B.02.01.16. In addition to the Faculty Compliance Report included with your supporting documentation, please provide the following information:

(a) List all faculty that are to teach in the first year (or cycle) of the program at this location. For each faculty member provide the following information: COMAR 13B.02.01.16A, B, and C.

(1) the course(s) the faculty might soon teach;
(2) the degrees the individual holds
(3) the degrees areas of specialization; and
(4) whether or not the faculty member is full-time or part-time (adjunct) at your parent institution.

Please see attached list of the faculty members assigned to the White Marsh location; they will also be assigned to the relocated Baltimore Peninsula location.

(b) Please include a curriculum vitae/resume for each potential faculty member.

Please see attached curriculum vitae for the above-referenced faculty members.

[8] (2024, November). Program Overview. Retrieved from Lightcast. https://lightcast.io/try-lightcast

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Cover Sheet for In-State Institutions
New Program or Substantial Modification to Existing Program

Institution Submitting Proposal	Strayer University

Each action below requires a separate proposal and cover sheet.

- (●) New Academic Program
- ( ) New Area of Concentration
- ( ) New Degree Level Approval
- ( ) New Stand-Alone Certificate
- ( ) Substantial Change to a Degree Program
- ( ) Cooperative Degree Program
- ( ) Off Campus Program
- ( ) Offer Program at Regional Higher Education Ctr.

Department Proposing Program	Strayer University	
Degree Level and Degree Type	Associate in Arts	
Title of Proposed Program	Business Administration	
Total Number of Credits	90	
Suggested Codes	HEGIS:	CIP: 52 .0101
Program Modality	( ) On-campus ( ) Distance Education (*fully online*) (●) Both	
Program Resources	(●) Using Existing Resources ( ) Requiring New Resources	
Projected Implementation Date	( ) Fall ( ) Spring (●) Summer	Year: 2025
Provide Link to Most Recent Academic Catalog	URL: https://strayer.smartcatalogiq.com/2024-2025/catalog/	
Preferred Contact for this Proposal	Name: Lisa Sincere	
	Title: Associate General Counsel	
	Phone: (703) 713-1849	
	Email: Lisa.Sincere@strategiced.com	
President/Chief Executive	Type Name: Dr. Antoinette Farmer-Thompson	
	Signature:	Date: 12/19/2024
Approval/Endorsement by Governing Board	Type Name: Dr. Antoinette Farmer-Thompson	
	Signature:	Date: 12/19/2024

Revised 5/7/18

ASSOCIATE IN ARTS IN BUSINESS ADMINISTRATION

II. Application Questionnaire

Section 2: Program Information

A/B. Pursuant to COMAR 13B.02.01.06A, the institution shall present evidence demonstrating the educational need to establish operations, offer programs, and award degrees in question in the State. This shall include the evidence required by COMAR 13B.02.01.06B and listed below.

Strayer University is proud of its over 130 year history of serving working adults. The University was founded in Baltimore in 1892 by education pioneer Irving Strayer, and has been regionally accredited by the Middle States Commission on Higher Education since 1981. It has offered programs in Maryland under MHEC's jurisdiction since 1997.

The University has been successfully operating at its present White Marsh/Baltimore Campus location, at 9920 Franklin Square Drive, Suite 200, Baltimore, MD 21236 since 1999. The University is planning to move to improved campus space in downtown Baltimore from its present location northeast of downtown Baltimore, subject to MHEC approval of the new location, including approval of its programs at this new location.

This application seeks the approval of MHEC to offer the same Associate in Arts in Business Administration program it offers on its present White Marsh Campus, at the new campus site at 301 Mission Street in Baltimore. The students served by this program at the new location, the faculty used to teach it, and the administrators who will oversee it, are all the same as they are at the current location.

B. The evidence required by §A of this regulation shall include:

(1) The degree to be awarded;

Associate in Arts

(2) The area of specialization;

Business Administration

(3) The purpose or objective of the program or course of study to be offered (please include a program description and identify all learning outcomes);

Program Description – The Associate in Arts in Business Administration program focuses on developing fundamental business skills in accounting, finance, ethics and marketing. Upon completion of the program, students will be prepared to make business decisions that are ethical and support the organization's mission and vision through collaboration with internal and external stakeholders. This program will prepare students for careers in business.

ASSOCIATE IN ARTS IN BUSINESS ADMINISTRATION

Program Learning Outcomes –

- The graduate will be able to examine the impact of core functions (marketing, operations, and finance) in contributing to organizational success.
- The graduate will be able to establish management practices that foster an inclusive, adaptive, and results-oriented organizational culture.
- The graduate will be able to make operational business decisions that support the mission and vision of an organization through collaboration and communication.
- The graduate will be able to formulate management approaches to foster an ethical organizational culture.

(4) Specific academic content of the program or course of study;

Please see Strayer University's Catalog for course descriptions at: https://strayer.smartcatalogiq.com/en/2024-2025/catalog/programs/undergraduate-programs/business-administration-associate-in-arts/.

All Courses are 4.5 quarter credit hours. The program is 90 quarter credit hours in length.

The program's CIP Code is: 52.0101

Area I: Major	
ACC 100	Accounting I
BUS 100	Introduction to Business
BUS 302	Management Concepts
BUS 309	Business Ethics
FIN 100	Principles of Finance
MKT 100	Principles of Marketing
Area II: General Education Core	
CIS 101	Navigating a Digital World
COM 100	Communication at Work
COM 200	Communication: The Key to Working Together
ECO 110	Taking Charge of Your Economic Future
ENG 116	Discover the Writer in You
ENG 201	The Power of Persuasion
HIS 110	U.S. History: Learn from the Past, Prepare for the Future
HUM 201	Exploring Cultures: Adapting in a Global World
MAT 110	Using Math to Inform Your World
PSY 101	Smarter Decisions through Psychology
SCI 201	Unlocking the Secrets of Science and Innovation
SOC 101	The Story of Us: Embracing Diversity and Collaboration
WRK 100	Preparing for the Future of Work
Area IIIV: Elective	
1 Elective Course	

(5) The quality of the proposed program in comparison to existing programs;

As an initial matter, it should be noted that this Associate in Arts in Business Administration program is in fact itself an existing program. As described above, Strayer is seeking to offer the same Associate in Arts in Business Administration program currently being offered to students at its White Marsh Campus to those same students at its new location, to be delivered at the new location and overseen at the new Baltimore Peninsula location by the same faculty and administrators as at the current location . Thus, the program is not duplicative of the currently available programs in Maryland.

In addition, the University notes that this program is distinct from similar programs offered by other institutions, since no other institution in the state offers students the unique combination of attributes possessed by Strayer University. First, Strayer has been focused on educating non-traditional students and working adults (who are traditionally under-served) in high demand fields since its founding in Maryland in 1892, and thus brings more than 130 years of experience to the task of serving today's working adult, non-traditional student in Maryland. Specifically, approximately 92% of Strayer students enroll part-time and many are working adults who require flexibility to balance multiple responsibilities that include career, family, childcare and/or elder care. Strayer University students align with the definition of non-traditional students as defined in the U.S. Department of Education's National Center for Education Statistics, Nontraditional Undergraduates 2002 publication. Second, the diversity within our student body is a great asset, enhancing the educational experience for all students. he average age of Strayer students is 37 and 71% identify as women. Racially diverse students make up almost 70% of our student body: 53% are Black or African American, 31% White, 8% Hispanic or Latino, 5% "race and ethnicity other," 2% two or more races and 1% Asian. Third, this program offers the flexibility of online courses to meet students when and where they are, while also providing access to on-ground courses. Today's students prefer the flexibility that Strayer's programs offer. Fourth, the flexibility carries over into our four starts per year (Winter, Spring, Summer and Fall) so that working adult students can begin their program when they are ready, and can stop and start their program as needed to fit their lives. Lastly, a majority of the University's instructors are practitioner-based faculty with real-world experiences they share with their students.

(6) An analysis of the market for the program. Include information on the student population that will be served by the program, the roles and pathways for which this program will prepare students, and what distinguishes the proposed program from similar programs in the State; and

See below in Subsection (E).

(7) The State's equal educational opportunity obligations under State and federal law.

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> programs, activities and benefits to students, as well as equal opportunity in all aspects of employment. Strayer University does not discriminate on the basis of age, sex, gender identity, color, race, religion, disability, sexual orientation, marital status, veteran status, national origin or any other basis prohibited by federal, state or local laws and regulations and does not tolerate such discrimination by its students, staff and faculty.

The University's commitment to equal opportunity is demonstrated by the makeup of its student body. As of December 2023, almost 70% of the University's students were racially diverse, 71% were female, and the average age was 37.

C. In addition, the out-of-State institution shall demonstrate that the proposed program, for which the institution is making application:

(1) Meets a critical and compelling regional or Statewide need; and

This existing program meets a critical and compelling statewide need for several reasons.

First, the continued need for the existing program is shown below in Subsection (E) concerning market demand for the program.

Second, as indicated in the 2024-2028 Maryland State Workforce Development Plan, the state of Maryland has identified a strategic pillar focused on preparing the future workforce by transforming and expanding career-connected learning opportunities to ensure every young person has access to a family-sustaining career pathway, regardless of their plans to obtain a college degree.[1] By continuing to offer this program, Strayer University's Baltimore Peninsula campus will continue to help meet this critical need by offering necessary pathways for in-demand careers.

Third, the 2022 State Plan identifies several critical goals to address the state's evolving educational landscape, including advancing equitable access to education, ensuring affordability, improving student success, fostering diversity, driving innovation, and supporting economic development. As discussed below in Subsection C(2), by continuing to offer this existing program, Strayer University continues to align with and support the state in achieving these objectives, providing accessible and innovative education that meets Maryland's most pressing educational and economic needs.[2]

(2) Is consistent with the Maryland State Plan for Postsecondary Education.

Strayer University's existing program remains consistent with the 2022 State Plan, including the three primary goals of Access, Success, and Innovation.

Goal 1 of the 2022 State Plan (Access) states that postsecondary education in Maryland should "[e]nsure equitable access to affordable and high-quality postsecondary education for all

[1] https://wioaplans.ed.gov/node/459981
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Maryland residents." One of Strayer's long-standing core values is educational access. Specifically, as part of our Mission Statement, Strayer "provide[s] affordable postsecondary educational opportunities to a diverse population of eligible learners using multiple modalities and flexible approaches to enable students to earn credentials and degrees." One of the ways Strayer provides access is by being an open access institution. Another way Strayer provides access is through its affordability. As an example, since 2013 Strayer has maintained a successful Graduation Fund program to incentivize affordability and persistence where students earn a no-tuition cost course for every 3 courses they successfully complete to be redeemed at the end of their program. Strayer also provides students with no-cost access to Sophia, an online education platform that offers self-paced general education-level courses that are American Council on Education (ACE) recommended and transferrable (depending on the receiving institution's policies). Furthermore, Strayer provides access and flexibility because it operates on a quarter system, with four terms per year. Courses take place over eleven-week terms as well as five-week mini-sessions. To provide a consistent academic experience, Strayer offers common course curriculum across all delivery modalities. No matter where a student chooses to take their courses, whether at a campus or online, they will have access to the same course materials, support resources, and will master the same learning outcomes. Strayer has been offering these flexible educational opportunities to its students since the beginning of the 21st century, long before the COVID-19 pandemic. Strayer also actively works with employers to understand their talent acquisition, development and retention priorities, and to support their diversity, equity and inclusion initiatives. The university specializes in employer partnerships and products designed to expand access, choice, and affordability. More than 500 organizations invest in their employees by partnering with Strayer to offer access to tuition savings and other educational benefits. These partnerships also help employers to address some of the most important concerns many employees have about getting an education as working adults: cost, choice, quality and flexibility.

Goal 2 of the 2022 State Plan (Success) states that postsecondary education in Maryland should "[p]romote and implement practices and policies that will ensure student success." Another one of Strayer's long-standing core values is stakeholder success. Specifically, as part of our Mission Statement, Strayer "provide[s] opportunities and supportive learning environments to equip students, alumni and the Strayer University community with the tools to achieve academic, personal and professional success." One of the ways Strayer ensures student success is through its "Work and Learn" strategy which was designed to dynamically enhance student achievement, program effectiveness, and learning experiences. Through this strategic approach, the university aims to help students foster cognitive growth, demonstrate essential industry skills, earn valuable credentials, prepare them for successful careers, and ultimately enhance the return on student investment. By integrating market insights, skills-infused curriculum, and employer partnerships, this strategic holistic approach ensures programmatic pathways are aligned with market and employer demands. Also, as part of Strayer's mission-driven holistic support, it is committed to providing initiatives tailored to the needs of working adult students, many of whom are first-generation college students, or are returning to the classroom after many years away. The university provides admissions officers, academic coaches, and faculty, robust career services, campus resources and coaching to prepare students for the classroom, workplace, and other challenges related to physical, emotional, and financial well-being through its Center for Well-Being. The Center for Well-Being provides online resources and support for six dimensions of

well-being in educational environments: academics, career, essential needs, financials, mind and body, and social connection.

Goal 3 of the 2022 State Plan (Innovation) states that postsecondary education in Maryland should "[f]oster innovation in all aspects of Maryland higher education to improve access and student success." The last of Strayer's long-standing core values is academic quality. Specifically, as part of our Mission Statement, Strayer "provide[s] innovative, engaging and professionally relevant academic programs and experiences for our students." One of the ways Strayer demonstrates its innovation is through its skills-infused curriculum. In 2019, the university reimagined its general education program with a focus on 10 essential employability skills. Through engagement with employer partners and evaluating years of employer-trend research, Strayer recognized ten skills consistently identified as those that employers value across any industry. These skills were embedded into Strayer's general education curriculum, providing a solid foundation of behaviors and knowledge that are essential for academic and professional success. This program was designed to ensure students learn and demonstrate essential employability skills within the context of a traditional general education curriculum. The ten skills taught within the general education curriculum are: agility, communication, initiative, innovation, productivity, problem-solving, relationship building, results-driven, self and social-awareness, and technology. Strayer's goal is to continuously integrate practical skills development directly into the academic experience, building career currency throughout a student's academic journey. Strayer is also committed to the mission of evolving alongside the demands of a rapidly changing workplace, and to do this, the university is constantly exploring innovative approaches to education, including engaging technology that advances learning. As the majority of Strayer students take courses online, the university understands and values the critical need to meet them where they are. In response to student needs, the university deployed technologies such as WalkMe, an online navigational support tool helping students navigate Strayer's online systems; the Irving Chat Bot, a virtual AI assistant where students can connect for help with academic and administrative services; tutoring, library, and research resources; and IT Help Desk issues; and improved policies and practices that support neurodiverse learners by helping provide a neuroinclusive learning environment for all students through instructional design, career services, faculty and staff development, and student support to jointly and effectively support and empower students.

D. The out-of-State institution shall clearly state the demand and need for a program, for which the institution is making application, in terms of meeting present and future needs of the region and the State in general. Two kinds of need may be identified:

(1) Societal needs, including the tradition of liberal arts education, which provides immeasurable returns to the State in part by instilling in citizens a capacity for advanced learning and individual and societal benefits regardless of workforce or market demand considerations; and

The University's undergraduate programs, including the Associate in Arts in Business Administration, are thoughtfully designed to address both societal and workforce needs in the region and the state. These programs emphasize the enduring value of a liberal arts education while equipping students with the knowledge and skills necessary to thrive in a rapidly changing

world. The general education outcomes, developed with both the liberal arts tradition and the evolving demands of the modern workplace in mind, are integrated into the curriculum alongside University Core Competencies. This ensures that students not only gain a foundation in critical skills but also apply them throughout their academic journey, including within major-specific courses.

The University Core Competencies—professional competence, critical thinking, communication skills, analytical reasoning, ethical behavior, and information literacy—prepare students to navigate real-world challenges and contribute meaningfully to their professions and communities. These competencies are reinforced by General Education Program Outcomes, which include communication, problem-solving, data analysis and decision-making, and digital proficiency and productivity. Together, these outcomes enable students to engage, collaborate, and deliver results across diverse audiences and contexts.

By mapping these competencies and outcomes throughout the curriculum, the University instills in students the capacity to think critically, solve complex problems, and make informed decisions. These skills are further extended into major courses, where students deepen their expertise and practice applying their knowledge in discipline-specific contexts. This comprehensive approach ensures that graduates are not only prepared for immediate workforce demands but are also adaptable to future challenges, contributing to the region's and state's long-term societal and economic needs.

University Core Competencies:

- Professional competence – the ability to apply the knowledge and their disciplines to real-world settings to the benefit of their professions
- Critical thinking – the ability to analyze, evaluate and construct arguments based on their merits
- Communication skills – the ability to effectively interpret, compose and articulate ideas and information in a variety of formats and presentation methods
- Analytical reasoning – the ability to identify, evaluate and solve problems using quantitative and qualitative information
- Ethical behavior – the ability to evaluate complex issues and situations and make informed ethical choices
- Information literacy – the ability to locate, critically evaluate, and effectively use information for the purposes intended to include decision-making and problem-solving

General Education Program Outcomes:

- Communication: Use key communication skills (oral, written, and listening) to engage, inform, and collaborate within a variety of audiences and settings.
- Problem Solving: Solve complex problems through critical exploration, analysis, evaluation, and construction of probable solutions in various contexts and life situations while considering diverse and ethical perspectives.
- Data Analysis and Decision Making: Make informed decisions through the examination of ideas, data, information, and potential solutions in various contexts and settings.

- Digital Proficiency and Productivity: Use digital tools and strategies to deliver results in various contexts and life situations.

(2) Occupational needs relative to meeting workforce requirements or upgrading vocational or technical skills.

See Subsection (E) below.

E. Market Demand Data.

(1) The out-of-State institution shall present data projecting market demand and the availability of openings in the job market to be served by the new program for which the institution is making application. The type of information submitted will vary, depending on the program, but may include workforce and employment projections prepared by the federal and State governments as well as professional and trade associations.

The completion of a certificate program or an Associate's, Bachelor's, or Master's degree in Business Administration is highly desirable for those students in Maryland seeking a solid foundation for their professional goals.

National Demand:
Graduates in the field of Business Administration find themselves ready for any number of career choices. The U.S Department of Labor lists more than 20 subcategories of job classifications under the umbrella of "Business and Financial Management,"[3] such as General and Operations Manager, Project Management Specialist, and Management Analyst, making job opportunities varied for Business Administration majors. The Bureau of Labor and Statistics projects employment in business and financial occupations to grow faster than the average for all occupations from 2023 to 2033. About 963,500 openings are projected each year, on average, in these occupations due to employment growth and the need to replace workers who leave the occupations permanently.

Business Administration-related career	*USDOL Job Outlook (National)*
General and Operations Manager/Administrative Services Manager	Employment of administrative services managers is projected to grow 6% from 2023 to 2033, faster than the average for all occupations. Demand for administrative services managers is expected to be particularly strong for those working in records and information management. As cloud computing continues to expand, these workers will have a critical role in helping organizations develop new records and information management practices and in maintaining data security.[4]
Project Management	Employment of project management specialists is projected

[3] http://www.bls.gov/ooh/business-and-financial/home.htm
[4] http://www.bls.gov/ooh/management/administrative-services-managers.htm#tab-1

Specialist	to grow seven percent from 2023 to 2033, faster than the average for all occupations. As organizations seek ways to maintain and improve productivity, employment of project management specialists is expected to increase.[5]
Management Analyst	Employment of management analysts is projected to grow 11 percent from 2023 to 2033, much faster than the average for all occupations. Demand for the services of these workers will grow as organizations continue to seek ways to improve efficiency and control costs.[6]

(2) With the exception of programs in the liberal arts, recently collected, existing, or new market surveys shall be used which clearly provide quantifiable and reliable data from prospective employers on the educational and training needs, and the anticipated number of vacancies, expected over the next 5 years.

State Demand:
As of November, 2024, the Maryland Workforce Exchange lists nearly 5,000 jobs currently available to potential employees possessing a certificate or degree in the field of Business Administration.[7]

In addition to this immediate need, employment projections reveal encouraging trends for the profession in both the short and long term. Between 2023 and 2025, employment for general and operations managers is expected to grow from 82,197 to 84,709, adding just over 2,500 new positions—a 3.1% increase.[8] Looking further ahead, from 2022 to 2032, the profession is projected to increase by 8.8% or 8,580 new positions.[9]

Business Administration-related career	*Sample Knowledge, Skills, and Abilities*	*Maryland Department of Labor – Occupation Outlook*[10]
General and Operations Manager/Administrative Services Manager	Administration and Management; Economics and Accounting; Mathematics; Reading Comprehension; Critical Thinking; Written Expression	11-1021.00 Projected Growth (2022-2032): +9% 8,852 annual job openings

[5] http://www.bls.gov/ooh/business-and-financial/cost-estimators.htm
[6] http://www.bls.gov/ooh/business-and-financial/management-analysts.htm
[7] https://mwejobs.maryland.gov/vosnet/Default.aspx
[8] https://www.labor.maryland.gov/lmi/iandoprojshort/
[9] https://www.dllr.state.md.us/lmi/iandoproj/maryland.shtml
[10] Maryland Department of Labor, Maryland Occupational Projections - 2023 - 2025 - Workforce Information and Performance https://www.labor.maryland.gov/lmi/iandoproj/maryland.shtml (visited *November 24, 2024*).

Project Management Specialist	Analyzing Data or Information; Problem Solving; Critical Thinking; Strong Communication	13-1082.00 Projected Growth (2022-2032): +11% 3,014 annual job openings
Management Analyst	Administration and Management; Complex Problem Solving; Written Expression; Analyzing Data or Information	13-1111.00 Projected Growth (2022-2032): +11% 2,605 annual job openings

(1) In assessing demand for a new program, for which the institution is making application, an institution shall also present data showing the current supply of graduates in that program area in the State and region.

The number of graduates from Maryland institutions of higher education indicates an unmet need for business administration graduates at all levels. On a state-wide basis, there are close to 5,000 jobs available in the business and professional services sector, but just under 1,300 new associate in business administration graduates entering the workforce from Maryland institutions. In addition to enrolling students seeking to enter the job market in a given industry, Strayer also educates many of its students while they are still working. We believe that, in addition to filling unmet need, we also meet the needs of people who are in the workforce and want to move up.

Maryland Institution Graduates[11]

	Degree Level Completions (2013)	**Degree Level Completions (2023)**	**% Change**
Associate in Arts in Business Administration	1,375	1,292	-6%

F. Faculty Information.

Commission authorization is by academic program; therefore, each program is reviewed independently to determine compliance with COMAR 13B.02.01.16. In addition to the Faculty Compliance Report included with your supporting documentation, please provide the following information:

(a) List all faculty that are to teach in the first year (or cycle) of the program at this location. For each faculty member provide the following information: COMAR 13B.02.01.16A, B, and C.

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

[11] (2024, November). Program Overview. Retrieved from Lightcast. https://lightcast.io/try-lightcast

(2) the degrees the individual holds
(3) the degrees areas of specialization; and
(4) whether or not the faculty member is full-time or part-time (adjunct) at your parent institution.

Please see attached list of the faculty members assigned to the White Marsh location; they will also be assigned to the relocated Baltimore Peninsula location.

(b) Please include a curriculum vitae/resume for each potential faculty member.

Please see attached curriculum vitae for the above-referenced faculty members.

Office Use Only: PP#

Cover Sheet for In-State Institutions
New Program or Substantial Modification to Existing Program

Institution Submitting Proposal	Strayer University

Each action below requires a separate proposal and cover sheet.

- (●) New Academic Program
- ( ) New Area of Concentration
- ( ) New Degree Level Approval
- ( ) New Stand-Alone Certificate
- ( ) Substantial Change to a Degree Program
- ( ) Cooperative Degree Program
- ( ) Off Campus Program
- ( ) Offer Program at Regional Higher Education Ctr.

Department Proposing Program	Strayer University	
Degree Level and Degree Type	Associate in Arts	
Title of Proposed Program	Information Technology	
Total Number of Credits	90	
Suggested Codes	HEGIS:	CIP: 11.1006
Program Modality	( ) On-campus ( ) Distance Education (*fully online*) (●) Both	
Program Resources	(●) Using Existing Resources ( ) Requiring New Resources	
Projected Implementation Date	( ) Fall ( ) Spring (●) Summer	Year: 2025
Provide Link to Most Recent Academic Catalog	URL: https://strayer.smartcatalogiq.com/2024-2025/catalog/	
Preferred Contact for this Proposal	Name: Lisa Sincere	
	Title: Associate General Counsel	
	Phone: (703) 713-1849	
	Email: Lisa.Sincere@strategiced.com	
President/Chief Executive	Type Name: Dr. Antoinette Farmer-Thompson	
	Signature: [signature]	Date: 12/19/2024
Approval/Endorsement by Governing Board	Type Name: Dr. Antoinette Farmer-Thompson	
	Signature: [signature]	Date: 12/19/2024

Revised 5/7/18

ASSOCIATE IN ARTS IN INFORMATION TECHNOLOGY

II. Application Questionnaire

Section 2: Program Information

A/B. Pursuant to COMAR 13B.02.01.06A, the institution shall present evidence demonstrating the educational need to establish operations, offer programs, and award degrees in question in the State. This shall include the evidence required by COMAR 13B.02.01.06B and listed below.

Strayer University is proud of its over 130 year history of serving working adults. The University was founded in Baltimore in 1892 by education pioneer Irving Strayer, and has been regionally accredited by the Middle States Commission on Higher Education since 1981. It has offered programs in Maryland under MHEC's jurisdiction since 1997.

The University has been successfully operating at its present White Marsh/Baltimore Campus location, at 9920 Franklin Square Drive, Suite 200, Baltimore, MD 21236 since 1999. The University is planning to move to improved campus space in downtown Baltimore from its present location northeast of downtown Baltimore, subject to MHEC approval of the new location, including approval of its programs at this new location.

This application seeks the approval of MHEC to offer the same Associate in Arts in Information Technology program it offers on its present White Marsh Campus, at the new campus site at 301 Mission Street in Baltimore. The students served by this program at the new location, the faculty used to teach it, and the administrators who will oversee it, are all the same as they are at the current location.

B. The evidence required by §A of this regulation shall include:

(1) The degree to be awarded;

Associate in Arts

(2) The area of specialization;

Information Technology

(3) The purpose or objective of the program or course of study to be offered (please include a program description and identify all learning outcomes);

Program Description – The Associate in Arts in Information Technology program is designed to prepare students for the technologies required to support organizational processes. This program allows the student to explore state-of-the-art information technology systems and concepts in order to gain a broader awareness of the competencies and skills required to support such systems.

ASSOCIATE IN ARTS IN INFORMATION TECHNOLOGY

Program Learning Outcomes –

- The graduate will be able to describe fundamental IT technologies and their purpose.
- The graduate will be able to apply fundamental IT knowledge and skills to enhance organizational performance.
- The graduate will be able to communicate technical information to a range of audiences using a variety of communication modes.
- The graduate will be able to apply fundamental security practices in using and managing information technology and systems.

(4) Specific academic content of the program or course of study;

Please see Strayer University's Catalog for course descriptions at: https://strayer.smartcatalogiq.com/en/2024-2025/catalog/programs/undergraduate-programs/information-technology-associate-in-arts/.

All Courses are 4.5 quarter credit hours. The program is 90 quarter credit hours in length.

The program's CIP Code is: 11.1006

Area I: Major	
BUS 100	Introduction to Business
CIS 106	Introduction to Information Technology
CIS 109	Introduction to Management Information Systems
CIS 110	Computer Programming Design
CIS 111	Introduction to Relational Database Management Systems OR
CIS 112	Introduction to Cloud Computing
CIS 175	Introduction to Networking
CIS 312	Computer Architecture
Area II: General Education Core	
CIS 101	Navigating a Digital World
COM 100	Communication at Work
COM 200	Communication: The Key to Working Together
ECO 110	Taking Charge of Your Economic Future
ENG 116	Discover the Writer in You
ENG 201	The Power of Persuasion
HIS 110	U.S. History: Learn from the Past, Prepare for the Future
HUM 201	Exploring Cultures: Adapting in a Global World
MAT 110	Using Math to Inform Your World
PSY 101	Smarter Decisions through Psychology
SCI 201	Unlocking the Secrets of Science and Innovation
SOC 101	The Story of Us: Embracing Diversity and Collaboration
WRK 100	Preparing for the Future of Work
Area III: Elective	
1 Elective Course	

(5) The quality of the proposed program in comparison to existing programs;

As an initial matter, it should be noted that this Associate in Arts in Information Technology program is in fact itself an existing program. As described above, Strayer is seeking to offer the same Associate in Arts in Information Technology program currently being offered to students at its White Marsh Campus to those same students at its new location, to be delivered at the new Baltimore/Peninsula location and overseen at the new location by the same faculty and administrators as at the current location. Thus, the program is not duplicative of the currently available programs in Maryland.

In addition, the University notes that this program is distinct from similar programs offered by other institutions, since no other institution in the state offers students the unique combination of attributes possessed by Strayer University. First, Strayer has been focused on educating non-traditional students and working adults (who are traditionally under-served) in high demand fields since its founding in Maryland in 1892, and thus brings more than 130 years of experience to the task of serving today's working adult, non-traditional student in Maryland. Specifically, approximately 92% of Strayer students enroll part-time and many are working adults who require flexibility to balance multiple responsibilities that include career, family, childcare and/or elder care. Strayer University students align with the definition of non-traditional students as defined in the U.S. Department of Education's National Center for Education Statistics, Nontraditional Undergraduates 2002 publication. Second, the diversity within our student body is a great asset, enhancing the educational experience for all students. The average age of Strayer students is 37 and 71% identify as women. Racially diverse students make up almost 70% of our student body: 53% are Black or African American, 31% White, 8% Hispanic or Latino, 5% "race and ethnicity other," 2% two or more races and 1% Asian. Third, this program offers the flexibility of online courses to meet students when and where they are, while also providing access to on-ground courses. Today's students prefer the flexibility that Strayer's programs offer. Fourth, the flexibility carries over into our four starts per year (Winter, Spring, Summer and Fall) so that working adult students can begin their program when they are ready, and can stop and start their program as needed to fit their lives. Lastly, a majority of the University's instructors are practitioner-based faculty with real-world experiences they share with their students.

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[2] https://mhec.maryland.gov/Pages/2021-2025-Maryland-State-Plan-for-Higher-Education.aspx

Maryland residents." One of Strayer's long-standing core values is educational access. Specifically, as part of our Mission Statement, Strayer "provide[s] affordable postsecondary educational opportunities to a diverse population of eligible learners using multiple modalities and flexible approaches to enable students to earn credentials and degrees." One of the ways Strayer provides access is by being an open access institution. Another way Strayer provides access is through its affordability. As an example, since 2013 Strayer has maintained a successful Graduation Fund program to incentivize affordability and persistence where students earn a no-tuition cost course for every 3 courses they successfully complete to be redeemed at the end of their program. Strayer also provides students with no-cost access to Sophia, an online education platform that offers self-paced general education-level courses that are American Council on Education (ACE) recommended and transferrable (depending on the receiving institution's policies). Furthermore, Strayer provides access and flexibility because it operates on a quarter system, with four terms per year. Courses take place over eleven-week terms as well as five-week mini-sessions. To provide a consistent academic experience, Strayer offers common course curriculum across all delivery modalities. No matter where a student chooses to take their courses, whether at a campus or online, they will have access to the same course materials, support resources, and will master the same learning outcomes. Strayer has been offering these flexible educational opportunities to its students since the beginning of the 21st century, long before the COVID-19 pandemic. Strayer also actively works with employers to understand their talent acquisition, development and retention priorities, and to support their diversity, equity and inclusion initiatives. The university specializes in employer partnerships and products designed to expand access, choice, and affordability. More than 500 organizations invest in their employees by partnering with Strayer to offer access to tuition savings and other educational benefits. These partnerships also help employers to address some of the most important concerns many employees have about getting an education as working adults: cost, choice, quality and flexibility.

Goal 2 of the 2022 State Plan (Success) states that postsecondary education in Maryland should "[p]romote and implement practices and policies that will ensure student success." Another one of Strayer's long-standing core values is stakeholder success. Specifically, as part of our Mission Statement, Strayer "provide[s] opportunities and supportive learning environments to equip students, alumni and the Strayer University community with the tools to achieve academic, personal and professional success." One of the ways Strayer ensures student success is through its "Work and Learn" strategy which was designed to dynamically enhance student achievement, program effectiveness, and learning experiences. Through this strategic approach, the university aims to help students foster cognitive growth, demonstrate essential industry skills, earn valuable credentials, prepare them for successful careers, and ultimately enhance the return on student investment. By integrating market insights, skills-infused curriculum, and employer partnerships, this strategic holistic approach ensures programmatic pathways are aligned with market and employer demands. Also, as part of Strayer's mission-driven holistic support, it is committed to providing initiatives tailored to the needs of working adult students, many of whom are first-generation college students, or are returning to the classroom after many years away. The university provides admissions officers, academic coaches, and faculty, robust career services, campus resources and coaching to prepare students for the classroom, workplace, and other challenges related to physical, emotional, and financial well-being through its Center for Well-Being. The Center for Well-Being provides online resources and support for six dimensions of

well-being in educational environments: academics, career, essential needs, financials, mind and body, and social connection.

Goal 3 of the 2022 State Plan (Innovation) states that postsecondary education in Maryland should "[f]oster innovation in all aspects of Maryland higher education to improve access and student success." The last of Strayer's long-standing core values is academic quality. Specifically, as part of our Mission Statement, Strayer "provide[s] innovative, engaging and professionally relevant academic programs and experiences for our students." One of the ways Strayer demonstrates its innovation is through its skills-infused curriculum. In 2019, the university reimagined its general education program with a focus on 10 essential employability skills. Through engagement with employer partners and evaluating years of employer-trend research, Strayer recognized ten skills consistently identified as those that employers value across any industry. These skills were embedded into Strayer's general education curriculum, providing a solid foundation of behaviors and knowledge that are essential for academic and professional success. This program was designed to ensure students learn and demonstrate essential employability skills within the context of a traditional general education curriculum. The ten skills taught within the general education curriculum are: agility, communication, initiative, innovation, productivity, problem-solving, relationship building, results-driven, self and social-awareness, and technology. Strayer's goal is to continuously integrate practical skills development directly into the academic experience, building career currency throughout a student's academic journey. Strayer is also committed to the mission of evolving alongside the demands of a rapidly changing workplace, and to do this, the university is constantly exploring innovative approaches to education, including engaging technology that advances learning. As the majority of Strayer students take courses online, the university understands and values the critical need to meet them where they are. In response to student needs, the university deployed technologies such as WalkMe, an online navigational support tool helping students navigate Strayer's online systems; the Irving Chat Bot, a virtual AI assistant where students can connect for help with academic and administrative services; tutoring, library, and research resources; and IT Help Desk issues; and improved policies and practices that support neurodiverse learners by helping provide a neuroinclusive learning environment for all students through instructional design, career services, faculty and staff development, and student support to jointly and effectively support and empower students.

D. The out-of-State institution shall clearly state the demand and need for a program, for which the institution is making application, in terms of meeting present and future needs of the region and the State in general. Two kinds of need may be identified:

(1) Societal needs, including the tradition of liberal arts education, which provides immeasurable returns to the State in part by instilling in citizens a capacity for advanced learning and individual and societal benefits regardless of workforce or market demand considerations; and

The University's undergraduate programs, including the Associate in Arts in Information Technology, are thoughtfully designed to address both societal and workforce needs in the region and the state. These programs emphasize the enduring value of a liberal arts education while equipping students with the knowledge and skills necessary to thrive in a rapidly changing

world. The general education outcomes, developed with both the liberal arts tradition and the evolving demands of the modern workplace in mind, are integrated into the curriculum alongside University Core Competencies. This ensures that students not only gain a foundation in critical skills but also apply them throughout their academic journey, including within major-specific courses.

The University Core Competencies—professional competence, critical thinking, communication skills, analytical reasoning, ethical behavior, and information literacy—prepare students to navigate real-world challenges and contribute meaningfully to their professions and communities. These competencies are reinforced by General Education Program Outcomes, which include communication, problem-solving, data analysis and decision-making, and digital proficiency and productivity. Together, these outcomes enable students to engage, collaborate, and deliver results across diverse audiences and contexts.

By mapping these competencies and outcomes throughout the curriculum, the University instills in students the capacity to think critically, solve complex problems, and make informed decisions. These skills are further extended into major courses, where students deepen their expertise and practice applying their knowledge in discipline-specific contexts. This comprehensive approach ensures that graduates are not only prepared for immediate workforce demands but are also adaptable to future challenges, contributing to the region's and state's long-term societal and economic needs.

University Core Competencies:

- Professional competence – the ability to apply the knowledge and their disciplines to real-world settings to the benefit of their professions
- Critical thinking – the ability to analyze, evaluate and construct arguments based on their merits
- Communication skills – the ability to effectively interpret, compose and articulate ideas and information in a variety of formats and presentation methods
- Analytical reasoning – the ability to identify, evaluate and solve problems using quantitative and qualitative information
- Ethical behavior – the ability to evaluate complex issues and situations and make informed ethical choices
- Information literacy – the ability to locate, critically evaluate, and effectively use information for the purposes intended to include decision-making and problem-solving

General Education Program Outcomes:

- Communication: Use key communication skills (oral, written, and listening) to engage, inform, and collaborate within a variety of audiences and settings.
- Problem Solving: Solve complex problems through critical exploration, analysis, evaluation, and construction of probable solutions in various contexts and life situations while considering diverse and ethical perspectives.
- Data Analysis and Decision Making: Make informed decisions through the examination of ideas, data, information, and potential solutions in various contexts and settings.

- Digital Proficiency and Productivity: Use digital tools and strategies to deliver results in various contexts and life situations.

(2) Occupational needs relative to meeting workforce requirements or upgrading vocational or technical skills.

See Subsection (E) below.

E. Market Demand Data.

(1) The out-of-State institution shall present data projecting market demand and the availability of openings in the job market to be served by the new program for which the institution is making application. The type of information submitted will vary, depending on the program, but may include workforce and employment projections prepared by the federal and State governments as well as professional and trade associations.

The completion of an Associate's or Bachelor's degree in Information Technology presents increasing career opportunities for students and employees in Maryland seeking to advance their professional goals.

National Demand:
Graduates in the field of Information Technology find themselves ready for any number of career choices. The U.S Department of Labor lists several types of job classifications under the umbrella of "Computer and Information Technology Occupations,"[3] such as Computer Support Specialist for those prospective employees possessing an Associate's degree in Information Technology; and Computer Systems Analyst, and Software Developers, Systems Software for those graduates with a Bachelor's degree in Information Technology.

Information Technology-related career	*USDOL Job Outlook (National)*
Computer Support Specialists	Employment of computer support specialists is projected to grow 6% from 2023–2033, faster than the average for all occupations. Computer support specialists will be needed to provide technical help and training to users with new hardware or software. However, this demand may be offset somewhat as organizations continue to implement automated tools, such as chatbots, for troubleshooting. This use of automation may free up some computer support specialists to handle more complex cases and troubleshooting that require attention. Some businesses, especially smaller ones with minimal information technology (IT) requirements, may find it more cost effective to contract with outside firms for these

[3] http://www.bls.gov/ooh/computer-and-information-technology/home.htm

	services rather than to hire computer support specialists directly.[4]
Computer Systems Analyst	Employment of computer systems analysts is projected to grow 11% from 2023–2033, much faster than the average for all occupations. As organizations across the economy continue to rely on and expand information technology (IT), computer systems analysts will be hired to design and install new computer systems. Small firms with minimal IT requirements may find it more cost effective to contract with outside firms for these services rather than to hire computer systems analysts directly.[5]
Software Developers, Quality Assurance Analysts, and Testers	Employment of software developers is projected to grow 17% from 2023–2033, much faster than the average for all occupations. Increased demand for software developers, software quality assurance analysts, and testers will stem from the continued expansion of software development for artificial intelligence (AI), Internet of Things (IoT), robotics, and other automation applications. In response to concerns over threats to computer security, organizations are expected to increase investment in software that protects their electronic networks and infrastructure. This investment could result in an increased demand for developers to create security software and for quality assurance analysts and testers to create and execute software tests.[6]

(2) With the exception of programs in the liberal arts, recently collected, existing, or new market surveys shall be used which clearly provide quantifiable and reliable data from prospective employers on the educational and training needs, and the anticipated number of vacancies, expected over the next 5 years.

State Demand:
As of November 2024, the Maryland Workforce Exchange lists 3,387 positions in Information Technology.[7]

Information Technology-related career	*Sample Knowledge, Skills, and Abilities*	*Maryland Department of Labor – Occupation Outlook*[8]
Computer Network	Computers and	15.1231.00

[4] http://www.bls.gov/ooh/computer-and-information-technology/computer-support-specialists.htm#tab-6
[5] http://www.bls.gov/ooh/computer-and-information-technology/computer-systems-analysts.htm#tab-6
[6] http://www.bls.gov/ooh/computer-and-information-technology/software-developers.htm#tab-6
[7] https://mwejobs.maryland.gov/vosnet/Default.aspx
[8] Maryland Department of Labor, Maryland Occupational Projections - 2023 - 2025 - Workforce Information and Performance https://www.labor.maryland.gov/lmi/iandoproj/maryland.shtml (visited *November 24, 2024*).

Support Specialist	Electronics; Engineering and Technology; Reading Comprehension; Inductive Reasoning	Projected Growth (2022-2032): +14% 828 annual job openings
Computer User Support Specialist	Computers and Electronics; Engineering and Technology; Reading Comprehension; Inductive Reasoning	15.1232.00 Projected Growth (2022-2032): +11% 972 annual job openings
Computer Systems Analyst	Computers and Electronics; Engineering and Technology; Systems Analysis; Category Flexibility	15-1211.00 Projected Growth (2022-2032): +16% 1,223annual job openings
Software Developers	Computers and Electronics; Engineering and Technology; Complex Problem Solving; Written Comprehension	15-1252.00 Projected Growth (2022-2032): +31% 3,232 annual job openings

(3) In assessing demand for a new program, for which the institution is making application, an institution shall also present data showing the current supply of graduates in that program area in the State and region.

In 2023, there were only 21 graduates with an Associate in Information Technology from Maryland institutions, highlighting the need to produce more graduates to meet the growing demand. In addition to enrolling students seeking to enter the job market in a given industry, Strayer also educates many of its students while they are still working. We believe that, in addition to filling demand needs of people wanting to enter the workforce, we also meet the needs of people who are in the workforce and want to move up.

Maryland Institution Graduates[9]

	Degree Level Completions (2013)	**Degree Level Completions (2023)**	**% Change**
Associate in Arts in Information Technology	23	21	-9%

[9] (2024, November). Program Overview. Retrieved from Lightcast. https://lightcast.io/try-lightcast

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F. Faculty Information.

Commission authorization is by academic program; therefore, each program is reviewed independently to determine compliance with COMAR 13B.02.01.16. In addition to the Faculty Compliance Report included with your supporting documentation, please provide the following information:

(a) List all faculty that are to teach in the first year (or cycle) of the program at this location. For each faculty member provide the following information: COMAR 13B.02.01.16A, B, and C.

(1) the course(s) the faculty might soon teach;
(2) the degrees the individual holds
(3) the degrees areas of specialization; and
(4) whether or not the faculty member is full-time or part-time (adjunct) at your parent institution.

Please see attached list of the faculty members assigned to the White Marsh location; they will also be assigned to the relocated Baltimore Peninsula location.

(b) Please include a curriculum vitae/resume for each potential faculty member.

Please see attached curriculum vitae for the above-referenced faculty members.

Office Use Only: PP#

Cover Sheet for In-State Institutions
New Program or Substantial Modification to Existing Program

Institution Submitting Proposal	Strayer University

Each action below requires a separate proposal and cover sheet.

- (●) New Academic Program
- ( ) New Area of Concentration
- ( ) New Degree Level Approval
- ( ) New Stand-Alone Certificate
- ( ) Substantial Change to a Degree Program
- ( ) Cooperative Degree Program
- ( ) Off Campus Program
- ( ) Offer Program at Regional Higher Education Ctr.

Department Proposing Program	Strayer University	
Degree Level and Degree Type	Associate in Arts	
Title of Proposed Program	Marketing	
Total Number of Credits	90	
Suggested Codes	HEGIS:	CIP: 52.1499
Program Modality	( ) On-campus ( ) Distance Education (*fully online*) (●) Both	
Program Resources	(●) Using Existing Resources ( ) Requiring New Resources	
Projected Implementation Date	( ) Fall ( ) Spring (●) Summer	Year: 2025
Provide Link to Most Recent Academic Catalog	URL: https://strayer.smartcatalogiq.com/2024-2025/catalog/	
Preferred Contact for this Proposal	Name: Lisa Sincere	
	Title: Associate General Counsel	
	Phone: (703) 713-1849	
	Email: Lisa.Sincere@strategiced.com	
President/Chief Executive	Type Name: Dr. Antoinette Farmer-Thompson	
	Signature:	Date: 12/19/2024
Approval/Endorsement by Governing Board	Type Name: Dr. Antoinette Farmer-Thompson	
	Signature:	Date: 12/19/2024

Revised 5/7/18

ASSOCIATE IN ARTS IN MARKETING

II. Application Questionnaire

Section 2: Program Information

A/B. Pursuant to COMAR 13B.02.01.06A, the institution shall present evidence demonstrating the educational need to establish operations, offer programs, and award degrees in question in the State. This shall include the evidence required by COMAR 13B.02.01.06B and listed below.

Strayer University is proud of its over 130 year history of serving working adults. The University was founded in Baltimore in 1892 by education pioneer Irving Strayer, and has been regionally accredited by the Middle States Commission on Higher Education since 1981. It has offered programs in Maryland under MHEC's jurisdiction since 1997.

The University has been successfully operating at its present White Marsh/Baltimore Campus location, at 9920 Franklin Square Drive, Suite 200, Baltimore, MD 21236 since 1999. The University is planning to move to improved campus space in downtown Baltimore from its present location northeast of downtown Baltimore, subject to MHEC approval of the new location, including approval of its programs at this new location.

This application seeks the approval of MHEC to offer the same Associate in Arts in Marketing program it offers on its present White Marsh Campus, at the new campus site at 301 Mission Street in Baltimore. The students served by this program at the new location, the faculty used to teach it, and the administrators who will oversee it, are all the same as they are at the current location.

B. The evidence required by §A of this regulation shall include:

(1) The degree to be awarded;

Associate in Arts

(2) The area of specialization;

Marketing

(3) The purpose or objective of the program or course of study to be offered (please include a program description and identify all learning outcomes);

Program Description – The Associate in Arts in Marketing program focuses on developing marketing skills to understand consumer behaviors and devise marketing plans to attract customers. Students will learn how to use a variety of marketing skills to improve business traffic and attract new business. The program will prepare students for careers in small and large marketing operations.

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Program Learning Outcomes –

- The graduate will be able to establish the intersection of core business functions with marketing operations.
- The graduate will be able to examine the behavior of current and potential customers to inform marketing operations.
- The graduate will be able to formulate marketing plans that align with marketing principles and utilize relevant technology.
- The graduate will be able to propose marketing plans that are ethically sound.

(4) Specific academic content of the program or course of study;

Please see Strayer University's Catalog for course descriptions at: https://strayer.smartcatalogiq.com/en/2024-2025/catalog/programs/undergraduate-programs/marketing-associate-in-arts/.

All Courses are 4.5 quarter credit hours. The program is 90 quarter credit hours in length.

The program's CIP Code is: 52.1499.

Area I: Major	
ACC 100	Accounting I
BUS 100	Introduction to Business
MKT 100	Principles of Marketing
MKT 305	Consumer Behavior
MKT 310	Retail Management
MKT 312	Marketing Communication OR
MKT 330	Marketing Research and Digital Analysis
MKT 325	Social Media Marketing
Area II: General Education Core	
CIS 101	Navigating a Digital World
COM 100	Communication at Work
COM 200	Communication: The Key to Working Together
ECO 110	Taking Charge of Your Economic Future
ENG 116	Discover the Writer in You
ENG 201	The Power of Persuasion
HIS 110	U.S. History: Learn from the Past, Prepare for the Future
HUM 201	Exploring Cultures: Adapting in a Global World
MAT 110	Using Math to Inform Your World
PSY 101	Smarter Decisions through Psychology
SCI 201	Unlocking the Secrets of Science and Innovation
SOC 101	The Story of Us: Embracing Diversity and Collaboration
WRK 100	Preparing for the Future of Work
Area III: Elective	
1 Elective Course	

(5) The quality of the proposed program in comparison to existing programs;

As an initial matter, it should be noted that this Associate in Arts in Marketing program is in fact itself an existing program. As described above, Strayer is seeking to offer the same Associate in Arts in Marketing program currently being offered to students at its White Marsh Campus to those same students at its new Baltimore Peninsula location, to be delivered at the new location and overseen at the new location by the same faculty and administrators as at the current location. Thus, the program is not duplicative of the currently available programs in Maryland.

In addition, the University notes that this program is distinct from similar programs offered by other institutions, since no other institution in the state offers students the unique combination of attributes possessed by Strayer University. First, Strayer has been focused on educating non-traditional students and working adults (who are traditionally under-served) in high demand fields since its founding in Maryland in 1892, and thus brings more than 130 years of experience to the task of serving today's working adult, non-traditional student in Maryland. Specifically, approximately 92% of Strayer students enroll part-time and many are working adults who require flexibility to balance multiple responsibilities that include career, family, childcare and/or elder care. Strayer University students align with the definition of non-traditional students as defined in the U.S. Department of Education's National Center for Education Statistics, Nontraditional Undergraduates 2002 publication. Second, the diversity within our student body is a great asset, enhancing the educational experience for all students. The average age of Strayer students is 37 and 71% identify as women. Racially diverse students make up almost 70% of our student body: 53% are Black or African American, 31% White, 8% Hispanic or Latino, 5% "race and ethnicity other," 2% two or more races and 1% Asian. Third, this program offers the flexibility of online courses to meet students when and where they are, while also providing access to on-ground courses. Today's students prefer the flexibility that Strayer's programs offer. Fourth, the flexibility carries over into our four starts per year (Winter, Spring, Summer and Fall) so that working adult students can begin their program when they are ready, and can stop and start their program as needed to fit their lives. Lastly, a majority of the University's instructors are practitioner-based faculty with real-world experiences they share with their students.

(6) An analysis of the market for the program. Include information on the student population that will be served by the program, the roles and pathways for which this program will prepare students, and what distinguishes the proposed program from similar programs in the State; and

See below in Subsection (E).

(7) The State's equal educational opportunity obligations under State and federal law.

The University's non-discrimination policy is provided in the catalog as follows:

> Strayer University is an equal opportunity educational institution. The university is committed to a policy of equal opportunity in the provision of educational

> programs, activities and benefits to students, as well as equal opportunity in all aspects of employment. Strayer University does not discriminate on the basis of age, sex, gender identity, color, race, religion, disability, sexual orientation, marital status, veteran status, national origin or any other basis prohibited by federal, state or local laws and regulations and does not tolerate such discrimination by its students, staff and faculty.

The University's commitment to equal opportunity is demonstrated by the makeup of its student body. As of December 2023, almost 70% of the University's students were racially diverse, 71% were female, and the average age was 37.

C. In addition, the out-of-State institution shall demonstrate that the proposed program, for which the institution is making application:

(1) Meets a critical and compelling regional or Statewide need; and

This existing program meets a critical and compelling statewide need for several reasons.

First, the continued need for the existing program is shown below in Subsection (E) concerning market demand for the program.

Second, as indicated in the 2024-2028 Maryland State Workforce Development Plan, the state of Maryland has identified a strategic pillar focused on preparing the future workforce by transforming and expanding career-connected learning opportunities to ensure every young person has access to a family-sustaining career pathway, regardless of their plans to obtain a college degree.[1] By continuing to offer this program, Strayer University's Baltimore Peninsula campus will continue to help meet this critical need by offering necessary pathways for in-demand careers.

Third, the 2022 State Plan identifies several critical goals to address the state's evolving educational landscape, including advancing equitable access to education, ensuring affordability, improving student success, fostering diversity, driving innovation, and supporting economic development. As discussed below in Subsection C(2), by continuing to offer this existing program, Strayer University continues to align with and support the state in achieving these objectives, providing accessible and innovative education that meets Maryland's most pressing educational and economic needs.[2]

(2) Is consistent with the Maryland State Plan for Postsecondary Education.

Strayer University's existing program remains consistent with the 2022 State Plan, including the three primary goals of Access, Success, and Innovation.

Goal 1 of the 2022 State Plan (Access) states that postsecondary education in Maryland should "[e]nsure equitable access to affordable and high-quality postsecondary education for all

[1] https://wioaplans.ed.gov/node/459981
[2] https://mhec.maryland.gov/Pages/2021-2025-Maryland-State-Plan-for-Higher-Education.aspx

Maryland residents." One of Strayer's long-standing core values is educational access. Specifically, as part of our Mission Statement, Strayer "provide[s] affordable postsecondary educational opportunities to a diverse population of eligible learners using multiple modalities and flexible approaches to enable students to earn credentials and degrees." One of the ways Strayer provides access is by being an open access institution. Another way Strayer provides access is through its affordability. As an example, since 2013 Strayer has maintained a successful Graduation Fund program to incentivize affordability and persistence where students earn a no-tuition cost course for every 3 courses they successfully complete to be redeemed at the end of their program. Strayer also provides students with no-cost access to Sophia, an online education platform that offers self-paced general education-level courses that are American Council on Education (ACE) recommended and transferrable (depending on the receiving institution's policies). Furthermore, Strayer provides access and flexibility because it operates on a quarter system, with four terms per year. Courses take place over eleven-week terms as well as five-week mini-sessions. To provide a consistent academic experience, Strayer offers common course curriculum across all delivery modalities. No matter where a student chooses to take their courses, whether at a campus or online, they will have access to the same course materials, support resources, and will master the same learning outcomes. Strayer has been offering these flexible educational opportunities to its students since the beginning of the 21st century, long before the COVID-19 pandemic. Strayer also actively works with employers to understand their talent acquisition, development and retention priorities, and to support their diversity, equity and inclusion initiatives. The university specializes in employer partnerships and products designed to expand access, choice, and affordability. More than 500 organizations invest in their employees by partnering with Strayer to offer access to tuition savings and other educational benefits. These partnerships also help employers to address some of the most important concerns many employees have about getting an education as working adults: cost, choice, quality and flexibility.

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- Analytical reasoning – the ability to identify, evaluate and solve problems using quantitative and qualitative information
- Ethical behavior – the ability to evaluate complex issues and situations and make informed ethical choices
- Information literacy – the ability to locate, critically evaluate, and effectively use information for the purposes intended to include decision-making and problem-solving

General Education Program Outcomes:

- Communication: Use key communication skills (oral, written, and listening) to engage, inform, and collaborate within a variety of audiences and settings.
- Problem Solving: Solve complex problems through critical exploration, analysis, evaluation, and construction of probable solutions in various contexts and life situations while considering diverse and ethical perspectives.
- Data Analysis and Decision Making: Make informed decisions through the examination of ideas, data, information, and potential solutions in various contexts and settings.

- Digital Proficiency and Productivity: Use digital tools and strategies to deliver results in various contexts and life situations.

(2) Occupational needs relative to meeting workforce requirements or upgrading vocational or technical skills.

See Subsection (E) below.

E. Market Demand Data.

(1) The out-of-State institution shall present data projecting market demand and the availability of openings in the job market to be served by the new program for which the institution is making application. The type of information submitted will vary, depending on the program, but may include workforce and employment projections prepared by the federal and State governments as well as professional and trade associations.

The completion of an Associate degree in Marketing Administration is highly desirable for those students in Maryland seeking a solid foundation for their professional goals in a specific business area.

National Demand:
Graduates with an Associate's degree in Marketing are seeking Marketing Manager positions and related jobs in the field.

Marketing-related career	*USDOL Job Outlook (National)*
Marketing Manager	Employment of marketing managers is projected to grow 8% from 2023–2033, faster thanthe average for all occupations. Marketing managers will continue to be in demand as organizations use marketing campaigns to maintain and expand their market share.[3]

(2) With the exception of programs in the liberal arts, recently collected, existing, or new market surveys shall be used which clearly provide quantifiable and reliable data from prospective employers on the educational and training needs, and the anticipated number of vacancies, expected over the next 5 years.

State Demand:
As of November 2024, the Maryland Workforce Exchange lists 854 jobs currently available to potential employees in marketing.[4]

Marketing-related career	*Sample Knowledge, Skills, and Abilities*	*Maryland Department of Labor – Occupation Outlook*[5]

[3] http://www.bls.gov/ooh/management/advertising-promotions-and-marketing-managers.htm#tab-6
[4] https://mwejobs.maryland.gov/vosnet/Default.aspx

Marketing Manager	Sales and Marketing; Administration and Management; Speaking; Written Comprehension; Fluency of Ideas	11-2021.00 Projected Growth (2032-2032): +9% 640 annual job openings

(3) In assessing demand for a new program, for which the institution is making application, an institution shall also present data showing the current supply of graduates in that program area in the State and region.

The number of graduates from Maryland institutions of higher education indicates an unmet need for marketing graduates with an associate's degree. On a state-wide basis, there are 100 jobs available in the sector every year, but less than 1 new graduate per year entering the workforce from Maryland institutions. In addition to enrolling students seeking to enter the job market in a given industry, Strayer also educates many of its students while they are still working. We believe that, in addition to filling unmet need, we also meet the needs of people who are in the workforce and want to move up.

Maryland Institution Graduates[6]

	Degree Level Completions (2013)	**Degree Level Completions (2023)**	**% Change**
Associate in Arts in Marketing	1	1	0%

F. Faculty Information.

Commission authorization is by academic program; therefore, each program is reviewed independently to determine compliance with COMAR 13B.02.01.16. In addition to the Faculty Compliance Report included with your supporting documentation, please provide the following information:

(a) List all faculty that are to teach in the first year (or cycle) of the program at this location. For each faculty member provide the following information: COMAR 13B.02.01.16A, B, and C.

(1) the course(s) the faculty might soon teach;
(2) the degrees the individual holds
(3) the degrees areas of specialization; and
(4) whether or not the faculty member is full-time or part-time (adjunct) at your parent institution.

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[5] Maryland Department of Labor, Maryland Occupational Projections - 2023 - 2025 - Workforce Information and Performance https://www.labor.maryland.gov/lmi/iandoproj/maryland.shtml (visited *November 24, 2024*).
[6] (2024, November). Program Overview. Retrieved from Lightcast. https://lightcast.io/try-lightcast

ASSOCIATE IN ARTS IN MARKETING

Please see attached list of the faculty members assigned to the White Marsh location; they will also be assigned to the relocated Baltimore Peninsula location.

(b) Please include a curriculum vitae/resume for each potential faculty member.

Please see attached curriculum vitae for the above-referenced faculty members.

Office Use Only: PP#

Cover Sheet for In-State Institutions
New Program or Substantial Modification to Existing Program

Institution Submitting Proposal	Strayer University

Each action below requires a separate proposal and cover sheet.

- (●) New Academic Program
- ( ) New Area of Concentration
- ( ) New Degree Level Approval
- ( ) New Stand-Alone Certificate
- ( ) Substantial Change to a Degree Program
- ( ) Cooperative Degree Program
- ( ) Off Campus Program
- ( ) Offer Program at Regional Higher Education Ctr.

Department Proposing Program	Strayer University	
Degree Level and Degree Type	Bachelor	
Title of Proposed Program	Business Administration	
Total Number of Credits	180	
Suggested Codes	HEGIS:	CIP: 52 .0101
Program Modality	( ) On-campus ( ) Distance Education (*fully online*) (●) Both	
Program Resources	(●) Using Existing Resources ( ) Requiring New Resources	
Projected Implementation Date	( ) Fall ( ) Spring (●) Summer	Year: 2025
Provide Link to Most Recent Academic Catalog	URL: https://strayer.smartcatalogiq.com/2024-2025/catalog/	
Preferred Contact for this Proposal	Name: Lisa Sincere	
	Title: Associate General Counsel	
	Phone: (703) 713-1849	
	Email: Lisa.Sincere@strategiced.com	
President/Chief Executive	Type Name: Dr. Antoinette Farmer-Thompson	
	Signature:	Date: 12/19/2024
Approval/Endorsement by Governing Board	Type Name: Dr. Antoinette Farmer-Thompson	
	Signature:	Date: 12/19/2024

Revised 5/7/18

BACHELOR OF BUSINESS ADMINISTRATION

II. Application Questionnaire

Section 2: Program Information

A/B. Pursuant to COMAR 13B.02.01.06A, the institution shall present evidence demonstrating the educational need to establish operations, offer programs, and award degrees in question in the State. This shall include the evidence required by COMAR 13B.02.01.06B and listed below.

Strayer University is proud of its over 130 year history of serving working adults. The University was founded in Baltimore in 1892 by education pioneer Irving Strayer, and has been regionally accredited by the Middle States Commission on Higher Education since 1981. It has offered programs in Maryland under MHEC's jurisdiction since 1997.

The University has been successfully operating at its present White Marsh/Baltimore Campus location, at 9920 Franklin Square Drive, Suite 200, Baltimore, MD 21236 since 1999. The University is planning to move to improved campus space in downtown Baltimore from its present location northeast of downtown Baltimore, subject to MHEC approval of the new location, including approval of its programs at this new location.

This application seeks the approval of MHEC to offer the same Bachelor of Business Administration program it offers on its present White Marsh Campus, at the new campus site at 301 Mission Street in Baltimore. The students served by this program at the new location, the faculty used to teach it, and the administrators who will oversee it, are all the same as they are at the current location.

B. The evidence required by §A of this regulation shall include:

(1) The degree to be awarded;

Bachelor of Business Administration

(2) The area of specialization;

Business Administration

(3) The purpose or objective of the program or course of study to be offered (please include a program description and identify all learning outcomes);

Program Description – The Bachelor of Business Administration prepares graduates for a wide range of managerial positions in business, government, and non-profit organizations. Business Administration students acquire fundamental, practical and professional skills in all phases of business including decision-making and problem-solving. The program also provides a strong liberal arts component that develops communications skills, information literacy, abstract thinking and critical analysis while fostering historical, political and social awareness.

BACHELOR OF BUSINESS ADMINISTRATION

Program Learning Outcomes –

- The graduate will be able to analyze business scenarios, using their knowledge of business operations, finance, and marketing to resolve issues or improve efficiency.
- The graduate will be able to make decisions that effectively resolve business challenges and are communicated properly to the appropriate stakeholders.
- The graduate will be able to establish leadership practices that are ethical, promote diversity and inclusion, and contribute to an open organizational culture that is motivating, adaptive to change, and competitive.
- The graduate will be able to develop effective business strategies that are based on analyses of domestic and global operating environments, market dynamics, and internal capabilities.

(4) Specific academic content of the program or course of study;

Please see Strayer University's Catalog for course descriptions at: https://strayer.smartcatalogiq.com/en/2024-2025/catalog/programs/undergraduate-programs/business-administration-bachelor/.

All Courses are 4.5 quarter credit hours. The program is 180 quarter credit hours in length.

The program's CIP Code is: 52.0101.

Area I: Major	
ACC 100	Accounting I
BUS 100	Introduction to Business
BUS 302	Management Concepts
BUS 309	Business Ethics
BUS 475	Business and Society
BUS 499	Business Administration Capstone
ECO 100	Principles of Economics
FIN 100	Principles of Finance
LEG 100	Business Law I
MKT 100	Principles of Marketing
Area II: General Education Core	
CIS 101	Navigating a Digital World
COM 100	Communication at Work
COM 200	Communication: The Key to Working Together
ECO 110	Taking Charge of Your Economic Future
ENG 116	Discover the Writer in You
ENG 201	The Power of Persuasion
HIS 110	U.S. History: Learn from the Past, Prepare for the Future
HUM 201	Exploring Cultures: Adapting in a Global World
MAT 110	Using Math to Inform Your World
MAT 210	Data-Driven Decisions
PHI 201	Thinking it Through
PSY 101	Smarter Decisions through Psychology

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SCI 201	Introduction to Biology
SOC 101	The Story of Us: Embracing Diversity and Collaboration
WRK 100	Preparing for the Future of Work
Area III: Electives	
Ten (10) Electives	
Area IV: Concentration Requirements (Students Must Pick One Concentration)	
Accounting Concentration	
ACC 206	Accounting II
ACC 307	Federal Taxation
ACC 309	Data Analytics for Accounting
ACC 350	Managerial Accounting
BUS 315	Cost and Price Analysis
Acquisition and Contract Management Concentration	
BUS 315	Cost and Price Analysis
BUS 319	Principles of Federal Acquisition and Contract Management
BUS 330	Contract Administration and Management
BUS 340	Contract Purchasing Negotiation Techniques OR
BUS 375	Project Management
LEG 440	Procurement and Contract Law
Entrepreneurship Concentration	
BUS 313	Introduction to Entrepreneurship
BUS 363	Technology and Innovation in Entrepreneurship
BUS 435	Management and Growth in Entrepreneurship
BUS 463	Entrepreneurship Feasibility and Analysis
FIN 317	Financing Entrepreneurships
Finance Concentration	
ECO 320	Money and Banking
FIN 320	Investments
FIN 350	Financial Markets and Institutions
FIN 355	Financial Risk Analysis
FIN 405	Advanced Financial Management
Hospitality and Tourism Management Concentration	
HTM 100	Principles of Hospitality and Tourism Management
HTM 150	Quality Service Assurance
HTM 250	Purchasing and Cost Control
HTM 280	Lodging Operations Management
HTM 310	Food and Beverage Operations Management
Human Resource Management Concentration	
BUS 310	Human Resource Management
BUS 325	Global Human Resource Management
BUS 335	Staffing Organizations
BUS 407	Training and Development
BUS 409	Compensation Management
Management Concentration	
BUS 310	Human Resource Management

BUS 322	Organizational Behavior
BUS 375	Project Management
BUS 402	Small Business Management
BUS 430	Operations Management
Marketing Concentration	
MKT 305	Consumer Behavior
MKT 312	Marketing Communications
MKT 320	International Marketing
MKT 402	Strategic Market Pricing
MKT 475	Strategic Marketing
Project Management Concentration	
BUS 375	Project Management
BUS 377	Managing Project Risk
BUS 380	Managing Project Teams
BUS 419	Project Estimating and Budgeting
BUS 437	Project Procurement Management
Retail Management Concentration	
MKT 305	Consumer Behavior
MKT 310	Retail Management
MKT 312	Marketing Communications
MKT 315	Business Logistics Management
MKT 402	Strategic Market Pricing

(5) The quality of the proposed program in comparison to existing programs;

As an initial matter, it should be noted that this Bachelor of Business Administration program is in fact itself an existing program. As described above, Strayer is seeking to offer the same Bachelor of Business Administration program currently being offered to students at its White Marsh Campus to those same students at its new location, to be delivered at the new Baltimore Peninsula location and overseen at the new location by the same faculty and administrators as at the current location. Thus, the program is not duplicative of the currently available programs in Maryland.

In addition, the University notes that this program is distinct from similar programs offered by other institutions, since no other institution in the state offers students the unique combination of attributes possessed by Strayer University. First, Strayer has been focused on educating non-traditional students and working adults (who are traditionally under-served) in high demand fields since its founding in Maryland in 1892, and thus brings more than 130 years of experience to the task of serving today's working adult, non-traditional student in Maryland. Specifically, approximately 92% of Strayer students enroll part-time and many are working adults who require flexibility to balance multiple responsibilities that include career, family, childcare and/or elder care. Strayer University students align with the definition of non-traditional students as defined in the U.S. Department of Education's National Center for Education Statistics, Nontraditional Undergraduates 2002 publication. Second, the diversity within our student body is a great asset, enhancing the educational experience for all students. The average age of Strayer students is 37 and 71% identify as women. Racially diverse students make up almost 70% of our

student body: 53% are Black or African American, 31% White, 8% Hispanic or Latino, 5% "race and ethnicity other," 2% two or more races and 1% Asian. Third, this program offers the flexibility of online courses to meet students when and where they are, while also providing access to on-ground courses. Today's students prefer the flexibility that Strayer's programs offer. Fourth, the flexibility carries over into our four starts per year (Winter, Spring, Summer and Fall) so that working adult students can begin their program when they are ready, and can stop and start their program as needed to fit their lives. Lastly, a majority of the University's instructors are practitioner-based faculty with real-world experiences they share with their students.

(6) An analysis of the market for the program; and

See below in Subsection (E).

(7) The State's equal educational opportunity obligations under State and federal law.

The University's non-discrimination policy is provided in the catalog as follows:

> Strayer University is an equal opportunity educational institution. The university is committed to a policy of equal opportunity in the provision of educational programs, activities and benefits to students, as well as equal opportunity in all aspects of employment. Strayer University does not discriminate on the basis of age, sex, gender identity, color, race, religion, disability, sexual orientation, marital status, veteran status, national origin or any other basis prohibited by federal, state or local laws and regulations and does not tolerate such discrimination by its students, staff and faculty.

The University's commitment to equal opportunity is demonstrated by the makeup of its student body. As of December 2023, almost 70% of the University's students were racially diverse, 71% were female, and the average age was 37.

C. In addition, the out-of-State institution shall demonstrate that the proposed program, for which the institution is making application:

(1) Meets a critical and compelling regional or Statewide need; and

This existing program meets a critical and compelling statewide need for several reasons.

First, the continued need for the existing program is shown below in Subsection (E) concerning market demand for the program.

Second, as indicated in the 2024-2028 Maryland State Workforce Development Plan, the state of Maryland has identified a strategic pillar focused on preparing the future workforce by transforming and expanding career-connected learning opportunities to ensure every young person has access to a family-sustaining career pathway, regardless of their plans to obtain a

college degree.[1] By continuing to offer this program, Strayer University's Baltimore Peninsula campus will continue to help meet this critical need by offering necessary pathways for in-demand careers.

Third, the 2022 State Plan identifies several critical goals to address the state's evolving educational landscape, including advancing equitable access to education, ensuring affordability, improving student success, fostering diversity, driving innovation, and supporting economic development. As discussed below in Subsection C(2), by continuing to offer this existing program, Strayer University continues to align with and support the state in achieving these objectives, providing accessible and innovative education that meets Maryland's most pressing educational and economic needs.[2]

(2) Is consistent with the Maryland State Plan for Postsecondary Education.

Strayer University's existing program remains consistent with the 2022 State Plan, including the three primary goals of Access, Success, and Innovation.

Goal 1 of the 2022 State Plan (Access) states that postsecondary education in Maryland should "[e]nsure equitable access to affordable and high-quality postsecondary education for all Maryland residents." One of Strayer's long-standing core values is educational access. Specifically, as part of our Mission Statement, Strayer "provide[s] affordable postsecondary educational opportunities to a diverse population of eligible learners using multiple modalities and flexible approaches to enable students to earn credentials and degrees." One of the ways Strayer provides access is by being an open access institution. Another way Strayer provides access is through its affordability. As an example, since 2013 Strayer has maintained a successful Graduation Fund program to incentivize affordability and persistence where students earn a no-tuition cost course for every 3 courses they successfully complete to be redeemed at the end of their program. Strayer also provides students with no-cost access to Sophia, an online education platform that offers self-paced general education-level courses that are American Council on Education (ACE) recommended and transferrable (depending on the receiving institution's policies). Furthermore, Strayer provides access and flexibility because it operates on a quarter system, with four terms per year. Courses take place over eleven-week terms as well as five-week mini-sessions. To provide a consistent academic experience, Strayer offers common course curriculum across all delivery modalities. No matter where a student chooses to take their courses, whether at a campus or online, they will have access to the same course materials, support resources, and will master the same learning outcomes. Strayer has been offering these flexible educational opportunities to its students since the beginning of the 21st century, long before the COVID-19 pandemic. Strayer also actively works with employers to understand their talent acquisition, development and retention priorities, and to support their diversity, equity and inclusion initiatives. The university specializes in employer partnerships and products designed to expand access, choice, and affordability. More than 500 organizations invest in their employees by partnering with Strayer to offer access to tuition savings and other educational benefits. These partnerships also help employers to address some of the most important concerns

[1] https://wioaplans.ed.gov/node/459981
[2] https://mhec.maryland.gov/Pages/2021-2025-Maryland-State-Plan-for-Higher-Education.aspx

many employees have about getting an education as working adults: cost, choice, quality and flexibility.

Goal 2 of the 2022 State Plan (Success) states that postsecondary education in Maryland should "[p]romote and implement practices and policies that will ensure student success." Another one of Strayer's long-standing core values is stakeholder success. Specifically, as part of our Mission Statement, Strayer "provide[s] opportunities and supportive learning environments to equip students, alumni and the Strayer University community with the tools to achieve academic, personal and professional success." One of the ways Strayer ensures student success is through its "Work and Learn" strategy which was designed to dynamically enhance student achievement, program effectiveness, and learning experiences. Through this strategic approach, the university aims to help students foster cognitive growth, demonstrate essential industry skills, earn valuable credentials, prepare them for successful careers, and ultimately enhance the return on student investment. By integrating market insights, skills-infused curriculum, and employer partnerships, this strategic holistic approach ensures programmatic pathways are aligned with market and employer demands. Also, as part of Strayer's mission-driven holistic support, it is committed to providing initiatives tailored to the needs of working adult students, many of whom are first-generation college students, or are returning to the classroom after many years away. The university provides admissions officers, academic coaches, and faculty, robust career services, campus resources and coaching to prepare students for the classroom, workplace, and other challenges related to physical, emotional, and financial well-being through its Center for Well-Being. The Center for Well-Being provides online resources and support for six dimensions of well-being in educational environments: academics, career, essential needs, financials, mind and body, and social connection.

Goal 3 of the 2022 State Plan (Innovation) states that postsecondary education in Maryland should "[f]oster innovation in all aspects of Maryland higher education to improve access and student success." The last of Strayer's long-standing core values is academic quality. Specifically, as part of our Mission Statement, Strayer "provide[s] innovative, engaging and professionally relevant academic programs and experiences for our students." One of the ways Strayer demonstrates its innovation is through its skills-infused curriculum. In 2019, the university reimagined its general education program with a focus on 10 essential employability skills. Through engagement with employer partners and evaluating years of employer-trend research, Strayer recognized ten skills consistently identified as those that employers value across any industry. These skills were embedded into Strayer's general education curriculum, providing a solid foundation of behaviors and knowledge that are essential for academic and professional success. This program was designed to ensure students learn and demonstrate essential employability skills within the context of a traditional general education curriculum. The ten skills taught within the general education curriculum are: agility, communication, initiative, innovation, productivity, problem-solving, relationship building, results-driven, self and social-awareness, and technology. Strayer's goal is to continuously integrate practical skills development directly into the academic experience, building career currency throughout a student's academic journey. Strayer is also committed to the mission of evolving alongside the demands of a rapidly changing workplace, and to do this, the university is constantly exploring innovative approaches to education, including engaging technology that advances learning. As the majority of Strayer students take courses online, the university understands and values the

critical need to meet them where they are. In response to student needs, the university deployed technologies such as WalkMe, an online navigational support tool helping students navigate Strayer's online systems; the Irving Chat Bot, a virtual AI assistant where students can connect for help with academic and administrative services; tutoring, library, and research resources; and IT Help Desk issues; and improved policies and practices that support neurodiverse learners by helping provide a neuroinclusive learning environment for all students through instructional design, career services, faculty and staff development, and student support to jointly and effectively support and empower students.

D. The out-of-State institution shall clearly state the demand and need for a program, for which the institution is making application, in terms of meeting present and future needs of the region and the State in general. Two kinds of need may be identified:

(1) Societal needs, including the tradition of liberal arts education, which provides immeasurable returns to the State in part by instilling in citizens a capacity for advanced learning and individual and societal benefits regardless of workforce or market demand considerations; and

The University's undergraduate programs, including the Bachelor of Business Administration, are thoughtfully designed to address both societal and workforce needs in the region and the state. These programs emphasize the enduring value of a liberal arts education while equipping students with the knowledge and skills necessary to thrive in a rapidly changing world. The general education outcomes, developed with both the liberal arts tradition and the evolving demands of the modern workplace in mind, are integrated into the curriculum alongside University Core Competencies. This ensures that students not only gain a foundation in critical skills but also apply them throughout their academic journey, including within major-specific courses.

The University Core Competencies—professional competence, critical thinking, communication skills, analytical reasoning, ethical behavior, and information literacy—prepare students to navigate real-world challenges and contribute meaningfully to their professions and communities. These competencies are reinforced by General Education Program Outcomes, which include communication, problem-solving, data analysis and decision-making, and digital proficiency and productivity. Together, these outcomes enable students to engage, collaborate, and deliver results across diverse audiences and contexts.

By mapping these competencies and outcomes throughout the curriculum, the University instills in students the capacity to think critically, solve complex problems, and make informed decisions. These skills are further extended into major courses, where students deepen their expertise and practice applying their knowledge in discipline-specific contexts. This comprehensive approach ensures that graduates are not only prepared for immediate workforce demands but are also adaptable to future challenges, contributing to the region's and state's long-term societal and economic needs.

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University Core Competencies:

- Professional competence – the ability to apply the knowledge and their disciplines to real-world settings to the benefit of their professions.
- Critical thinking – the ability to analyze, evaluate and construct arguments based on their merits.
- Communication skills – the ability to effectively interpret, compose and articulate ideas and information in a variety of formats and presentation methods.
- Analytical reasoning – the ability to identify, evaluate and solve problems using quantitative and qualitative information.
- Ethical behavior – the ability to evaluate complex issues and situations and make informed ethical choices.
- Information literacy – the ability to locate, critically evaluate, and effectively use information for the purposes intended to include decision-making and problem-solving.

General Education Program Outcomes:

- Communication: Use key communication skills (oral, written, and listening) to engage, inform, and collaborate within a variety of audiences and settings.
- Problem Solving: Solve complex problems through critical exploration, analysis, evaluation, and construction of probable solutions in various contexts and life situations while considering diverse and ethical perspectives.
- Data Analysis and Decision Making: Make informed decisions through the examination of ideas, data, information, and potential solutions in various contexts and settings.
- Digital Proficiency and Productivity: Use digital tools and strategies to deliver results in various contexts and life situations.

(2) Occupational needs relative to meeting workforce requirements or upgrading vocational or technical skills.

See Subsection (E) below.

E. Market Demand Data.

(1) The out-of-State institution shall present data projecting market demand and the availability of openings in the job market to be served by the new program for which the institution is making application. The type of information submitted will vary, depending on the program, but may include workforce and employment projections prepared by the federal and State governments as well as professional and trade associations.

The completion of a certificate program or an Associate's, Bachelor's, or Master's degree in Business Administration is highly desirable for those students in Maryland seeking a solid foundation for their professional goals.

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National Demand:
Graduates in the field of Business Administration find themselves ready for any number of career choices. The U.S Department of Labor lists more than 20 subcategories of job classifications under the umbrella of "Business and Financial Management,"[3] such as General and Operations Manager, Project Management Specialist, and Management Analyst, making job opportunities varied for Business Administration majors. The Bureau of Labor and Statistics projects employment in business and financial occupations to grow faster than the average for all occupations from 2023 to 2033. About 963,500 openings are projected each year, on average, in these occupations due to employment growth and the need to replace workers who leave the occupations permanently.

Business Administration-related career	*USDOL Job Outlook (National)*
General and Operations Manager/Administrative Services Manager	Employment of administrative services managers is projected to grow 6% from 2023 to 2033, faster than the average for all occupations. Demand for administrative services managers is expected to be particularly strong for those working in records and information management. As cloud computing continues to expand, these workers will have a critical role in helping organizations develop new records and information management practices and in maintaining data security.[4]
Project Management Specialist	Employment of project management specialists is projected to grow 7% from 2023 to 2033, faster than the average for all occupations. As organizations seek ways to maintain and improve productivity, employment of project management specialists is expected to increase.[5]
Management Analyst	Employment of management analysts is projected to grow 11% from 2023 to 2033, much faster than the average for all occupations. Demand for the services of these workers will grow as organizations continue to seek ways to improve efficiency and control costs.[6]

(2) With the exception of programs in the liberal arts, recently collected, existing, or new market surveys shall be used which clearly provide quantifiable and reliable data from prospective employers on the educational and training needs, and the anticipated number of vacancies, expected over the next 5 years.

State Demand:
As of November 2024, the Maryland Workforce Exchange lists nearly 5,000 jobs currently available to potential employees possessing a certificate or degree in the field of

[3] http://www.bls.gov/ooh/business-and-financial/home.htm
[4] http://www.bls.gov/ooh/management/administrative-services-managers.htm#tab-1
[5] https://www.bls.gov/ooh/business-and-financial/project-management-specialists.htm#tab-6
[6] http://www.bls.gov/ooh/business-and-financial/management-analysts.htm

Business Administration.[7] In addition to this immediate need, employment projections reveal encouraging trends for the profession in both the short and long term. Between 2023 and 2025, employment for general and operations managers is expected to grow from 82,197 to 84,709, adding just over 2,500 new positions—a 3.1% increase.[8] Looking further ahead, from 2022 to 2032, the profession is projected to increase by 8.8% or 8,580 new positions.[9]

Business Administration-related career	*Sample Knowledge, Skills, and Abilities*	*Maryland Department of Labor – Occupation Outlook*[10]
General and Operations Manager/Administrative Services Manager	Administration and Management; Economics and Accounting; Mathematics; Reading Comprehension; Critical Thinking; Written Expression	11-1021.00 Projected Growth (2022-2032): +9% 8,852 annual job openings
Project Management Specialist	Analyzing Data or Information; Problem Solving; Critical Thinking; Strong Communication	13-1082.00 Projected Growth (2022-2032): +11% 3,014 annual job openings
Management Analyst	Administration and Management; Complex Problem Solving; Written Expression; Analyzing Data or Information	13-1111.00 Projected Growth (2022-2032): +16% 2,605 annual job openings

(3) In assessing demand for a new program, for which the institution is making application, an institution shall also present data showing the current supply of graduates in that program area in the State and region.

The number of graduates from Maryland institutions of higher education indicates an unmet need for business administration graduates at all levels. On a state-wide basis, there are ust under 5,000 jobs available in the business and professional services sector, but less than 400 new bachelor level graduates entering the workforce from Maryland institutions. In addition to enrolling students seeking to enter the job market in a given industry, Strayer also educates many of its students while they are still working. We

[7] https://mwejobs.maryland.gov/vosnet/Default.aspx
[8] https://www.labor.maryland.gov/lmi/iandoprojshort/
[9] https://www.dllr.state.md.us/lmi/iandoproj/maryland.shtml
[10] Maryland Department of Labor, Maryland Occupational Projections - 2023 - 2025 - Workforce Information and Performance https://www.labor.maryland.gov/lmi/iandoproj/maryland.shtml (visited *November 24, 2024*).

believe that, in addition to filling unmet need, we also meet the needs of people who are in the workforce and want to move up.

Maryland Institution Graduates[11]

	Degree Level Completions (2013)	**Degree Level Completions (2023)**	**% Change**
Bachelor of Business Administration	814	384	-53%

F. Faculty Information.

Commission authorization is by academic program; therefore, each program is reviewed independently to determine compliance with COMAR 13B.02.01.16. In addition to the Faculty Compliance Report included with your supporting documentation, please provide the following information:

(a) List all faculty that are to teach in the first year (or cycle) of the program at this location. For each faculty member provide the following information: COMAR 13B.02.01.16A, B, and C.

(1) the course(s) the faculty might soon teach;
(2) the degrees the individual holds
(3) the degrees areas of specialization; and
(4) whether or not the faculty member is full-time or part-time (adjunct) at your parent institution.

Please see attached list of the faculty members assigned to the White Marsh location; they will also be assigned to the relocated Baltimore Peninsula location.

(b) Please include a curriculum vitae/resume for each potential faculty member.

Please see attached curriculum vitae for the above-referenced faculty members.

[11] (2024, November). Program Overview. Retrieved from Lightcast. https://lightcast.io/try-lightcast

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Cover Sheet for In-State Institutions
New Program or Substantial Modification to Existing Program

Institution Submitting Proposal	Strayer University

Each action below requires a separate proposal and cover sheet.

- (●) New Academic Program
- ( ) New Area of Concentration
- ( ) New Degree Level Approval
- ( ) New Stand-Alone Certificate
- ( ) Substantial Change to a Degree Program
- ( ) Cooperative Degree Program
- ( ) Off Campus Program
- ( ) Offer Program at Regional Higher Education Ctr.

Department Proposing Program	Strayer University	
Degree Level and Degree Type	Bachelor of Science	
Title of Proposed Program	Accounting	
Total Number of Credits	180	
Suggested Codes	HEGIS:	CIP: 52.0305
Program Modality	( ) On-campus ( ) Distance Education (*fully online*) (●) Both	
Program Resources	(●) Using Existing Resources ( ) Requiring New Resources	
Projected Implementation Date	( ) Fall ( ) Spring (●) Summer	Year: 2025
Provide Link to Most Recent Academic Catalog	URL: https://strayer.smartcatalogiq.com/2024-2025/catalog/	
Preferred Contact for this Proposal	Name: Lisa Sincere	
	Title: Associate General Counsel	
	Phone: (703) 713-1849	
	Email: Lisa.Sincere@strategiced.com	
President/Chief Executive	Type Name: Dr. Antoinette Farmer-Thompson	
	Signature:	Date: 12/19/2024
Approval/Endorsement by Governing Board	Type Name: Dr. Antoinette Farmer-Thompson	
	Signature:	Date: 12/19/2024

Revised 5/7/18

BACHELOR OF SCIENCE IN ACCOUNTING

II. Application Questionnaire

Section 2: Program Information

A/B. Pursuant to COMAR 13B.02.01.06A, the institution shall present evidence demonstrating the educational need to establish operations, offer programs, and award degrees in question in the State. This shall include the evidence required by COMAR 13B.02.01.06B and listed below.

Strayer University is proud of its over 130 year history of serving working adults. The University was founded in Baltimore in 1892 by education pioneer Irving Strayer, and has been regionally accredited by the Middle States Commission on Higher Education since 1981. It has offered programs in Maryland under MHEC's jurisdiction since 1997.

The University has been successfully operating at its present White Marsh/Baltimore Campus location, at 9920 Franklin Square Drive, Suite 200, Baltimore, MD 21236 since 1999. The University is planning to move to improved campus space in downtown Baltimore from its present location northeast of downtown Baltimore, subject to MHEC approval of the new location, including approval of its programs at this new location.

This application seeks the approval of MHEC to offer the same Bachelor of Science in Accounting program it offers on its present White Marsh Campus, at the new campus site at 301 Mission Street in Baltimore. The students served by this program at the new location, the faculty used to teach it, and the administrators who will oversee it, are all the same as they are at the current location.

B. The evidence required by §A of this regulation shall include:

(1) The degree to be awarded;

Bachelor of Science

(2) The area of specialization;

Accounting

(3) The purpose or objective of the program or course of study to be offered (please include a program description and identify all learning outcomes);

Program Description – The principal objectives of the Bachelor of Science in Accounting program are to provide students with a broad, fundamental knowledge of the field, to prepare students for employment in accounting careers, and to provide a strong liberal arts component that develops communications skills, information literacy, abstract thinking and critical analysis and fosters historical, political and social awareness.

BACHELOR OF SCIENCE IN ACCOUNTING

Program Learning Opportunities –

- The graduate will be able to create financial statements based on generally accepted accounting principles (GAAP) to inform business decisions.
- The graduate will be able to audit an organization's processes and practices to ensure strong internal controls for the safeguarding of assets.
- The graduate will be able to justify decisions about accounting-related business operations using financial reporting, communication, and information systems.
- The graduate will be able to make decisions that align with predominant ethical frameworks in accounting and comply with relevant laws and regulatory bodies.
- The graduate will be able to prepare individual, partnership, and corporate tax returns.

(4) Specific academic content of the program or course of study;

Please see Strayer University's Catalog for course descriptions at: https://strayer.smartcatalogiq.com/en/2024-2025/catalog/programs/undergraduate-programs/accounting-bachelor-of-science/.

All Courses are 4.5 quarter credit hours. The program is 180 quarter credit hours in length.

The program's CIP Code is: 52.0305.

Area I: Major	
ACC 100	Accounting I
ACC 206	Accounting II
ACC 303	Intermediate Accounting I
ACC 304	Intermediate Accounting II
ACC 307	Federal Taxation
ACC 308	Accounting Information Systems Fundamentals
ACC 309	Data Analytics for Accounting
ACC 317	Advanced Federal Taxation
ACC 350	Managerial Accounting
ACC 399	Accounting Experience Through Workplace Learning
ACC 401	Advanced Accounting
ACC 403	Auditing
ACC 410	Government and Not-for-Profit Accounting
ACC 499	Undergraduate Accounting Capstone
BUS 100	Introduction to Business
FIN 100	Principles of Finance
LEG 100	Business Law I
LEG 305	The Legal Environment of Business
Area II: General Education Core	
CIS 101	Navigating a Digital World
COM 100	Communication at Work
COM 200	Communication: The Key to Working Together
ECO 110	Taking Charge of Your Economic Future
ENG 116	Discover the Writer in You

ENG 201	The Power of Persuasion
HIS 110	U.S. History: Learn from the Past, Prepare for the Future
HUM 201	Exploring Cultures: Adapting in a Global World
MAT 110	Using Math to Inform Your World
MAT 210	Data-Driven Decisions
PHI 201	Thinking it Through
PSY 101	Smarter Decisions through Psychology
SCI 201	Unlocking the Secrets of Science and Innovation
SOC 101	The Story of Us: Embracing Diversity and Collaboration
WRK 100	Preparing for the Future of Work
Area III: Electives	
Seven (7) Electives	

(5) The quality of the proposed program in comparison to existing programs;

As an initial matter, it should be noted that this Bachelor of Science in Accounting program is in fact itself an existing program. As described above, Strayer is seeking to offer the same Bachelor of Science in Accounting program currently being offered to students at its White Marsh Campus to those same students at its new location, to be delivered at the new Baltimore Peninsula location and overseen at the new location by the same faculty and administrators as at the current location. Thus, the program is not duplicative of the currently available programs in Maryland.

In addition, the University notes that this program is distinct from similar programs offered by other institutions, since no other institution in the state offers students the unique combination of attributes possessed by Strayer University. First, Strayer has been focused on educating non-traditional students and working adults (who are traditionally under-served) in high demand fields since its founding in Maryland in 1892, and thus brings more than 130 years of experience to the task of serving today's working adult, non-traditional student in Maryland. Specifically, approximately 92% of Strayer students enroll part-time and many are working adults who require flexibility to balance multiple responsibilities that include career, family, childcare and/or elder care. Strayer University students align with the definition of non-traditional students as defined in the U.S. Department of Education's National Center for Education Statistics, Nontraditional Undergraduates 2002 publication. Second, the diversity within our student body is a great asset, enhancing the educational experience for all students. The average age of Strayer students is 37 and 71% identify as women. Racially diverse students make up almost 70% of our student body: 53% are Black or African American, 31% White, 8% Hispanic or Latino, 5% "race and ethnicity other," 2% two or more races and 1% Asian. Third, this program offers the flexibility of online courses to meet students when and where they are, while also providing access to on-ground courses. Today's students prefer the flexibility that Strayer's programs offer. Fourth, the flexibility carries over into our four starts per year (Winter, Spring, Summer and Fall) so that working adult students can begin their program when they are ready, and can stop and start their program as needed to fit their lives. Lastly, a majority of the University's instructors are practitioner-based faculty with real-world experiences they share with their students.

(6) An analysis of the market for the program. Include information on the student population that will be served by the program, the roles and pathways for which this program will prepare students, and what distinguishes the proposed program from similar programs in the State; and

See below in Subsection (E).

(7) The State's equal educational opportunity obligations under State and federal law.

The University's non-discrimination policy is provided in the catalog as follows:

> Strayer University is an equal opportunity educational institution. The university is committed to a policy of equal opportunity in the provision of educational programs, activities and benefits to students, as well as equal opportunity in all aspects of employment. Strayer University does not discriminate on the basis of age, sex, gender identity, color, race, religion, disability, sexual orientation, marital status, veteran status, national origin or any other basis prohibited by federal, state or local laws and regulations and does not tolerate such discrimination by its students, staff and faculty.

The University's commitment to equal opportunity is demonstrated by the makeup of its student body. As of December 2023, almost 70% of the University's students were racially diverse, 71% were female, and the average age was 37.

C. In addition, the out-of-State institution shall demonstrate that the proposed program, for which the institution is making application:

(1) Meets a critical and compelling regional or Statewide need; and

This existing program meets a critical and compelling statewide need for several reasons.

First, the continued need for the existing program is shown below in Subsection (E) concerning market demand for the program.

Second, as indicated in the 2024-2028 Maryland State Workforce Development Plan, the state of Maryland has identified a strategic pillar focused on preparing the future workforce by transforming and expanding career-connected learning opportunities to ensure every young person has access to a family-sustaining career pathway, regardless of their plans to obtain a college degree.[1] By continuing to offer this program, Strayer University's Baltimore Peninsula campus will continue to help meet this critical need by offering necessary pathways for in-demand careers.

Third, the 2022 State Plan identifies several critical goals to address the state's evolving educational landscape, including advancing equitable access to education, ensuring affordability, improving student success, fostering diversity, driving innovation, and supporting economic

[1] https://wioaplans.ed.gov/node/459981

development. As discussed below in Subsection C(2), by continuing to offer this existing program, Strayer University continues to align with and support the state in achieving these objectives, providing accessible and innovative education that meets Maryland's most pressing educational and economic needs.[2]

(2) Is consistent with the Maryland State Plan for Postsecondary Education.

Strayer University's existing program remains consistent with the 2022 State Plan, including the three primary goals of Access, Success, and Innovation.

Goal 1 of the 2022 State Plan (Access) states that postsecondary education in Maryland should "[e]nsure equitable access to affordable and high-quality postsecondary education for all Maryland residents." One of Strayer's long-standing core values is educational access. Specifically, as part of our Mission Statement, Strayer "provide[s] affordable postsecondary educational opportunities to a diverse population of eligible learners using multiple modalities and flexible approaches to enable students to earn credentials and degrees." One of the ways Strayer provides access is by being an open access institution. Another way Strayer provides access is through its affordability. As an example, since 2013 Strayer has maintained a successful Graduation Fund program to incentivize affordability and persistence where students earn a no-tuition cost course for every 3 courses they successfully complete to be redeemed at the end of their program. Strayer also provides students with no-cost access to Sophia, an online education platform that offers self-paced general education-level courses that are American Council on Education (ACE) recommended and transferrable (depending on the receiving institution's policies). Furthermore, Strayer provides access and flexibility because it operates on a quarter system, with four terms per year. Courses take place over eleven-week terms as well as five-week mini-sessions. To provide a consistent academic experience, Strayer offers common course curriculum across all delivery modalities. No matter where a student chooses to take their courses, whether at a campus or online, they will have access to the same course materials, support resources, and will master the same learning outcomes. Strayer has been offering these flexible educational opportunities to its students since the beginning of the 21st century, long before the COVID-19 pandemic. Strayer also actively works with employers to understand their talent acquisition, development and retention priorities, and to support their diversity, equity and inclusion initiatives. The university specializes in employer partnerships and products designed to expand access, choice, and affordability. More than 500 organizations invest in their employees by partnering with Strayer to offer access to tuition savings and other educational benefits. These partnerships also help employers to address some of the most important concerns many employees have about getting an education as working adults: cost, choice, quality and flexibility.

Goal 2 of the 2022 State Plan (Success) states that postsecondary education in Maryland should "[p]romote and implement practices and policies that will ensure student success." Another one of Strayer's long-standing core values is stakeholder success. Specifically, as part of our Mission Statement, Strayer "provide[s] opportunities and supportive learning environments to equip students, alumni and the Strayer University community with the tools to achieve academic, personal and professional success." One of the ways Strayer ensures student success is through

[2] https://mhec.maryland.gov/Pages/2021-2025-Maryland-State-Plan-for-Higher-Education.aspx

its “Work and Learn” strategy which was designed to dynamically enhance student achievement, program effectiveness, and learning experiences. Through this strategic approach, the university aims to help students foster cognitive growth, demonstrate essential industry skills, earn valuable credentials, prepare them for successful careers, and ultimately enhance the return on student investment. By integrating market insights, skills-infused curriculum, and employer partnerships, this strategic holistic approach ensures programmatic pathways are aligned with market and employer demands. Also, as part of Strayer’s mission-driven holistic support, it is committed to providing initiatives tailored to the needs of working adult students, many of whom are first-generation college students, or are returning to the classroom after many years away. The university provides admissions officers, academic coaches, and faculty, robust career services, campus resources and coaching to prepare students for the classroom, workplace, and other challenges related to physical, emotional, and financial well-being through its Center for Well-Being. The Center for Well-Being provides online resources and support for six dimensions of well-being in educational environments: academics, career, essential needs, financials, mind and body, and social connection.

Goal 3 of the 2022 State Plan (Innovation) states that postsecondary education in Maryland should “[f]oster innovation in all aspects of Maryland higher education to improve access and student success.” The last of Strayer’s long-standing core values is academic quality. Specifically, as part of our Mission Statement, Strayer “provide[s] innovative, engaging and professionally relevant academic programs and experiences for our students.” One of the ways Strayer demonstrates its innovation is through its skills-infused curriculum. In 2019, the university reimagined its general education program with a focus on 10 essential employability skills. Through engagement with employer partners and evaluating years of employer-trend research, Strayer recognized ten skills consistently identified as those that employers value across any industry. These skills were embedded into Strayer’s general education curriculum, providing a solid foundation of behaviors and knowledge that are essential for academic and professional success. This program was designed to ensure students learn and demonstrate essential employability skills within the context of a traditional general education curriculum. The ten skills taught within the general education curriculum are: agility, communication, initiative, innovation, productivity, problem-solving, relationship building, results-driven, self and social-awareness, and technology. Strayer’s goal is to continuously integrate practical skills development directly into the academic experience, building career currency throughout a student’s academic journey. Strayer is also committed to the mission of evolving alongside the demands of a rapidly changing workplace, and to do this, the university is constantly exploring innovative approaches to education, including engaging technology that advances learning. As the majority of Strayer students take courses online, the university understands and values the critical need to meet them where they are. In response to student needs, the university deployed technologies such as WalkMe, an online navigational support tool helping students navigate Strayer’s online systems; the Irving Chat Bot, a virtual AI assistant where students can connect for help with academic and administrative services; tutoring, library, and research resources; and IT Help Desk issues; and improved policies and practices that support neurodiverse learners by helping provide a neuroinclusive learning environment for all students through instructional design, career services, faculty and staff development, and student support to jointly and effectively support and empower students.

BACHELOR OF SCIENCE IN ACCOUNTING

D. The out-of-State institution shall clearly state the demand and need for a program, for which the institution is making application, in terms of meeting present and future needs of the region and the State in general. Two kinds of need may be identified:

(1) Societal needs, including the tradition of liberal arts education, which provides immeasurable returns to the State in part by instilling in citizens a capacity for advanced learning and individual and societal benefits regardless of workforce or market demand considerations; and

The University's undergraduate programs, including the Bachelor of Science in Accounting, are thoughtfully designed to address both societal and workforce needs in the region and the state. These programs emphasize the enduring value of a liberal arts education while equipping students with the knowledge and skills necessary to thrive in a rapidly changing world. The general education outcomes, developed with both the liberal arts tradition and the evolving demands of the modern workplace in mind, are integrated into the curriculum alongside University Core Competencies. This ensures that students not only gain a foundation in critical skills but also apply them throughout their academic journey, including within major-specific courses.

The University Core Competencies—professional competence, critical thinking, communication skills, analytical reasoning, ethical behavior, and information literacy—prepare students to navigate real-world challenges and contribute meaningfully to their professions and communities. These competencies are reinforced by General Education Program Outcomes, which include communication, problem-solving, data analysis and decision-making, and digital proficiency and productivity. Together, these outcomes enable students to engage, collaborate, and deliver results across diverse audiences and contexts.

By mapping these competencies and outcomes throughout the curriculum, the University instills in students the capacity to think critically, solve complex problems, and make informed decisions. These skills are further extended into major courses, where students deepen their expertise and practice applying their knowledge in discipline-specific contexts. This comprehensive approach ensures that graduates are not only prepared for immediate workforce demands but are also adaptable to future challenges, contributing to the region's and state's long-term societal and economic needs.

University Core Competencies:

- Professional competence – the ability to apply the knowledge and their disciplines to real-world settings to the benefit of their professions
- Critical thinking – the ability to analyze, evaluate and construct arguments based on their merits
- Communication skills – the ability to effectively interpret, compose and articulate ideas and information in a variety of formats and presentation methods
- Analytical reasoning – the ability to identify, evaluate and solve problems using quantitative and qualitative information

- Ethical behavior – the ability to evaluate complex issues and situations and make informed ethical choices
- Information literacy – the ability to locate, critically evaluate, and effectively use information for the purposes intended to include decision-making and problem-solving

General Education Program Outcomes:

- Communication: Use key communication skills (oral, written, and listening) to engage, inform, and collaborate within a variety of audiences and settings.
- Problem Solving: Solve complex problems through critical exploration, analysis, evaluation, and construction of probable solutions in various contexts and life situations while considering diverse and ethical perspectives.
- Data Analysis and Decision Making: Make informed decisions through the examination of ideas, data, information, and potential solutions in various contexts and settings.
- Digital Proficiency and Productivity: Use digital tools and strategies to deliver results in various contexts and life situations.

(2) Occupational needs relative to meeting workforce requirements or upgrading vocational or technical skills.

See Subsection (E) below.

E. Market Demand Data.

(1) The out-of-State institution shall present data projecting market demand and the availability of openings in the job market to be served by the new program for which the institution is making application. The type of information submitted will vary, depending on the program, but may include workforce and employment projections prepared by the federal and State governments as well as professional and trade associations.

The completion of an Associate's, Bachelor's, or Master's degree in Accounting is a well-established course for students in Maryland seeking a solid foundation for their professional goals.

National Demand:
Graduates in the field of Accounting find themselves ready for any number of career choices. The U.S Department of Labor lists several types of job classifications under the umbrella of "Accounting and Auditors,"[3] such as Government, Management or Public Accountants, as well as External, Information Technology or Internal Auditors for those graduates possessing a bachelor's degree or higher in Accounting; and Bookkeeping, Accounting Auditing Clerks, and Tax Preparers for those possessing an Associate's degree in Accounting. Educational preparedness in the areas of Accounting and Auditing translates into additional job opportunities for business professionals.

[3] http://www.bls.gov/ooh/business-and-financial/accountants-and-auditors.htm#tab-2

BACHELOR OF SCIENCE IN ACCOUNTING

Employment of accountants and auditors is projected to grow 6 percent from 2023 to 2033, faster than the average for all occupations. About 130,800 openings for accountants and auditors are projected each year, on average, over the decade. Many of those openings are expected to result from the need to replace workers who transfer to different occupations or exit the labor force, such as to retire. [2]

In addition to accountant and auditor-specific roles, there are a number of other jobs that can be pursued that are similar in nature.

Accounting-related career	*USDOL Job Outlook (National)*
Accountants and Auditors	Employment of accountants and auditors is projected to grow 6 percent from 2023 to 2033, faster than the average for all occupations. Globalization, a growing economy, and a complex tax and regulatory environment are expected to drive strong demand for accountants and auditors. Employment growth of accountants and auditors is expected to be closely tied to the health of the overall economy. As the economy grows, these workers will continue being needed to prepare and examine financial records.[4]
Financial Analyst	Overall employment of financial analysts is projected to grow 9 percent from 2023 to 2033, much faster than the average for all occupations. About 30,700 openings for financial analysts are projected each year, on average, over the decade. Emerging markets throughout the world are providing new investment opportunities, requiring expertise in geographic regions where those markets are located.[5]
Personal Financial Advisors	Employment of personal financial advisors is projected to grow 17 percent from 2023 to 2033, much faster than the average for all occupations. About 27,000 openings for personal financial advisors are projected each year, on average, over the decade.[6] The primary driver of employment growth will be the aging population. As large numbers of baby boomers continue to retire, they are likely to seek planning advice from personal financial advisors.

(2) With the exception of programs in the liberal arts, recently collected, existing, or new market surveys shall be used which clearly provide quantifiable and reliable data from prospective employers on the educational and training needs, and the anticipated number of vacancies, expected over the next 5 years.

[4] https://www.bls.gov/ooh/business-and-financial/accountants-and-auditors.htm#tab-6
[5] https://www.bls.gov/ooh/business-and-financial/financial-analysts.htm#tab-6
[6] https://www.bls.gov/ooh/business-and-financial/personal-financial-advisors.htm#tab-6

BACHELOR OF SCIENCE IN ACCOUNTING

State Demand:

As of November 2024, the Maryland Workforce Exchange highlights the steady demand for accounting professionals, listing 1,135 current job openings for individuals in accounting.[7] In addition to this immediate need, employment projections reveal encouraging trends for the profession in both the short and long term. Between 2023 and 2025, employment in accounting and auditing roles is expected to grow from 28,153 to 29,141, adding nearly 1,000 new positions—a 3.5% increase.[8] Looking further ahead, from 2022 to 2032, the profession is projected to expand even more significantly, with employment rising from 28,403 to 30,538, representing a 7.52% increase and 2,135 new positions.[9] These figures underscore the continued demand for accounting professionals in Maryland.

Accounting-related career	*Sample Knowledge, Skills, and Abilities*	*Maryland Department of Labor – Occupation Outlook*[10]
Accountants and Auditors	Economics and Accounting; Critical Thinking; Mathematical Reasoning; Reading Comprehension; Deductive Reasoning	13.2011.00 Projected Growth (2022-2032): +7.52% 2,458 annual job openings
Financial Analysts	Economics and Accounting; Critical Thinking; Mathematical Reasoning; Written and Oral Comprehension; Judgment and Decision Making	13-2051.00 Projected Growth (2022-2032): +11.55% 334 annual job openings
Financial Analysts	Economics and Accounting Critical Thinking Mathematical Reasoning Written and Oral Comprehension Judgment and Decision Making	13-2051.00 Projected Growth (2022-2032): +11.55% 334 annual job openings

[7] https://mwejobs.maryland.gov/vosnet/Default.aspx
[8] https://www.labor.maryland.gov/lmi/iandoprojshort/
[9] https://www.dllr.state.md.us/lmi/iandoproj/maryland.shtml
[10] Maryland Department of Labor, Maryland Occupational Projections - 2022 - 2032 - Workforce Information and Performance https://www.labor.maryland.gov/lmi/iandoproj/maryland.shtml (visited November 24, 2024).

(3) In assessing demand for a new program, for which the institution is making application, an institution shall also present data showing the current supply of graduates in that program area in the State and region.

The number of graduates from Maryland institutions of higher education indicates an unmet need for accounting graduates at all levels. On a state-wide basis, there are 1,135 jobs available, but only 14 new graduates entering the workforce from Maryland institutions. In addition to enrolling students seeking to enter the job market in a given industry, Strayer also educates many of its students while they are still working. We believe that, in addition to filling unmet need, we also meet the needs of people who are in the workforce and want to move up.

Maryland Institution Graduates[11]

	Degree Level Completions (2013)	**Degree Level Completions (2023)**	**% Change**
Bachelor of Science in Accounting	35	14	-60%

F. Faculty Information.

Commission authorization is by academic program; therefore, each program is reviewed independently to determine compliance with COMAR 13B.02.01.16. In addition to the Faculty Compliance Report included with your supporting documentation, please provide the following information:

(a) List all faculty that are to teach in the first year (or cycle) of the program at this location. For each faculty member provide the following information: COMAR 13B.02.01.16A, B, and C.

(1) the course(s) the faculty might soon teach;
(2) the degrees the individual holds
(3) the degrees areas of specialization; and
(4) whether or not the faculty member is full-time or part-time (adjunct) at your parent institution.

Please see attached list of the faculty members assigned to the White Marsh location; they will also be assigned to the relocated Baltimore Peninsula location.

(b) Please include a curriculum vitae/resume for each potential faculty member.

Please see attached curriculum vitae for the above-referenced faculty members.

[11] (2024, November). Program Overview. Retrieved from Lightcast. https://lightcast.io/try-lightcast

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Cover Sheet for In-State Institutions
New Program or Substantial Modification to Existing Program

Institution Submitting Proposal	Strayer University

Each action below requires a separate proposal and cover sheet.

- (●) New Academic Program
- ( ) New Area of Concentration
- ( ) New Degree Level Approval
- ( ) New Stand-Alone Certificate
- ( ) Substantial Change to a Degree Program
- ( ) Cooperative Degree Program
- ( ) Off Campus Program
- ( ) Offer Program at Regional Higher Education Ctr.

Department Proposing Program	Strayer University	
Degree Level and Degree Type	Bachelor of Science	
Title of Proposed Program	Information Technology	
Total Number of Credits	180	
Suggested Codes	HEGIS:	CIP: 11.0103
Program Modality	( ) On-campus ( ) Distance Education (*fully online*) (●) Both	
Program Resources	(●) Using Existing Resources ( ) Requiring New Resources	
Projected Implementation Date	( ) Fall ( ) Spring (●) Summer	Year: 2025
Provide Link to Most Recent Academic Catalog	URL: https://strayer.smartcatalogiq.com/2024-2025/catalog/	
Preferred Contact for this Proposal	Name: Lisa Sincere	
	Title: Associate General Counsel	
	Phone: (703) 713-1849	
	Email: Lisa.Sincere@strategiced.com	
President/Chief Executive	Type Name: Dr. Antoinette Farmer-Thompson	
	Signature:	Date: 12/19/2024
Approval/Endorsement by Governing Board	Type Name: Dr. Antoinette Farmer-Thompson	
	Signature:	Date: 12/19/2024

Revised 5/7/18

BACHELOR OF SCIENCE IN INFORMATION TECHNOLOGY

II. Application Questionnaire

Section 2: Program Information

A/B. Pursuant to COMAR 13B.02.01.06A, the institution shall present evidence demonstrating the educational need to establish operations, offer programs, and award degrees in question in the State. This shall include the evidence required by COMAR 13B.02.01.06B and listed below.

Strayer University is proud of its over 130 year history of serving working adults. The University was founded in Baltimore in 1892 by education pioneer Irving Strayer, and has been regionally accredited by the Middle States Commission on Higher Education since 1981. It has offered programs in Maryland under MHEC's jurisdiction since 1997.

The University has been successfully operating at its present White Marsh/Baltimore Campus location, at 9920 Franklin Square Drive, Suite 200, Baltimore, MD 21236 since 1999. The University is planning to move to improved campus space in downtown Baltimore from its present location northeast of downtown Baltimore, subject to MHEC approval of the new location, including approval of its programs at this new location.

This application seeks the approval of MHEC to offer the same Bachelor of Science in Information Technology program it offers on its present White Marsh Campus, at the new campus site at 301 Mission Street in Baltimore. The students served by this program at the new location, the faculty used to teach it, and the administrators who will oversee it, are all the same as they are at the current location.

B. The evidence required by §A of this regulation shall include:

(1) The degree to be awarded;

Bachelor of Science

(2) The area of specialization;

Information Technology

(3) The purpose or objective of the program or course of study to be offered (please include a program description and identify all learning outcomes);

Program Description – The Bachelor of Science in Information Technology program provides students with the skills, knowledge, and proficiency to support, troubleshoot, and design key elements of the information technology infrastructure — from websites to networks — in organizations ranging from business and government to health care and many more. Students will be exposed to the essential skills needed to support the tactical technical operations of today's global companies, as well as the insight and critical thinking required to analyze and effectively deploy forward-looking technologies. Students are expected to demonstrate computer

and critical-thinking skills in order to succeed in the Bachelor of Science in Information Technology program. Courses within the major component of the curriculum are overarching by design and will prepare students for success.

This program applies the use of technologies and practices employed by numerous and diverse global organizations with an emphasis on networking, security, programming and technology infrastructure. Graduates from the Bachelor of Science in Information Technology possess a strong combination of technical skills, knowledge and practical, hands-on expertise to support an organization's technology infrastructure and the people who use it.

Program Learning Outcomes –

- The graduate will be able to apply core IT knowledge and skills to enhance organizational performance.
- The graduate will be able to build technology solutions to solve organizational problems.
- The graduate will be able to communicate technical information to a range of audiences using a variety of communication modes.
- The graduate will be able to apply security best practices in using and managing information technology and systems.
- The graduate will be able to discuss the ethical challenges surrounding information technology.

(4) Specific academic content of the program or course of study;

Please see Strayer University's Catalog for course descriptions at: https://strayer.smartcatalogiq.com/en/2024-2025/catalog/programs/undergraduate-programs/information-technology-bachelor-of-science/.

All Courses are 4.5 quarter credit hours. The program is 180 quarter credit hours in length.

The program's CIP Code is: 11.0103.

Area I: Major	
BUS 100	Introduction to Business
BUS 375	Project Management
CIS 106	Introduction to Information Technology
CIS 109	Introduction to Management Information Systems
CIS 110	Computer Programming Design
CIS 111	Introduction to Relational Database Management Systems OR
CIS 112	Introduction to Cloud Computing
CIS 175	Introduction to Networking
CIS 261	Object-Oriented Computer Programming I
CIS 312	Computer Architecture
CIS 333	Network Security Fundamentals
CIS 373	Web Design and Development
CIS 376	SQL Programming
CIS 498	Information Technology Capstone

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Area II: General Education Core	
CIS 101	Navigating a Digital World
COM 100	Communication at Work
COM 200	Communication: The Key to Working Together
ECO 110	Taking Charge of Your Economic Future
ENG 116	Discover the Writer in You
ENG 201	The Power of Persuasion
HIS 110	U.S. History: Learn from the Past, Prepare for the Future
HUM 201	Exploring Cultures: Adapting in a Global World
MAT 110	Using Math to Inform Your World
MAT 210	Data-Driven Decisions
PHI 201	Thinking it Through
PSY 101	Smarter Decisions through Psychology
SCI 201	Unlocking the Secrets of Science and Innovation
SOC 101	The Story of Us: Embracing Diversity and Collaboration
WRK 100	Preparing for the Future of Work
Area III: Electives	
Eight (8) Electives	
Area IV: Concentration Requirements (Students Must Pick One Concentration)	
Cybersecurity	
CIS 332	Network Server Administration I
SEC 420	Perimeter Defense Techniques
SEC 435	Network Penetration Testing
SEC 340	Computer Forensic Technology
Data Analytics	
CIS 356	Decision Support and Business Intelligence
CIS 362	Data Analytics I
CIS 461	Data Analytics II
CIS 429	Data Warehouse Planning
Data Management	
CIS 377	SQL Programming II
CIS 424	Database Administration I
CIS 4289	Database Administration II
CIS 429	Data Warehouse Planning
IT Project Management	
CIS 348	Information Technology Project Management
BUS 377	Managing Project Risk
BUS 419	Project Estimating and Budgeting
CIS 443	Agile Project Management
Networking	
CIS 332	Network Server Administration I
CIS 337	Internetworking Basics
CIS 357	Advanced Internetworking
CIS 401	Network Server Administration II

Software Development	
CIS 361	Object Oriented Computer Programming II
CIS 375	Human-Computer Interaction
CIS 406	JAVA Programming I
CIS 407	JAVA Programming II

(5) The quality of the proposed program in comparison to existing programs;

As an initial matter, it should be noted that this Bachelor of Science in Information Technology program is in fact itself an existing program. As described above, Strayer is seeking to offer the same Bachelor of Science in Information Technology program currently being offered to students at its White Marsh Campus to those same students at its new location, to be delivered at the new Baltimore Peninsula location and overseen at the new location by the same faculty and administrators as at the current location. Thus, the program is not duplicative of the currently available programs in Maryland.

In addition, the University notes that this program is distinct from similar programs offered by other institutions, since no other institution in the state offers students the unique combination of attributes possessed by Strayer University. First, Strayer has been focused on educating non-traditional students and working adults (who are traditionally under-served) in high demand fields since its founding in Maryland in 1892, and thus brings more than 130 years of experience to the task of serving today's working adult, non-traditional student in Maryland. Specifically, approximately 92% of Strayer students enroll part-time and many are working adults who require flexibility to balance multiple responsibilities that include career, family, childcare and/or elder care. Strayer University students align with the definition of non-traditional students as defined in the U.S. Department of Education's National Center for Education Statistics, Nontraditional Undergraduates 2002 publication. Second, the diversity within our student body is a great asset, enhancing the educational experience for all students. The average age of Strayer students is 37 and 71% identify as women. Racially diverse students make up almost 70% of our student body: 53% are Black or African American, 31% White, 8% Hispanic or Latino, 5% "race and ethnicity other," 2% two or more races and 1% Asian. Third, this program offers the flexibility of online courses to meet students when and where they are, while also providing access to on-ground courses. Today's students prefer the flexibility that Strayer's programs offer. Fourth, the flexibility carries over into our four starts per year (Winter, Spring, Summer and Fall) so that working adult students can begin their program when they are ready, and can stop and start their program as needed to fit their lives. Lastly, a majority of the University's instructors are practitioner-based faculty with real-world experiences they share with their students.

(6) An analysis of the market for the program. Include information on the student population that will be served by the program, the roles and pathways for which this program will prepare students, and what distinguishes the proposed program from similar programs in the State; and

See below in Subsection (E).

(7) The State's equal educational opportunity obligations under State and federal law.

The University's non-discrimination policy is provided in the catalog as follows:

> Strayer University is an equal opportunity educational institution. The university is committed to a policy of equal opportunity in the provision of educational programs, activities and benefits to students, as well as equal opportunity in all aspects of employment. Strayer University does not discriminate on the basis of age, sex, gender identity, color, race, religion, disability, sexual orientation, marital status, veteran status, national origin or any other basis prohibited by federal, state or local laws and regulations and does not tolerate such discrimination by its students, staff and faculty.

The University's commitment to equal opportunity is demonstrated by the makeup of its student body. As of December 2023, almost 70% of the University's students were racially diverse, 71% were female, and the average age was 37.

C. In addition, the out-of-State institution shall demonstrate that the proposed program, for which the institution is making application:

(1) Meets a critical and compelling regional or Statewide need; and

This existing program meets a critical and compelling statewide need for several reasons.

First, the continued need for the existing program is shown below in Subsection (E) concerning market demand for the program.

Second, as indicated in the 2024-2028 Maryland State Workforce Development Plan, the state of Maryland has identified a strategic pillar focused on preparing the future workforce by transforming and expanding career-connected learning opportunities to ensure every young person has access to a family-sustaining career pathway, regardless of their plans to obtain a college degree.[1] By continuing to offer this program, Strayer University's Baltimore Peninsula campus will continue to help meet this critical need by offering necessary pathways for in-demand careers.

Third, the 2022 State Plan identifies several critical goals to address the state's evolving educational landscape, including advancing equitable access to education, ensuring affordability, improving student success, fostering diversity, driving innovation, and supporting economic development. As discussed below in Subsection C(2), by continuing to offer this existing program, Strayer University continues to align with and support the state in achieving these objectives, providing accessible and innovative education that meets Maryland's most pressing educational and economic needs.[2]

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[1] https://wioaplans.ed.gov/node/459981
[2] https://mhec.maryland.gov/Pages/2021-2025-Maryland-State-Plan-for-Higher-Education.aspx

(2) Is consistent with the Maryland State Plan for Postsecondary Education.

Strayer University's existing program remains consistent with the 2022 State Plan, including the three primary goals of Access, Success, and Innovation.

Goal 1 of the 2022 State Plan (Access) states that postsecondary education in Maryland should "[e]nsure equitable access to affordable and high-quality postsecondary education for all Maryland residents." One of Strayer's long-standing core values is educational access. Specifically, as part of our Mission Statement, Strayer "provide[s] affordable postsecondary educational opportunities to a diverse population of eligible learners using multiple modalities and flexible approaches to enable students to earn credentials and degrees." One of the ways Strayer provides access is by being an open access institution. Another way Strayer provides access is through its affordability. As an example, since 2013 Strayer has maintained a successful Graduation Fund program to incentivize affordability and persistence where students earn a no-tuition cost course for every 3 courses they successfully complete to be redeemed at the end of their program. Strayer also provides students with no-cost access to Sophia, an online education platform that offers self-paced general education-level courses that are American Council on Education (ACE) recommended and transferrable (depending on the receiving institution's policies). Furthermore, Strayer provides access and flexibility because it operates on a quarter system, with four terms per year. Courses take place over eleven-week terms as well as five-week mini-sessions. To provide a consistent academic experience, Strayer offers common course curriculum across all delivery modalities. No matter where a student chooses to take their courses, whether at a campus or online, they will have access to the same course materials, support resources, and will master the same learning outcomes. Strayer has been offering these flexible educational opportunities to its students since the beginning of the 21st century, long before the COVID-19 pandemic. Strayer also actively works with employers to understand their talent acquisition, development and retention priorities, and to support their diversity, equity and inclusion initiatives. The university specializes in employer partnerships and products designed to expand access, choice, and affordability. More than 500 organizations invest in their employees by partnering with Strayer to offer access to tuition savings and other educational benefits. These partnerships also help employers to address some of the most important concerns many employees have about getting an education as working adults: cost, choice, quality and flexibility.

Goal 2 of the 2022 State Plan (Success) states that postsecondary education in Maryland should "[p]romote and implement practices and policies that will ensure student success." Another one of Strayer's long-standing core values is stakeholder success. Specifically, as part of our Mission Statement, Strayer "provide[s] opportunities and supportive learning environments to equip students, alumni and the Strayer University community with the tools to achieve academic, personal and professional success." One of the ways Strayer ensures student success is through its "Work and Learn" strategy which was designed to dynamically enhance student achievement, program effectiveness, and learning experiences. Through this strategic approach, the university aims to help students foster cognitive growth, demonstrate essential industry skills, earn valuable credentials, prepare them for successful careers, and ultimately enhance the return on student investment. By integrating market insights, skills-infused curriculum, and employer partnerships, this strategic holistic approach ensures programmatic pathways are aligned with market and

employer demands. Also, as part of Strayer's mission-driven holistic support, it is committed to providing initiatives tailored to the needs of working adult students, many of whom are first-generation college students, or are returning to the classroom after many years away. The university provides admissions officers, academic coaches, and faculty, robust career services, campus resources and coaching to prepare students for the classroom, workplace, and other challenges related to physical, emotional, and financial well-being through its Center for Well-Being. The Center for Well-Being provides online resources and support for six dimensions of well-being in educational environments: academics, career, essential needs, financials, mind and body, and social connection.

Goal 3 of the 2022 State Plan (Innovation) states that postsecondary education in Maryland should "[f]oster innovation in all aspects of Maryland higher education to improve access and student success." The last of Strayer's long-standing core values is academic quality. Specifically, as part of our Mission Statement, Strayer "provide[s] innovative, engaging and professionally relevant academic programs and experiences for our students." One of the ways Strayer demonstrates its innovation is through its skills-infused curriculum. In 2019, the university reimagined its general education program with a focus on 10 essential employability skills. Through engagement with employer partners and evaluating years of employer-trend research, Strayer recognized ten skills consistently identified as those that employers value across any industry. These skills were embedded into Strayer's general education curriculum, providing a solid foundation of behaviors and knowledge that are essential for academic and professional success. This program was designed to ensure students learn and demonstrate essential employability skills within the context of a traditional general education curriculum. The ten skills taught within the general education curriculum are: agility, communication, initiative, innovation, productivity, problem-solving, relationship building, results-driven, self and social-awareness, and technology. Strayer's goal is to continuously integrate practical skills development directly into the academic experience, building career currency throughout a student's academic journey. Strayer is also committed to the mission of evolving alongside the demands of a rapidly changing workplace, and to do this, the university is constantly exploring innovative approaches to education, including engaging technology that advances learning. As the majority of Strayer students take courses online, the university understands and values the critical need to meet them where they are. In response to student needs, the university deployed technologies such as WalkMe, an online navigational support tool helping students navigate Strayer's online systems; the Irving Chat Bot, a virtual AI assistant where students can connect for help with academic and administrative services; tutoring, library, and research resources; and IT Help Desk issues; and improved policies and practices that support neurodiverse learners by helping provide a neuroinclusive learning environment for all students through instructional design, career services, faculty and staff development, and student support to jointly and effectively support and empower students.

D. The out-of-State institution shall clearly state the demand and need for a program, for which the institution is making application, in terms of meeting present and future needs of the region and the State in general. Two kinds of need may be identified:

(1) Societal needs, including the tradition of liberal arts education, which provides immeasurable returns to the State in part by instilling in citizens a capacity for advanced

learning and individual and societal benefits regardless of workforce or market demand considerations; and

The University's undergraduate programs, including the Bachelor of Science in Information Technology, are thoughtfully designed to address both societal and workforce needs in the region and the state. These programs emphasize the enduring value of a liberal arts education while equipping students with the knowledge and skills necessary to thrive in a rapidly changing world. The general education outcomes, developed with both the liberal arts tradition and the evolving demands of the modern workplace in mind, are integrated into the curriculum alongside University Core Competencies. This ensures that students not only gain a foundation in critical skills but also apply them throughout their academic journey, including within major-specific courses.

The University Core Competencies—professional competence, critical thinking, communication skills, analytical reasoning, ethical behavior, and information literacy—prepare students to navigate real-world challenges and contribute meaningfully to their professions and communities. These competencies are reinforced by General Education Program Outcomes, which include communication, problem-solving, data analysis and decision-making, and digital proficiency and productivity. Together, these outcomes enable students to engage, collaborate, and deliver results across diverse audiences and contexts.

By mapping these competencies and outcomes throughout the curriculum, the University instills in students the capacity to think critically, solve complex problems, and make informed decisions. These skills are further extended into major courses, where students deepen their expertise and practice applying their knowledge in discipline-specific contexts. This comprehensive approach ensures that graduates are not only prepared for immediate workforce demands but are also adaptable to future challenges, contributing to the region's and state's long-term societal and economic needs.

University Core Competencies:

- Professional competence – the ability to apply the knowledge and their disciplines to real-world settings to the benefit of their professions
- Critical thinking – the ability to analyze, evaluate and construct arguments based on their merits
- Communication skills – the ability to effectively interpret, compose and articulate ideas and information in a variety of formats and presentation methods
- Analytical reasoning – the ability to identify, evaluate and solve problems using quantitative and qualitative information
- Ethical behavior – the ability to evaluate complex issues and situations and make informed ethical choices
- Information literacy – the ability to locate, critically evaluate, and effectively use information for the purposes intended to include decision-making and problem-solving

BACHELOR OF SCIENCE IN INFORMATION TECHNOLOGY

General Education Program Outcomes:

- Communication: Use key communication skills (oral, written, and listening) to engage, inform, and collaborate within a variety of audiences and settings.
- Problem Solving: Solve complex problems through critical exploration, analysis, evaluation, and construction of probable solutions in various contexts and life situations while considering diverse and ethical perspectives.
- Data Analysis and Decision Making: Make informed decisions through the examination of ideas, data, information, and potential solutions in various contexts and settings.
- Digital Proficiency and Productivity: Use digital tools and strategies to deliver results in various contexts and life situations.

(2) Occupational needs relative to meeting workforce requirements or upgrading vocational or technical skills.

See Subsection (E) below.

E. Market Demand Data.

(1) The out-of-State institution shall present data projecting market demand and the availability of openings in the job market to be served by the new program for which the institution is making application. The type of information submitted will vary, depending on the program, but may include workforce and employment projections prepared by the federal and State governments as well as professional and trade associations.

The completion of an Associate's or Bachelor's degree in Information Technology presents increasing career opportunities for students and employees in Maryland seeking to advance their professional goals.

National Demand:
Graduates in the field of Information Technology find themselves ready for any number of career choices. The U.S Department of Labor lists several types of job classifications under the umbrella of "Computer and Information Technology Occupations,"[3] such as Computer Support Specialist for those prospective employees possessing an Associate's degree in Information Technology; and Computer Systems Analyst, and Software Developers for those graduates with a Bachelor's degree in Information Technology.

[3] http://www.bls.gov/ooh/computer-and-information-technology/home.htm

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Information Technology-related career	*USDOL Job Outlook (National)*
Computer Support Specialists	Employment of computer support specialists is projected to grow 6% from 2023–2033, faster than the average for all occupations. Computer support specialists will be needed to provide technical help and training to users with new hardware or software. However, this demand may be offset somewhat as organizations continue to implement automated tools, such as chatbots, for troubleshooting. This use of automation may free up some computer support specialists to handle more complex cases and troubleshooting that require attention. Some businesses, especially smaller ones with minimal information technology (IT) requirements, may find it more cost effective to contract with outside firms for these services rather than to hire computer support specialists directly.[4]
Computer Systems Analyst	Employment of computer systems analysts is projected to grow 11% from 2023–2033, much faster than the average for all occupations. As organizations across the economy continue to rely on and expand information technology (IT), computer systems analysts will be hired to design and install new computer systems. Small firms with minimal IT requirements may find it more cost effective to contract with outside firms for these services rather than to hire computer systems analysts directly.[5]
Software developers, quality assurance analysts, and testers	Employment of software developers is projected to grow 17% from 2023–2033, much faster than the average for all occupations. Increased demand for software developers, software quality assurance analysts, and testers will stem from the continued expansion of software development for artificial intelligence (AI), Internet of Things (IoT), robotics, and other automation applications. In response to concerns over threats to computer security, organizations are expected to increase investment in software that protects their electronic networks and infrastructure. This investment could result in an increased demand for developers to create security software and for quality assurance analysts and testers to create and execute software tests.[6]

[4] http://www.bls.gov/ooh/computer-and-information-technology/computer-support-specialists.htm#tab-6
[5] http://www.bls.gov/ooh/computer-and-information-technology/computer-systems-analysts.htm#tab-6
[6] http://www.bls.gov/ooh/computer-and-information-technology/software-developers.htm#tab-6

(2) With the exception of programs in the liberal arts, recently collected, existing, or new market surveys shall be used which clearly provide quantifiable and reliable data from prospective employers on the educational and training needs, and the anticipated number of vacancies, expected over the next 5 years.

State Demand:
As of November, 2024, the Maryland Workforce Exchange lists 3,387 positions for applicants in Information Technology.[7]

Information Technology-related career	*Sample Knowledge, Skills, and Abilities*	*Maryland Department of Labor – Occupation Outlook*[8]
Computer Network Support Specialist	Computers and Electronics; Engineering and Technology; Reading Comprehension; Inductive Reasoning	15.1231.00 Projected Growth (2022-2032): +14% 828 annual job openings
Computer User Support Specialist	Computers and Electronics; Engineering and Technology; Reading Comprehension; Inductive Reasoning	15.1232.00 Projected Growth (2022-2032): +11% 972 annual job openings
Computer Systems Analyst	Computers and Electronics; Engineering and Technology; Systems Analysis; Category Flexibility	15-1211.00 Projected Growth (2022-2032): +16% 1,223 annual job openings
Software developers	Computers and Electronics; Engineering and Technology; Complex Problem Solving; Written Comprehension	15-1252.00 Projected Growth (2022-2032): +31% 3,232 annual job openings

[7] https://mwejobs.maryland.gov/vosnet/Default.aspx
[8] Maryland Department of Labor, Maryland Occupational Projections - 2023 - 2025 - Workforce Information and Performance https://www.labor.maryland.gov/lmi/iandoproj/maryland.shtml (visited *November 24, 2024*).

(3) In assessing demand for a new program, for which the institution is making application, an institution shall also present data showing the current supply of graduates in that program area in the State and region.

In 2023, there were only 242 graduates with a Bachelors in Information Technology degree from Maryland institutions, highlighting the need to produce more graduates to meet the growing demand.

In addition to enrolling students seeking to enter the job market in a given industry, Strayer also educates many of its students while they are still working. We believe that, in addition to filling demand needs of people wanting to enter the workforce, we also meet the needs of people who are in the workforce and want to move up.

Maryland Institution Graduates[9]

	Degree Level Completions (2013)	**Degree Level Completions (2023)**	**% Change**
Bachelor of Science in Information Technology	95	242	155%

F. Faculty Information.

Commission authorization is by academic program; therefore, each program is reviewed independently to determine compliance with COMAR 13B.02.01.16. In addition to the Faculty Compliance Report included with your supporting documentation, please provide the following information:

(a) List all faculty that are to teach in the first year (or cycle) of the program at this location. For each faculty member provide the following information: COMAR 13B.02.01.16A, B, and C.

(1) the course(s) the faculty might soon teach;
(2) the degrees the individual holds
(3) the degrees areas of specialization; and
(4) whether or not the faculty member is full-time or part-time (adjunct) at your parent institution.

Please see attached list of the faculty members assigned to the White Marsh location; they will also be assigned to the relocated Baltimore Peninsula location.

(b) Please include a curriculum vitae/resume for each potential faculty member.

Please see attached curriculum vitae for the above-referenced faculty members.

[9] (2024, November). Program Overview. Retrieved from Lightcast. https://lightcast.io/try-lightcast

Office Use Only: PP#

Cover Sheet for In-State Institutions
New Program or Substantial Modification to Existing Program

Institution Submitting Proposal	Strayer University

Each action below requires a separate proposal and cover sheet.

- (●) New Academic Program
- ( ) New Area of Concentration
- ( ) New Degree Level Approval
- ( ) New Stand-Alone Certificate
- ( ) Substantial Change to a Degree Program
- ( ) Cooperative Degree Program
- ( ) Off Campus Program
- ( ) Offer Program at Regional Higher Education Ctr.

Department Proposing Program	Strayer University	
Degree Level and Degree Type	Master	
Title of Proposed Program	Business Administration	
Total Number of Credits	45	
Suggested Codes	HEGIS:	CIP: 52 .0201
Program Modality	( ) On-campus ( ) Distance Education (*fully online*) (●) Both	
Program Resources	(●) Using Existing Resources ( ) Requiring New Resources	
Projected Implementation Date	( ) Fall ( ) Spring (●) Summer	Year: 2025
Provide Link to Most Recent Academic Catalog	URL: https://strayer.smartcatalogiq.com/2024-2025/catalog/	
Preferred Contact for this Proposal	Name: Lisa Sincere	
	Title: Associate General Counsel	
	Phone: (703) 713-1849	
	Email: Lisa.Sincere@strategiced.com	
President/Chief Executive	Type Name: Dr. Antoinette Farmer-Thompson	
	Signature:	Date: 12/19/2024
Approval/Endorsement by Governing Board	Type Name: Dr. Antoinette Farmer-Thompson	
	Signature:	Date: 12/19/2024

Revised 5/7/18

MASTER OF BUSINESS ADMINISTRATION

II. Application Questionnaire

Section 2: Program Information

A/B. Pursuant to COMAR 13B.02.01.06A, the institution shall present evidence demonstrating the educational need to establish operations, offer programs, and award degrees in question in the State. This shall include the evidence required by COMAR 13B.02.01.06B and listed below.

Strayer University is proud of its over 130 year history of serving working adults. The University was founded in Baltimore in 1892 by education pioneer Irving Strayer, and has been regionally accredited by the Middle States Commission on Higher Education since 1981. It has offered programs in Maryland under MHEC's jurisdiction since 1997.

The University has been successfully operating at its present White Marsh/Baltimore Campus location, at 9920 Franklin Square Drive, Suite 200, Baltimore, MD 21236 since 1999. The University is planning to move to improved campus space in downtown Baltimore from its present location northeast of downtown Baltimore, subject to MHEC approval of the new location, including approval of its programs at this new location.

This application seeks the approval of MHEC to offer the same Master of Business Administration program it offers on its present White Marsh Campus, at the new campus site at 301 Mission Street in Baltimore. The students served by this program at the new location, the faculty used to teach it, and the administrators who will oversee it, are all the same as they are at the current location.

B. The evidence required by §A of this regulation shall include:

(1) The degree to be awarded;

Master of Business Administration

(2) The area of specialization;

Business Administration

(3) The purpose or objective of the program or course of study to be offered (please include a program description and identify all learning outcomes);

Program Description – The Master of Business Administration program offers a broad set of business management tools while also allowing students a choice of concentration in order to tailor their degrees to fit their careers and learning goals. The program curriculum prepares working professionals to become effective decision makers and managers in a world increasingly affected by globalization, technology and ethical challenges. It is designed for working professionals from a wide range of backgrounds who wish to advance or enhance their business careers.

MASTER OF BUSINESS ADMINISTRATION

The Master of Business Administration program is an exciting educational option for students looking to increase their understanding, advance their careers, and expand their opportunities in the world of business.

Program Learning Outcomes –

- The graduate will be able to use communication skills in a business environment to convey organizational policies, procedures, and strategies.
- The graduate will be able to formulate action plans using management concepts and techniques to address real-world business challenges.
- The graduate will be able to analyze the economic, global, legal, and financial dynamics of markets and the general business environment to determine their impact on organizations.
- The graduate will be able to develop business management strategies for the functional areas of accounting, financial management, human resource management and marketing to accomplish organizational goals.
- The graduate will be able to demonstrate leadership skills to enhance productivity, promote diversity, and foster an ethical organizational culture.
- The graduate will be able to evaluate quantitative and qualitative data to inform solutions for business challenges.

(4) Specific academic content of the program or course of study;

Please see Strayer University's Catalog for course descriptions at: https://strayer.smartcatalogiq.com/en/2024-2025/catalog/programs/graduate-programs/business-administration-master/.

All Courses are 4.5 quarter credit hours. The program is 45-54 quarter credit hours in length; students may earn a Master of Business Administration with a concentration (54 quarter credit hours) or without a concentration (45 quarter credit hours).

The program's CIP Code is: 52.0201

Area I: Required Courses	
ACC 556	Financial Accounting for Managers
BUS 520	Leadership and Organizational Behavior
BUS 599	Strategic Management
COM 510	Business Communications
ECO 550	Managerial Economics and Globalization
FIN 534	Financial Management
LEG 500	Law, Ethics, and Corporate Governance
BUS 512	Data-Driven Decision Making for Leaders
MKT 500	Marketing Management
Elective	Graduate Elective from the optional concentration component in the MBA

MASTER OF BUSINESS ADMINISTRATION

Area II: Optional Concentration Component (Students may choose a concentration)	
Accounting	
ACC 560	Cost Accounting
ACC 565	Organizational Tax Research and Planning
ACC 573	Financial Reporting and Analysis
Acquisition	
BUS 501	Government Acquisition
BUS 505	Business Strategies and Proposals
LEG 505	Government Contract Law
Business Data	
DAT 500	Understanding Business Data
DAT 510	Business Data and Decisions
DAT 520	Operational Data
Finance	
FIN 535	International Finance
FIN 540	Advanced Corporate Finance
FIN 550	Corporate Investment Analysis
Health Services Administration	
HSA501	Management in Health Care
HSA515	Health Care Policy, Law, and Ethics
HSA525	Health Financial Management
Human Resource Management	
HRM 500	Human Resource Management Foundations
HRM 530	Strategic Human Resource Management
HRM 560	Managing Organizational Change
Management	
BUS 515	Operations Management
BUS 521	Entrepreneurship and Innovation OR
HRM 530	Strategic Human Resource Management
MGT 500	Modern Management
Marketing	
MKT 515	Global Marketing
MKT 520	Social Media Marketing
MKT 510	Consumer Behavior
Professional Studies	
Students pick three courses in consultation with their coach that fit student's educational needs.	
Project Management	
BUS 517	Project Management
BUS 518	Project Management Leadership
BUS 519	Project Risk Management
Public Administration	
PAD 500	Modern Public Administration – Managing Public and Non-profit Organizations
PAD 505	Public Budgeting and Finance
PAD 530	Public Personnel Management

Sales	
SAL 500	Understanding Sales
SAL 510	Sales Strategy
SAL 520	Sales Communications

(5) The quality of the proposed program in comparison to existing programs;

As an initial matter, it should be noted that this Master of Business Administration program is in fact itself an existing program. As described above, Strayer is seeking to offer the same Master of Business Administration program currently being offered to students at its White Marsh Campus to those same students at its new location, to be delivered at the new Baltimore Peninsula location and overseen at the new location by the same faculty and administrators as at the current location. Thus, the program is not duplicative of the currently available programs in Maryland.

In addition, the University notes that this program is distinct from similar programs offered by other institutions, since no other institution in the state offers students the unique combination of attributes possessed by Strayer University. First, Strayer has been focused on educating non-traditional students and working adults (who are traditionally under-served) in high demand fields since its founding in Maryland in 1892, and thus brings more than 130 years of experience to the task of serving today's working adult, non-traditional student in Maryland. Specifically, approximately 92% of Strayer students enroll part-time and many are working adults who require flexibility to balance multiple responsibilities that include career, family, childcare and/or elder care. Strayer University students align with the definition of non-traditional students as defined in the U.S. Department of Education's National Center for Education Statistics, Nontraditional Undergraduates 2002 publication. Second, the diversity within our student body is a great asset, enhancing the educational experience for all students. he average age of Strayer students is 37 and 71% identify as women. Racially diverse students make up almost 70% of our student body: 53% are Black or African American, 31% White, 8% Hispanic or Latino, 5% "race and ethnicity other," 2% two or more races and 1% Asian. Third, this program offers the flexibility of online courses to meet students when and where they are, while also providing access to on-ground courses. Today's students prefer the flexibility that Strayer's programs offer. Fourth, the flexibility carries over into our four starts per year (Winter, Spring, Summer and Fall) so that working adult students can begin their program when they are ready, and can stop and start their program as needed to fit their lives. Lastly, a majority of the University's instructors are practitioner-based faculty with real-world experiences they share with their students.

(6) An analysis of the market for the program. Include information on the student population that will be served by the program, the roles and pathways for which this program will prepare students, and what distinguishes the proposed program from similar programs in the State; and

See below in Subsection (E).

(7) The State's equal educational opportunity obligations under State and federal law.

The University's non-discrimination policy is provided in the catalog as follows:

> Strayer University is an equal opportunity educational institution. The university is committed to a policy of equal opportunity in the provision of educational programs, activities and benefits to students, as well as equal opportunity in all aspects of employment. Strayer University does not discriminate on the basis of age, sex, gender identity, color, race, religion, disability, sexual orientation, marital status, veteran status, national origin or any other basis prohibited by federal, state or local laws and regulations and does not tolerate such discrimination by its students, staff and faculty.

The University's commitment to equal opportunity is demonstrated by the makeup of its student body. As of December 2023, almost 70% of the University's students were racially diverse, 71% were female, and the average age was 37.

C. In addition, the out-of-State institution shall demonstrate that the proposed program, for which the institution is making application:

(1) Meets a critical and compelling regional or Statewide need; and

This existing program meets a critical and compelling statewide need for several reasons.

First, the continued need for the existing program is shown below in Subsection (E) concerning market demand for the program.

Second, as indicated in the 2024-2028 Maryland State Workforce Development Plan, the state of Maryland has identified a strategic pillar focused on preparing the future workforce by transforming and expanding career-connected learning opportunities to ensure every young person has access to a family-sustaining career pathway, regardless of their plans to obtain a college degree.[1] By continuing to offer this program, Strayer University's Baltimore Peninsula campus will continue to help meet this critical need by offering necessary pathways for in-demand careers.

Third, the 2022 State Plan identifies several critical goals to address the state's evolving educational landscape, including advancing equitable access to education, ensuring affordability, improving student success, fostering diversity, driving innovation, and supporting economic development. As discussed below in Subsection C(2), by continuing to offer this existing program, Strayer University continues to align with and support the state in achieving these objectives, providing accessible and innovative education that meets Maryland's most pressing educational and economic needs.[2]

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[1] https://wioaplans.ed.gov/node/459981
[2] https://mhec.maryland.gov/Pages/2021-2025-Maryland-State-Plan-for-Higher-Education.aspx

(2) Is consistent with the Maryland State Plan for Postsecondary Education.

Strayer University's existing program remains consistent with the 2022 State Plan, including the three primary goals of Access, Success, and Innovation.

Goal 1 of the 2022 State Plan (Access) states that postsecondary education in Maryland should "[e]nsure equitable access to affordable and high-quality postsecondary education for all Maryland residents." One of Strayer's long-standing core values is educational access. Specifically, as part of our Mission Statement, Strayer "provide[s] affordable postsecondary educational opportunities to a diverse population of eligible learners using multiple modalities and flexible approaches to enable students to earn credentials and degrees." One of the ways Strayer provides access is by being an open access institution. Another way Strayer provides access is through its affordability. As an example, since 2013 Strayer has maintained a successful Graduation Fund program to incentivize affordability and persistence where students earn a no-tuition cost course for every 3 courses they successfully complete to be redeemed at the end of their program. Strayer also provides students with no-cost access to Sophia, an online education platform that offers self-paced general education-level courses that are American Council on Education (ACE) recommended and transferrable (depending on the receiving institution's policies). Furthermore, Strayer provides access and flexibility because it operates on a quarter system, with four terms per year. Courses take place over eleven-week terms as well as five-week mini-sessions. To provide a consistent academic experience, Strayer offers common course curriculum across all delivery modalities. No matter where a student chooses to take their courses, whether at a campus or online, they will have access to the same course materials, support resources, and will master the same learning outcomes. Strayer has been offering these flexible educational opportunities to its students since the beginning of the 21st century, long before the COVID-19 pandemic. Strayer also actively works with employers to understand their talent acquisition, development and retention priorities, and to support their diversity, equity and inclusion initiatives. The university specializes in employer partnerships and products designed to expand access, choice, and affordability. More than 500 organizations invest in their employees by partnering with Strayer to offer access to tuition savings and other educational benefits. These partnerships also help employers to address some of the most important concerns many employees have about getting an education as working adults: cost, choice, quality and flexibility.

Goal 2 of the 2022 State Plan (Success) states that postsecondary education in Maryland should "[p]romote and implement practices and policies that will ensure student success." Another one of Strayer's long-standing core values is stakeholder success. Specifically, as part of our Mission Statement, Strayer "provide[s] opportunities and supportive learning environments to equip students, alumni and the Strayer University community with the tools to achieve academic, personal and professional success." One of the ways Strayer ensures student success is through its "Work and Learn" strategy which was designed to dynamically enhance student achievement, program effectiveness, and learning experiences. Through this strategic approach, the university aims to help students foster cognitive growth, demonstrate essential industry skills, earn valuable credentials, prepare them for successful careers, and ultimately enhance the return on student investment. By integrating market insights, skills-infused curriculum, and employer partnerships, this strategic holistic approach ensures programmatic pathways are aligned with market and

employer demands. Also, as part of Strayer's mission-driven holistic support, it is committed to providing initiatives tailored to the needs of working adult students, many of whom are first-generation college students, or are returning to the classroom after many years away. The university provides admissions officers, academic coaches, and faculty, robust career services, campus resources and coaching to prepare students for the classroom, workplace, and other challenges related to physical, emotional, and financial well-being through its Center for Well-Being. The Center for Well-Being provides online resources and support for six dimensions of well-being in educational environments: academics, career, essential needs, financials, mind and body, and social connection.

Goal 3 of the 2022 State Plan (Innovation) states that postsecondary education in Maryland should "[f]oster innovation in all aspects of Maryland higher education to improve access and student success." The last of Strayer's long-standing core values is academic quality. Specifically, as part of our Mission Statement, Strayer "provide[s] innovative, engaging and professionally relevant academic programs and experiences for our students." One of the ways Strayer demonstrates its innovation is through its skills-infused curriculum. In 2019, the university reimagined its general education program with a focus on 10 essential employability skills. Through engagement with employer partners and evaluating years of employer-trend research, Strayer recognized ten skills consistently identified as those that employers value across any industry. These skills were embedded into Strayer's general education curriculum, providing a solid foundation of behaviors and knowledge that are essential for academic and professional success. This program was designed to ensure students learn and demonstrate essential employability skills within the context of a traditional general education curriculum. The ten skills taught within the general education curriculum are: agility, communication, initiative, innovation, productivity, problem-solving, relationship building, results-driven, self and social-awareness, and technology. Strayer's goal is to continuously integrate practical skills development directly into the academic experience, building career currency throughout a student's academic journey. Strayer is also committed to the mission of evolving alongside the demands of a rapidly changing workplace, and to do this, the university is constantly exploring innovative approaches to education, including engaging technology that advances learning. As the majority of Strayer students take courses online, the university understands and values the critical need to meet them where they are. In response to student needs, the university deployed technologies such as WalkMe, an online navigational support tool helping students navigate Strayer's online systems; the Irving Chat Bot, a virtual AI assistant where students can connect for help with academic and administrative services; tutoring, library, and research resources; and IT Help Desk issues; and improved policies and practices that support neurodiverse learners by helping provide a neuroinclusive learning environment for all students through instructional design, career services, faculty and staff development, and student support to jointly and effectively support and empower students.

D. The out-of-State institution shall clearly state the demand and need for a program, for which the institution is making application, in terms of meeting present and future needs of the region and the State in general. Two kinds of need may be identified:

(1) Societal needs, including the tradition of liberal arts education, which provides immeasurable returns to the State in part by instilling in citizens a capacity for advanced

learning and individual and societal benefits regardless of workforce or market demand considerations; and

Strayer University's MBA program is uniquely positioned to meet both societal and workforce needs within Maryland and the broader region. While not a liberal arts degree, Strayer's MBA program integrates critical skills and topics that equip students with the ability to navigate a rapidly changing, diverse, and dynamic world. Through a curriculum designed around core competencies, program outcomes, and the teaching of 10 essential employability skills, the program instills principles foundational to a liberal arts education—developing well-rounded, informed, and adaptable leaders.

Strayer emphasizes professional competence by enabling students to apply their knowledge to real-world settings, benefiting both their professions and their communities. The program develops critical thinking skills by teaching students to analyze and construct arguments, and communication skills through effective interpretation, composition, and articulation of ideas across various formats. Analytical reasoning is integrated to help students identify, evaluate, and solve problems using both qualitative and quantitative methods.

The MBA program also fosters ethical behavior and information literacy, equipping graduates with the ability to evaluate complex issues, make informed ethical choices, and effectively use information for decision-making and problem-solving. These outcomes directly align with the goals of the Maryland State Plan by preparing graduates not only to excel in their careers but also to contribute meaningfully to society.

(2) Occupational needs relative to meeting workforce requirements or upgrading vocational or technical skills.

See Subsection (E) below.

E. Market Demand Data.

(1) The out-of-State institution shall present data projecting market demand and the availability of openings in the job market to be served by the new program for which the institution is making application. The type of information submitted will vary, depending on the program, but may include workforce and employment projections prepared by the federal and State governments as well as professional and trade associations.

The completion of a certificate program or an Associate's, Bachelor's, or Master's degree in Business Administration is highly desirable for those students in Maryland seeking a solid foundation for their professional goals.

National Demand:
Graduates in the field of Business Administration find themselves ready for any number of career choices. The U.S Department of Labor lists more than 20 subcategories of job classifications under the umbrella of "Business and Financial Management,"[3] such as

[3] http://www.bls.gov/ooh/business-and-financial/home.htm

General and Operations Manager, Project Management Specialist, and Management Analyst, making job opportunities varied for Business Administration majors. The Bureau of Labor and Statistics projects employment in business and financial occupations to grow faster than the average for all occupations from 2023 to 2033. About 963,500 openings are projected each year, on average, in these occupations due to employment growth and the need to replace workers who leave the occupations permanently.[4] These positions are projected to achieve a compound annual rate of change between 2.2–3.5%.

Business Administration-related career	*USDOL Job Outlook (National)*
General and Operations Manager/Administrative Services Manager	Employment of administrative services managers is projected to grow six percent from 2023 to 2033, faster than the average for all occupations. Demand for administrative services managers is expected to be particularly strong for those working in records and information management. As cloud computing continues to expand, these workers will have a critical role in helping organizations develop new records and information management practices and in maintaining data security.[5]
Project Management Specialist	Employment of project management specialists is projected to grow seven percent from 2023 to 2033, faster than the average for all occupations. As organizations seek ways to maintain and improve productivity, employment of project management specialists is expected to increase.[6]
Management Analyst	Employment of management analysts is projected to grow 11 percent from 2023 to 2033, much faster than the average for all occupations. Demand for the services of these workers will grow as organizations continue to seek ways to improve efficiency and control costs.[7]

(2) With the exception of programs in the liberal arts, recently collected, existing, or new market surveys shall be used which clearly provide quantifiable and reliable data from prospective employers on the educational and training needs, and the anticipated number of vacancies, expected over the next 5 years.

State Demand:

As of November, 2024, the Maryland Workforce Exchange lists nearly 5,000 jobs currently available to potential employees possessing a certificate or degree in the field of

[4] http://www.bls.gov/emp/ep_table_203.htm
[5] http://www.bls.gov/ooh/management/administrative-services-managers.htm#tab-1
[6] https://www.bls.gov/ooh/business-and-financial/project-management-specialists.htm#tab-6
[7] http://www.bls.gov/ooh/business-and-financial/management-analysts.htm

Business Administration.[8] In addition to this immediate need, employment projections reveal encouraging trends for the profession in both the short and long term. Between 2023 and 2025, employment for general and operations managers is expected to grow from 82,197 to 84,709, adding just over 2,500 new positions—a 3.1% increase.[9] Looking further ahead, from 2022 to 2032, the profession is projected to increase by 8.8% or 8,580 new positions.[10]

Business Administration-related career	*Sample Knowledge, Skills, and Abilities*	*Maryland Department of Labor – Occupation Outlook*[11]
General and Operations Manager/Administrative Services Manager	Administration and Management; Economics and Accounting; Mathematics; Reading Comprehension; Critical Thinking; Written Expression	11-1021.00 Projected Growth (2022-2032): +9% 8,852 annual job openings
Project Management Specialist	Analyzing Data or Information; Problem Solving; Critical Thinking; Strong Communication	13-1082.00 Projected Growth (2022-2032): +11% 3,014 annual job openings
Management Analyst	Administration and Management; Complex Problem Solving; Written Expression; Analyzing Data or Information	13-1111.00 Projected Growth (2022-2032): +16% 2,605 annual job openings

(3) In assessing demand for a new program, for which the institution is making application, an institution shall also present data showing the current supply of graduates in that program area in the State and region.

The number of graduates from Maryland institutions of higher education indicates an unmet need for business administration graduates at all levels. On a state-wide basis, there are approximately 5,000 jobs available in business and professional services, but only 2,349 new MBA graduates entering the workforce from Maryland institutions. In addition to enrolling students seeking to enter the job market in a given industry, Strayer also educates many of its students while they are still working. We believe that, in

[8] https://mwejobs.maryland.gov/vosnet/Default.aspx
[9] https://www.labor.maryland.gov/lmi/iandoprojshort/
[10] https://www.dllr.state.md.us/lmi/iandoproj/maryland.shtml
[11] Maryland Department of Labor, Maryland Occupational Projections - 2023 - 2025 - Workforce Information and Performance https://www.labor.maryland.gov/lmi/iandoproj/maryland.shtml (visited *November 24, 2024*).

addition to filling unmet need, we also meet the needs of people who are in the workforce and want to move up.

Maryland Institution Graduates[12]

	Degree Level Completions (2013)	Degree Level Completions (2023)	% Change
Master of Business Administration	3,764	2,349	-38%

F. Faculty Information.

Commission authorization is by academic program; therefore, each program is reviewed independently to determine compliance with COMAR 13B.02.01.16. In addition to the Faculty Compliance Report included with your supporting documentation, please provide the following information:

(a) List all faculty that are to teach in the first year (or cycle) of the program at this location. For each faculty member provide the following information: COMAR 13B.02.01.16A, B, and C.

(1) the course(s) the faculty might soon teach;
(2) the degrees the individual holds
(3) the degrees areas of specialization; and
(4) whether or not the faculty member is full-time or part-time (adjunct) at your parent institution.

Please see attached list of the faculty members assigned to the White Marsh location; they will also be assigned to the relocated Baltimore Peninsula location.

(b) Please include a curriculum vitae/resume for each potential faculty member.

Please see attached curriculum vitae for the above-referenced faculty members.

[12] (2024, November). Program Overview. Retrieved from Lightcast. https://lightcast.io/try-lightcast

Office Use Only: PP#

Cover Sheet for In-State Institutions
New Program or Substantial Modification to Existing Program

Institution Submitting Proposal	Strayer University

Each action below requires a separate proposal and cover sheet.

- (●) New Academic Program
- ( ) New Area of Concentration
- ( ) New Degree Level Approval
- ( ) New Stand-Alone Certificate
- ( ) Substantial Change to a Degree Program
- ( ) Cooperative Degree Program
- ( ) Off Campus Program
- ( ) Offer Program at Regional Higher Education Ctr.

Department Proposing Program	Strayer University	
Degree Level and Degree Type	Master of Science	
Title of Proposed Program	Accounting	
Total Number of Credits	54	
Suggested Codes	HEGIS:	CIP: 52.0304
Program Modality	( ) On-campus ( ) Distance Education (*fully online*) (●) Both	
Program Resources	(●) Using Existing Resources ( ) Requiring New Resources	
Projected Implementation Date	( ) Fall ( ) Spring (●) Summer	Year: 2025
Provide Link to Most Recent Academic Catalog	URL: https://strayer.smartcatalogiq.com/2024-2025/catalog/	
Preferred Contact for this Proposal	Name: Lisa Sincere	
	Title: Associate General Counsel	
	Phone: (703) 713-1849	
	Email: Lisa.Sincere@strategiced.com	
President/Chief Executive	Type Name: Dr. Antoinette Farmer-Thompson	
	Signature:	Date: 12/19/2024
Approval/Endorsement by Governing Board	Type Name: Dr. Antoinette Farmer-Thompson	
	Signature:	Date: 12/19/2024

Revised 5/7/18

MASTER OF SCIENCE IN ACCOUNTING

II. Application Questionnaire

Section 2: Program Information

A/B. Pursuant to COMAR 13B.02.01.06A, the institution shall present evidence demonstrating the educational need to establish operations, offer programs, and award degrees in question in the State. This shall include the evidence required by COMAR 13B.02.01.06B and listed below.

Strayer University is proud of its over 130 year history of serving working adults. The University was founded in Baltimore in 1892 by education pioneer Irving Strayer, and has been regionally accredited by the Middle States Commission on Higher Education since 1981. It has offered programs in Maryland under MHEC's jurisdiction since 1997.

The University has been successfully operating at its present White Marsh/Baltimore Campus location, at 9920 Franklin Square Drive, Suite 200, Baltimore, MD 21236 since 1999. The University is planning to move to improved campus space in downtown Baltimore from its present location northeast of downtown Baltimore, subject to MHEC approval of the new location, including approval of its programs at this new location.

This application seeks the approval of MHEC to offer the same Master of Science in Accounting program it offers on its present White Marsh Campus, at the new campus site at 301 Mission Street in Baltimore. The students served by this program at the new location, the faculty used to teach it, and the administrators who will oversee it, are all the same as they are at the current location.

B. The evidence required by §A of this regulation shall include:

(1) The degree to be awarded;

Master of Science

(2) The area of specialization;

Accounting

(3) The purpose or objective of the program or course of study to be offered (please include a program description and identify all learning outcomes);

Program Description – The Master of Science in Accounting program provides a well-balanced integration of theoretical accounting concepts and modern quantitative methods in decision-making. The program curriculum presents specialized, graduate-level education that prepares students to become accounting professionals in public accounting firms, corporations, government, and nonprofit organizations. With an increased understanding of accounting management, analysis of accounts, business concepts, communication, and ethics, students will be prepared to advance in their careers in the field of accounting.

MASTER OF SCIENCE IN ACCOUNTING

Program Learning Outcomes –

- The graduate will be able to apply accounting theories to explain the impact of accounting practices on business operations.
- The graduate will be able to analyze accounting data, finance information, and accounting systems to make relevant business decisions.
- The graduate will be able to develop an implementation plan using business concepts to address an organization's information requirements.
- The graduate will be able to use communication skills in a business environment to convey accounting policies, practices, and procedures throughout an organization.
- The graduate will be able to apply ethical considerations into supporting accounting practices, policies, and procedures within an organization.

(4) Specific academic content of the program or course of study;

Please see Strayer University's Catalog at https://strayer.smartcatalogiq.com/2024-2025/catalog/programs/graduate-programs/accounting-master-of-science/.

All Courses are 4.5 quarter credit hours. The program is 54 quarter credit hours in length.

The program's CIP Code is: 52.0304

Area I: Core Component	
ACC 557	Financial Accounting
ACC 560	Cost Accounting
ACC 562	Advanced Accounting
ACC 564	Accounting Information Systems
ACC 599	Graduate Accounting Capstone
ECO 550	Managerial Economics and Globalization
FIN 534	Financial Management
LEG 565	Commercial Law
MAT 540	Quantitative Methods
Area II: Concentration Component (Choose one concentration)	
Corporate Accounting	
ACC 563	Advanced Accounting Theory
ACC 565	Organizational Tax Research Planning
ACC 573	Financial Reporting and Analysis
Forensic Accounting	
ACC 571	Forensic Accounting
ACC 574	Emerging Auditing Technologies
ACC 578	Fraud Prevention and Detection
Public Accounting	
ACC 575	Business Law and Tax
ACC 576	Auditing and Business Concepts
ACC 577	Comprehensive Financial Accounting
Taxation	

ACC 555	Individual Tax Research and Planning
ACC 565	Organizational Tax Research and Planning
ACC 568	International Tax Planning and Research

(5) The quality of the proposed program in comparison to existing programs;

As an initial matter, it should be noted that this Master of Science in Accounting program is in fact itself an existing program. As described above, Strayer is seeking to offer the same Master of Science in Accounting program currently being offered to students at its White Marsh Campus to those same students at its new location, to be delivered at the new location and overseen at the new Baltimore Peninsula location by the same faculty and administrators as at the current location. Thus, the program is not duplicative of the currently available programs in Maryland.

In addition, the University notes that this program is distinct from similar programs offered by other institutions, since no other institution in the state offers students the unique combination of attributes possessed by Strayer University. First, Strayer has been focused on educating non-traditional students and working adults (who are traditionally under-served) in high demand fields since its founding in Maryland in 1892, and thus brings more than 130 years of experience to the task of serving today's working adult, non-traditional student in Maryland. Specifically, approximately 92% of Strayer students enroll part-time and many are working adults who require flexibility to balance multiple responsibilities that include career, family, childcare and/or elder care. Strayer University students align with the definition of non-traditional students as defined in the U.S. Department of Education's National Center for Education Statistics, Nontraditional Undergraduates 2002 publication. Second, the diversity within our student body is a great asset, enhancing the educational experience for all students. The average age of Strayer students is 37 and 71% identify as women. Racially diverse students make up almost 70% of our student body: 53% are Black or African American, 31% White, 8% Hispanic or Latino, 5% "race and ethnicity other," 2% two or more races and 1% Asian. Third, this program offers the flexibility of online courses to meet students when and where they are, while also providing access to on-ground courses. Today's students prefer the flexibility that Strayer's programs offer. Fourth, the flexibility carries over into our four starts per year (Winter, Spring, Summer and Fall) so that working adult students can begin their program when they are ready, and can stop and start their program as needed to fit their lives. Lastly, a majority of the University's instructors are practitioner-based faculty with real-world experiences they share with their students.

(6) An analysis of the market for the program. Include information on the student population that will be served by the program, the roles and pathways for which this program will prepare students, and what distinguishes the proposed program from similar programs in the State; and

See below in Subsection (E).

(7) The State's equal educational opportunity obligations under State and federal law.

The University's non-discrimination policy is provided in the catalog as follows:

> Strayer University is an equal opportunity educational institution. The university is committed to a policy of equal opportunity in the provision of educational programs, activities and benefits to students, as well as equal opportunity in all aspects of employment. Strayer University does not discriminate on the basis of age, sex, gender identity, color, race, religion, disability, sexual orientation, marital status, veteran status, national origin or any other basis prohibited by federal, state or local laws and regulations and does not tolerate such discrimination by its students, staff and faculty.

The University's commitment to equal opportunity is demonstrated by the makeup of its student body. As of December 2023, almost 70% of the University's students were racially diverse, 71% were female, and the average age was 37.

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This existing program meets a critical and compelling statewide need for several reasons.

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(2) Is consistent with the Maryland State Plan for Postsecondary Education.

Strayer University's existing program remains consistent with the 2022 State Plan, including the three primary goals of Access, Success, and Innovation.

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MASTER OF SCIENCE IN ACCOUNTING

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MASTER OF SCIENCE IN ACCOUNTING

Strayer University's Master of Science in Accounting program is uniquely positioned to meet both societal and workforce needs within Maryland and the broader region. While not a liberal arts degree, Strayer's Accounting program integrates critical skills and topics that equip students with the ability to navigate complex and dynamic financial environments. Through a curriculum grounded in core competencies, program outcomes, and the teaching of 10 essential employability skills, the program reflects principles foundational to a liberal arts education—developing analytical, informed, and ethical accounting professionals.

Strayer emphasizes professional competence by enabling students to apply accounting theories to real-world business operations, benefitting both their organizations and the communities they serve. The program fosters critical thinking through rigorous analysis of accounting data, financial systems, and relevant business challenges. Communication skills are cultivated to help students effectively convey accounting policies, practices, and strategies within diverse organizational contexts.

The Accounting program also integrates ethical behavior and information literacy, preparing graduates to navigate complex issues while adhering to ethical standards and leveraging information for decision-making and problem-solving. These outcomes align directly with the goals of the Maryland State Plan, ensuring graduates not only excel in their careers but also contribute meaningfully to Maryland's economic and societal growth.

(2) Occupational needs relative to meeting workforce requirements or upgrading vocational or technical skills.

See Subsection (E) below.

E. Market Demand Data.

(1) The out-of-State institution shall present data projecting market demand and the availability of openings in the job market to be served by the new program for which the institution is making application. The type of information submitted will vary, depending on the program, but may include workforce and employment projections prepared by the federal and State governments as well as professional and trade associations.

The completion of an Associate's, Bachelor's, or Master's degree in Accounting is a well-established course for students in Maryland seeking a solid foundation for their professional goals.

National Demand:
Graduates in the field of Accounting find themselves ready for any number of career choices. The U.S Department of Labor lists several types of job classifications under the umbrella of "Accounting and Auditors,"[3] such as Public or Government Accountant, Financial Analyst, and Internal Auditor for those graduates possessing a bachelor's degree or higher in Accounting; and Bookkeeping, Accounting and Auditing Clerks for those possessing an Associate's degree in Accounting. Educational preparedness in the

[3] http://www.bls.gov/ooh/business-and-financial/accountants-and-auditors.htm#tab-2

areas of Accounting and/or Auditing translates into additional job opportunities for business professionals.

Accounting-related career	*USDOL Job Outlook (National)*
Accountants and Auditors	Employment of accountants and auditors is projected to grow 6 percent from 2023 to 2033, faster than the average for all occupations. Globalization, a growing economy, and a complex tax and regulatory environment are expected to drive strong demand for accountants and auditors. Employment growth of accountants and auditors is expected to be closely tied to the health of the overall economy. As the economy grows, these workers will continue being needed to prepare and examine financial records.[4]
Financial Analyst	Overall employment of financial analysts is projected to grow 9 percent from 2023 to 2033, much faster than the average for all occupations. About 30,700 openings for financial analysts are projected each year, on average, over the decade. Emerging markets throughout the world are providing new investment opportunities, requiring expertise in geographic regions where those markets are located.[5]
Personal Financial Advisors	Employment of personal financial advisors is projected to grow 17 percent from 2023 to 2033, much faster than the average for all occupations. About 27,000 openings for personal financial advisors are projected each year, on average, over the decade. The primary driver of employment growth will be the aging population. As large numbers of baby boomers continue to retire, they are likely to seek planning advice from personal financial advisors.[6]

(2) With the exception of programs in the liberal arts, recently collected, existing, or new market surveys shall be used which clearly provide quantifiable and reliable data from prospective employers on the educational and training needs, and the anticipated number of vacancies, expected over the next 5 years.

State Demand:

As of November 2024, the Maryland Workforce Exchange lists 1,135 jobs currently available to potential employees in the field of Accounting.[7]

[4] https://www.bls.gov/ooh/business-and-financial/accountants-and-auditors.htm#tab-6
[5] https://www.bls.gov/ooh/business-and-financial/financial-analysts.htm#tab-6
[6] https://www.bls.gov/ooh/business-and-financial/personal-financial-advisors.htm#tab-6
[7] https://mwejobs.maryland.gov/vosnet/Default.aspx

Accounting-related career	*Sample Knowledge, Skills, and Abilities*	*Maryland Department of Labor – Occupation Outlook*[8]
Accountants and Auditors	Economics and Accounting; Critical Thinking; Mathematical Reasoning; Reading Comprehension; Deductive Reasoning	13.2011.001 Projected Growth (2022-2032): +7.52% 2,458 annual job openings
Financial Analysts	Economics and Accounting; Critical Thinking; Mathematical Reasoning; Written and Oral Comprehension; Judgment and Decision Making	13-2051.00 Projected Growth (2022-2032): +11.55% 334 annual job openings
Personal Financial Advisors	Economics and Accounting; Active Listening; Sales and Marketing; Speaking; Social Perceptiveness	13-2052.00 Projected Growth (2022-2032): +17.64% 565 annual job openings

(3) In assessing demand for a new program, for which the institution is making application, an institution shall also present data showing the current supply of graduates in that program area in the State and region.

The number of graduates from Maryland institutions of higher education indicates an unmet need for accounting graduates at all levels. On a state-wide basis, there are 1,135 jobs available in the sector, but less than 60 new graduates (as of 2023) entering the workforce from Maryland institutions. In addition to enrolling students seeking to enter the job market in a given industry, Strayer also educates many of its students while they are still working. We believe that, in addition to filling unmet need, we also meet the needs of people who are in the workforce and want to move up.

Maryland Institution Graduates[9]

	Degree Level Completions (2013)	**Degree Level Completions (2023)**	**% Change**
Master of Science in Accounting	144	58	-60%

[8] Maryland Department of Labor, Maryland Occupational Projections - 2022 - 2032 - Workforce Information and Performance https://www.labor.maryland.gov/lmi/iandoproj/maryland.shtml (visited November 24, 2024).
[9] (2024, November). Program Overview. Retrieved from Lightcast. https://lightcast.io/try-lightcast

MASTER OF SCIENCE IN ACCOUNTING

F. Faculty Information.

Commission authorization is by academic program; therefore, each program is reviewed independently to determine compliance with COMAR 13B.02.01.16. In addition to the Faculty Compliance Report included with your supporting documentation, please provide the following information:

(a) List all faculty that are to teach in the first year (or cycle) of the program at this location. For each faculty member provide the following information: COMAR 13B.02.01.16A, B, and C.

(1) the course(s) the faculty might soon teach;
(2) the degrees the individual holds
(3) the degrees areas of specialization; and
(4) whether or not the faculty member is full-time or part-time (adjunct) at your parent institution.

Please see attached list of the faculty members assigned to the White Marsh location; they will also be assigned to the relocated Baltimore Peninsula location.

(b) Please include a curriculum vitae/resume for each potential faculty member.

Please see attached curriculum vitae for the above-referenced faculty members.

Office Use Only: PP#

Cover Sheet for In-State Institutions
New Program or Substantial Modification to Existing Program

Institution Submitting Proposal	Strayer University

Each action below requires a separate proposal and cover sheet.

- (●) New Academic Program
- ( ) New Area of Concentration
- ( ) New Degree Level Approval
- ( ) New Stand-Alone Certificate
- ( ) Substantial Change to a Degree Program
- ( ) Cooperative Degree Program
- ( ) Off Campus Program
- ( ) Offer Program at Regional Higher Education Ctr.

Department Proposing Program	Strayer University	
Degree Level and Degree Type	Master of Science	
Title of Proposed Program	Information Systems	
Total Number of Credits	54	
Suggested Codes	HEGIS:	CIP: 11.0401
Program Modality	( ) On-campus ( ) Distance Education (*fully online*) (●) Both	
Program Resources	(●) Using Existing Resources ( ) Requiring New Resources	
Projected Implementation Date	( ) Fall ( ) Spring (●) Summer	Year: 2025
Provide Link to Most Recent Academic Catalog	URL: https://strayer.smartcatalogiq.com/2024-2025/catalog/	
Preferred Contact for this Proposal	Name: Lisa Sincere	
	Title: Associate General Counsel	
	Phone: (703) 713-1849	
	Email: Lisa.Sincere@strategiced.com	
President/Chief Executive	Type Name: Dr. Antoinette Farmer-Thompson	
	Signature:	Date: 12/19/2024
Approval/Endorsement by Governing Board	Type Name: Dr. Antoinette Farmer-Thompson	
	Signature:	Date: 12/19/2024

Revised 5/7/18

MASTER OF SCIENCE IN INFORMATION SYSTEMS

II. Application Questionnaire

Section 2: Program Information

A/B. Pursuant to COMAR 13B.02.01.06A, the institution shall present evidence demonstrating the educational need to establish operations, offer programs, and award degrees in question in the State. This shall include the evidence required by COMAR 13B.02.01.06B and listed below.

Strayer University is proud of its over 130 year history of serving working adults. The University was founded in Baltimore in 1892 by education pioneer Irving Strayer, and has been regionally accredited by the Middle States Commission on Higher Education since 1981. It has offered programs in Maryland under MHEC's jurisdiction since 1997.

The University has been successfully operating at its present White Marsh/Baltimore Campus location, at 9920 Franklin Square Drive, Suite 200, Baltimore, MD 21236 since 1999. The University is planning to move to improved campus space in downtown Baltimore from its present location northeast of downtown Baltimore, subject to MHEC approval of the new location, including approval of its programs at this new location.

This application seeks the approval of MHEC to offer the same Master of Science in Information Systems program it offers on its present White Marsh Campus, at the new campus site at 301 Mission Street in Baltimore. The students served by this program at the new location, the faculty used to teach it, and the administrators who will oversee it, are all the same as they are at the current location.

B. The evidence required by §A of this regulation shall include:

(1) The degree to be awarded;

Master of Science

(2) The area of specialization;

Information Systems

(3) The purpose or objective of the program or course of study to be offered (please include a program description and identify all learning outcomes);

Program Description – The Master of Science in Information Systems program is designed to present students a broad range of topics across the technology spectrum coupled with the skills that promote technology leadership and technology-inspired organizational change management.

The program emphasizes the application of technology to organizational requirements while fostering communications skills, information literacy, abstract thinking and critical analysis. This program is consistent with the technologies, controls and security practices used and supported

by numerous organizations. In order to affirm program currency and relevance, the curriculum was designed and aligned with expert guidance along with peer-reviewed curricular body recommendations. Students are expected to demonstrate computer, analytical, leadership and critical thinking skills in order to succeed in the Master of Science in Information Systems program.

Program Learning Outcomes –

- The graduate will design information systems solutions to enhance organizational objectives and performance.
- The graduate will evaluate organizational problems and identify innovative information systems solutions.
- The graduate will develop and apply management skills to lead information systems initiatives.
- The graduate will develop effective technical communication to a range of audiences.
- The graduate will evaluate the impact of information technology on individuals, organizations, and society.

(4) Specific academic content of the program or course of study;

Please see Strayer University's Catalog at https://strayer.smartcatalogiq.com/en/2024-2025/catalog/programs/graduate-programs/information-systems-master-of-science/.

All Courses are 4.5 quarter credit hours. The program is 54 quarter credit hours in length.

The program's CIP Code is: 11.0401

Area I: Required Courses	
BUS 517	Project Management
CIS 502	Theories of Security Management
CIS 505	Communication Technologies
CIS 510	Advanced Systems Analysis and Design
CIS 512	Advanced Computer Architecture
CIS 515	Strategic Planning for Database Systems
CIS 524	Computer Interaction and Design
CIS 554	Information Technology Project Leadership Strategies
CIS 599	Graduation Information Systems Capstone
Area II: Concentration Component (Students must choose one concentration)	
Computer Security Management	
CIS 534	Advanced Network Security Design
CIS 542	Web Application Security
CIS 552	Cybercrime Technologies and Response
Computer Forensic Management	
CIS 558	Information Technology Audit and Control
CIS 560	Security Access and Control Strategies
CIS 562	Computer Forensics Planning

Enterprise Network Management	
CIS 513	Enterprise Wireless Networks
CIS 532	Network Architecture and Analysis
CIS 534	Advanced Network Security Design
Information Systems Management	
CIS 525	Advanced Agile Project Management
CIS 527	IT Risk Management
CIS 558	Information Technology Audit and Control
IT Project Management	
BUS 518	Project Management Leadership
BUS 519	Project Risk Management
CIS 525	Advanced Agile Project Management
Software Engineering Management	
CIS 518	Advanced Software Engineering
CIS 555	Performance and Requirements Engineering
CIS 567	Software Development for Managers

(5) The quality of the proposed program in comparison to existing programs;

As an initial matter, it should be noted that this Master of Science in Information Systems program is in fact itself an existing program. As described above, Strayer is seeking to offer the same Master of Science in Information Systems program currently being offered to students at its White Marsh Campus to those same students at its new Baltimore Peninsula location, to be delivered at the new location and overseen at the new location by the same faculty and administrators as at the current location. Thus, the program is not duplicative of the currently available programs in Maryland.

In addition, the University notes that this program is distinct from similar programs offered by other institutions, since no other institution in the state offers students the unique combination of attributes possessed by Strayer University. First, Strayer has been focused on educating non-traditional students and working adults (who are traditionally under-served) in high demand fields since its founding in Maryland in 1892, and thus brings more than 130 years of experience to the task of serving today's working adult, non-traditional student in Maryland. Specifically, approximately 92% of Strayer students enroll part-time and many are working adults who require flexibility to balance multiple responsibilities that include career, family, childcare and/or elder care. Strayer University students align with the definition of non-traditional students as defined in the U.S. Department of Education's National Center for Education Statistics, Nontraditional Undergraduates 2002 publication. Second, the diversity within our student body is a great asset, enhancing the educational experience for all students. The average age of Strayer students is 37 and 71% identify as women. Racially diverse students make up almost 70% of our student body: 53% are Black or African American, 31% White, 8% Hispanic or Latino, 5% "race and ethnicity other," 2% two or more races and 1% Asian. Third, this program offers the flexibility of online courses to meet students when and where they are, while also providing access to on-ground courses. Today's students prefer the flexibility that Strayer's programs offer. Fourth, the flexibility carries over into our four starts per year (Winter, Spring, Summer and Fall) so that working adult students can begin their program when they are ready, and can stop and

start their program as needed to fit their lives. Lastly, a majority of the University's instructors are practitioner-based faculty with real-world experiences they share with their students.

(6) An analysis of the market for the program. Include information on the student population that will be served by the program, the roles and pathways for which this program will prepare students, and what distinguishes the proposed program from similar programs in the State; and

See below in Subsection (E).

(7) The State's equal educational opportunity obligations under State and federal law.

The University's non-discrimination policy is provided in the catalog as follows:

> Strayer University is an equal opportunity educational institution. The university is committed to a policy of equal opportunity in the provision of educational programs, activities and benefits to students, as well as equal opportunity in all aspects of employment. Strayer University does not discriminate on the basis of age, sex, gender identity, color, race, religion, disability, sexual orientation, marital status, veteran status, national origin or any other basis prohibited by federal, state or local laws and regulations and does not tolerate such discrimination by its students, staff and faculty.

The University's commitment to equal opportunity is demonstrated by the makeup of its student body. As of December 2023, almost 70% of the University's students were racially diverse, 71% were female, and the average age was 37.

C. In addition, the out-of-State institution shall demonstrate that the proposed program, for which the institution is making application:

(1) Meets a critical and compelling regional or Statewide need; and

This existing program meets a critical and compelling statewide need for several reasons.

First, the continued need for the existing program is shown below in Subsection (E) concerning market demand for the program.

Second, as indicated in the 2024-2028 Maryland State Workforce Development Plan, the state of Maryland has identified a strategic pillar focused on preparing the future workforce by transforming and expanding career-connected learning opportunities to ensure every young person has access to a family-sustaining career pathway, regardless of their plans to obtain a college degree.[1] By continuing to offer this program, Strayer University's Baltimore Peninsula campus will continue to help meet this critical need by offering necessary pathways for in-demand careers.

[1] https://wioaplans.ed.gov/node/459981

Third, the 2022 State Plan identifies several critical goals to address the state's evolving educational landscape, including advancing equitable access to education, ensuring affordability, improving student success, fostering diversity, driving innovation, and supporting economic development. As discussed below in Subsection C(2), by continuing to offer this existing program, Strayer University continues to align with and support the state in achieving these objectives, providing accessible and innovative education that meets Maryland's most pressing educational and economic needs.[2]

(2) Is consistent with the Maryland State Plan for Postsecondary Education.

Strayer University's existing program remains consistent with the 2022 State Plan, including the three primary goals of Access, Success, and Innovation.

Goal 1 of the 2022 State Plan (Access) states that postsecondary education in Maryland should "[e]nsure equitable access to affordable and high-quality postsecondary education for all Maryland residents." One of Strayer's long-standing core values is educational access. Specifically, as part of our Mission Statement, Strayer "provide[s] affordable postsecondary educational opportunities to a diverse population of eligible learners using multiple modalities and flexible approaches to enable students to earn credentials and degrees." One of the ways Strayer provides access is by being an open access institution. Another way Strayer provides access is through its affordability. As an example, since 2013 Strayer has maintained a successful Graduation Fund program to incentivize affordability and persistence where students earn a no-tuition cost course for every 3 courses they successfully complete to be redeemed at the end of their program. Strayer also provides students with no-cost access to Sophia, an online education platform that offers self-paced general education-level courses that are American Council on Education (ACE) recommended and transferrable (depending on the receiving institution's policies). Furthermore, Strayer provides access and flexibility because it operates on a quarter system, with four terms per year. Courses take place over eleven-week terms as well as five-week mini-sessions. To provide a consistent academic experience, Strayer offers common course curriculum across all delivery modalities. No matter where a student chooses to take their courses, whether at a campus or online, they will have access to the same course materials, support resources, and will master the same learning outcomes. Strayer has been offering these flexible educational opportunities to its students since the beginning of the 21st century, long before the COVID-19 pandemic. Strayer also actively works with employers to understand their talent acquisition, development and retention priorities, and to support their diversity, equity and inclusion initiatives. The university specializes in employer partnerships and products designed to expand access, choice, and affordability. More than 500 organizations invest in their employees by partnering with Strayer to offer access to tuition savings and other educational benefits. These partnerships also help employers to address some of the most important concerns many employees have about getting an education as working adults: cost, choice, quality and flexibility.

Goal 2 of the 2022 State Plan (Success) states that postsecondary education in Maryland should "[p]romote and implement practices and policies that will ensure student success." Another one of Strayer's long-standing core values is stakeholder success. Specifically, as part of our Mission

[2] https://mhec.maryland.gov/Pages/2021-2025-Maryland-State-Plan-for-Higher-Education.aspx

Statement, Strayer "provide[s] opportunities and supportive learning environments to equip students, alumni and the Strayer University community with the tools to achieve academic, personal and professional success." One of the ways Strayer ensures student success is through its "Work and Learn" strategy which was designed to dynamically enhance student achievement, program effectiveness, and learning experiences. Through this strategic approach, the university aims to help students foster cognitive growth, demonstrate essential industry skills, earn valuable credentials, prepare them for successful careers, and ultimately enhance the return on student investment. By integrating market insights, skills-infused curriculum, and employer partnerships, this strategic holistic approach ensures programmatic pathways are aligned with market and employer demands. Also, as part of Strayer's mission-driven holistic support, it is committed to providing initiatives tailored to the needs of working adult students, many of whom are first-generation college students, or are returning to the classroom after many years away. The university provides admissions officers, academic coaches, and faculty, robust career services, campus resources and coaching to prepare students for the classroom, workplace, and other challenges related to physical, emotional, and financial well-being through its Center for Well-Being. The Center for Well-Being provides online resources and support for six dimensions of well-being in educational environments: academics, career, essential needs, financials, mind and body, and social connection.

Goal 3 of the 2022 State Plan (Innovation) states that postsecondary education in Maryland should "[f]oster innovation in all aspects of Maryland higher education to improve access and student success." The last of Strayer's long-standing core values is academic quality. Specifically, as part of our Mission Statement, Strayer "provide[s] innovative, engaging and professionally relevant academic programs and experiences for our students." One of the ways Strayer demonstrates its innovation is through its skills-infused curriculum. In 2019, the university reimagined its general education program with a focus on 10 essential employability skills. Through engagement with employer partners and evaluating years of employer-trend research, Strayer recognized ten skills consistently identified as those that employers value across any industry. These skills were embedded into Strayer's general education curriculum, providing a solid foundation of behaviors and knowledge that are essential for academic and professional success. This program was designed to ensure students learn and demonstrate essential employability skills within the context of a traditional general education curriculum. The ten skills taught within the general education curriculum are: agility, communication, initiative, innovation, productivity, problem-solving, relationship building, results-driven, self and social-awareness, and technology. Strayer's goal is to continuously integrate practical skills development directly into the academic experience, building career currency throughout a student's academic journey. Strayer is also committed to the mission of evolving alongside the demands of a rapidly changing workplace, and to do this, the university is constantly exploring innovative approaches to education, including engaging technology that advances learning. As the majority of Strayer students take courses online, the university understands and values the critical need to meet them where they are. In response to student needs, the university deployed technologies such as WalkMe, an online navigational support tool helping students navigate Strayer's online systems; the Irving Chat Bot, a virtual AI assistant where students can connect for help with academic and administrative services; tutoring, library, and research resources; and IT Help Desk issues; and improved policies and practices that support neurodiverse learners by helping provide a neuroinclusive learning environment for all students through instructional

design, career services, faculty and staff development, and student support to jointly and effectively support and empower students.

D. The out-of-State institution shall clearly state the demand and need for a program, for which the institution is making application, in terms of meeting present and future needs of the region and the State in general. Two kinds of need may be identified:

(1) Societal needs, including the tradition of liberal arts education, which provides immeasurable returns to the State in part by instilling in citizens a capacity for advanced learning and individual and societal benefits regardless of workforce or market demand considerations; and

Strayer University's Master of Science in Information Systems program is uniquely positioned to meet both societal and workforce needs within Maryland and the broader region. While not a liberal arts degree, Strayer's Information Systems program integrates critical skills and topics that equip students with the ability to navigate complex technological landscapes and drive innovation in diverse organizational contexts. Through a curriculum rooted in core competencies, program outcomes, and the teaching of 10 essential employability skills, the program reflects the values of a liberal arts education—developing analytical, ethical, and adaptable technology leaders.

Strayer emphasizes professional competence by preparing students to design and implement information systems solutions that enhance organizational performance and meet evolving business needs. The program fosters critical thinking and problem-solving by teaching students to evaluate complex organizational challenges and identify innovative technology-driven solutions. Communication skills are a key focus, equipping students to convey technical concepts and strategies effectively across diverse audiences.

The program also integrates ethical behavior and information literacy, enabling graduates to assess the societal and organizational impacts of information systems while making informed, ethical decisions. These outcomes align with the Maryland State Plan's goals by producing graduates who not only excel in their professions but also contribute to Maryland's economic development and societal well-being.

(2) Occupational needs relative to meeting workforce requirements or upgrading vocational or technical skills.

See Subsection (E) below.

E. Market Demand Data.

(1) The out-of-State institution shall present data projecting market demand and the availability of openings in the job market to be served by the new program for which the institution is making application. The type of information submitted will vary, depending on the program, but may include workforce and employment projections prepared by the federal and State governments as well as professional and trade associations.

MASTER OF SCIENCE IN INFORMATION SYSTEMS

The completion of an Associate's, Bachelor's, or Master's degree in Information Systems is a well-established course for students in Maryland seeking a solid foundation for their professional goals.

National Demand:
Graduates in the field of Information Systems find themselves ready for any number of career choices. The U.S Department of Labor lists several types of job classifications under the umbrella of "Computer and Information Technology Occupations,"[3] such as Computer Support Specialist for those prospective employees possessing an Associate's degree in Information Technology; and Computer and Information Research Scientists, and Software Developers, Systems Software for those graduates with a Bachelor's or Master's degree in Information Systems.

Information Systems-related career	*USDOL Job Outlook (National)*
Computer Support Specialist	Employment of computer support specialists is projected to grow 6% from 2023–2033, faster than the average for all occupations. Computer support specialists will be needed to provide technical help and training to users with new hardware or software. However, this demand may be offset somewhat as organizations continue to implement automated tools, such as chatbots, for troubleshooting. This use of automation may free up some computer support specialists to handle more complex cases and troubleshooting that require attention.[4]
Computer and Information Research Scientists	Employment of computer and information research scientists is projected to grow 26% from 2023–2033, faster than the average for all occupations. As demand for new and better technology grows, demand for computer and information research scientists will grow as well.[5]
Software Developers	Employment of software developers is projected to grow 18% from 2023–2033, much faster than the average for all occupations. Increased demand for software developers, software quality assurance analysts, and testers will stem from the continued expansion of software development for artificial intelligence (AI), Internet of Things (IoT), robotics, and other automation applications. In response to concerns over threats to computer security, organizations are expected to increase

[3] http://www.bls.gov/ooh/computer-and-information-technology/home.htm
[4] http://www.bls.gov/ooh/computer-and-information-technology/computer-support-specialists.htm#tab-6
[5] http://www.bls.gov/ooh/computer-and-information-technology/computer-and-information-research-scientists.htm#tab-6

	investment in software that protects their electronic networks and infrastructure. This investment could result in an increased demand for developers to create security software and for quality assurance analysts and testers to create and execute software tests.[6]
Computer and Information Systems Managers	Employment of computer and information systems managers is projected to grow 17% from 2023 to 2033, much faster than the average for all occupations. Employment growth is expected to result from the increased complexity and necessity of technology throughout the economy. As businesses across industries ramp up their IT infrastructure, such as cloud computing, cybersecurity, digital platforms, and artificial intelligence (AI), computer and information systems managers will be critical to ensuring solid IT implementation.[7]

(2) With the exception of programs in the liberal arts, recently collected, existing, or new market surveys shall be used which clearly provide quantifiable and reliable data from prospective employers on the educational and training needs, and the anticipated number of vacancies, expected over the next 5 years.

State Demand:
As of November 2024, the Maryland Workforce Exchange lists 2,510 positions available to applicants in the field of information systems.[8]

Information Systems-related career	*Sample Knowledge, Skills, and Abilities*	*Maryland Department of Labor – Occupation Outlook*[9]
Computer Network Support Specialist	Computers and Electronics; Engineering and Technology; Reading Comprehension; Inductive Reasoning	15.1231.00 Projected Growth (2022-2032): +14% 828 annual job openings
Computer and Information Research Scientists	Computers and Electronics; Education and Training; Systems Analysis; Systems	15-1221.00 Projected Growth (2022-2032): +22%

[6] http://www.bls.gov/ooh/computer-and-information-technology/software-developers.htm#tab-6
[7] https://www.bls.gov/ooh/management/computer-and-information-systems-managers.htm#tab-6
[8] https://mwejobs.maryland.gov/vosnet/Default.aspx
[9] Maryland Department of Labor, Maryland Occupational Projections - 2023 - 2025 - Workforce Information and Performance https://www.labor.maryland.gov/lmi/iandoproj/maryland.shtml (visited *November 24, 2024*).

	Evaluation; Information Ordering	211 annual job openings
Software Developers	Computers and Electronics; Engineering and Technology; Complex Problem Solving; Written Comprehension	15-1252.00 Projected Growth (2022-2032): +31% 3,232 annual job openings
Computer and Information Systems Managers	Computers and Electronics; Engineering and Technology; Complex Problem Solving; Decision-Making; Leadership Skills	11-3021.00 Projected Growth (2022-2032): +19% 1,339 annual job openings

(3) In assessing demand for a new program, for which the institution is making application, an institution shall also present data showing the current supply of graduates in that program area in the State and region.

Data on graduates in information systems programs seems to indicate that there is a robust demand for all levels of information systems degrees in the state of Maryland. In addition to enrolling students seeking to enter the job market in a given industry, Strayer also educates many of its students while they are still working. We believe that, in addition to filling demand needs of people wanting to enter the workforce, we also meet the needs of people who are in the workforce and want to move up.

Maryland Institution Graduates[10]

	Degree Level Completions (2013)	**Degree Level Completions (2023)**	**% Change**
Master of Science in Information Systems	836	665	-20%

[10] (2024, November). Program Overview. Retrieved from Lightcast. https://lightcast.io/try-lightcast

MASTER OF SCIENCE IN INFORMATION SYSTEMS

F. Faculty Information.

Commission authorization is by academic program; therefore, each program is reviewed independently to determine compliance with COMAR 13B.02.01.16. In addition to the Faculty Compliance Report included with your supporting documentation, please provide the following information:

(a) List all faculty that are to teach in the first year (or cycle) of the program at this location. For each faculty member provide the following information: COMAR 13B.02.01.16A, B, and C.

(1) the course(s) the faculty might soon teach;
(2) the degrees the individual holds
(3) the degrees areas of specialization; and
(4) whether or not the faculty member is full-time or part-time (adjunct) at your parent institution.

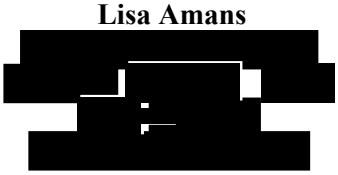
Please see attached list of the faculty members assigned to the White Marsh location; they will also be assigned to the relocated Baltimore Peninsula location.

(b) Please include a curriculum vitae/resume for each potential faculty member.

Please see attached curriculum vitae for the above-referenced faculty members.

Faculty Name	Courses They May Teach	Degrees Held	Areas of Specialization	Full-Time or Part-Time
Rachel Crane	CIS101, SOC101, SOC105, SOC205, SOC210, SOC300, SOC400, SOC450, WRK100	M.A., University of Maryland, Baltimore County	Sociology	Full-Time
Darcel Ford	BUS100, BUS107, BUS302, BUS309, BUS322, BUS475, BUS490, BUS499, BUS517, CIS101, CIS105, CIS106, CIS107, CIS109, CIS111, CIS175, CIS210, CIS255, CIS312, CIS324, CIS333, CIS348, CIS353, CIS375, CIS434, CIS443, CIS462, CIS498, CIS499, CIS500, CIS505, CIS510, CIS515, CIS517, CIS518, CIS524, CIS525, CIS527, CIS554, CIS555, CIS562, CIS590, CIS599, SEC340,	B.A. Mathematics, Ottawa University B.S., Nova Southeastern M.B.A., Drexel University M.S. Computer Information Systems, University of Phoenix Ph.D. Information Systems Management, Walden University	Business Information Security Information Systems	Full-Time
Rachel DeLuise	CIS101, COM100, COM101, COM200, COM201, ENG116, ENG201, HUM201, PHI201, PHI210, RES531, WRK100	B.S., Middle Tennessee State University M.A., East Tennessee State University Ph.D., Florida State University	Business College Readiness Communication Education English Humanities Information Systems Philosophy Workforce Dev	Full-Time
Lisa Amans	BUS100, BUS300, BUS302, BUS309, BUS475, MKT100, MKT305, MKT312, MKT320, MKT330, MKT402, MKT475, MKT500, MKT505	B.A. Journalism, The University of Michigan M.S. Advertising, Northwestern University D.B.A. Marketing, Argosy University	Business Marketing	Full-Time

Lisa Amans



PROFESSIONAL EXPERIENCE

Faculty, Art Institute of Washington, 3/06 to 12/06; 1/12 to present
Instruct and facilitate classes as full time faculty in the advertising and fashion & retail management programs. The instructional load includes introductory advertising, advertising campaigns, marketing and management classes, including development of syllabi, achievement of learning objectives, class-specific teaching strategies, advising, and grading and supervision of independent study projects. Responsibilities include faculty advisor for advertising club and leader of team for the National Student Advertising Competition sponsored by the American Advertising Federation. Additional responsibilities include functioning as liaison with professional advertising club, internal advertising spokesperson and industry speakers.

Department Chair, Art Institute of Washington, 1/07 to 12/11
Managed and grew the Bachelor of Arts program in advertising and introduced the Bachelor of Arts program in fashion and retail management. Duties include overall curriculum development, new course creation, development of student portfolio requirements, advising, classroom instruction, faculty recruitment, accreditation standards and oversight of program advisory committee. Additional areas of management include marketing of programs to external and internal audiences, public relations spokesperson and community liaison.

Vice President, Account Service, Spotlight Health, 4/04 to 9/05
Responsible for all product communications for worldwide manufacturer of medical devices, Cook Incorporated. Major activities included: market research attitude and awareness study, development of marketing collateral, implementation of community screening programs and establishment of continuing medical education and Grand Rounds programs. Function also included liaison to all management levels at Cook, budget responsibility and annual planning.

Managing Director, Integrated Communications, Kaiser Permanente, 6/98 to 12/03
Directed all communications plans for the Mid-Atlantic region, including business line and product communications and implementation; responsible for development and implementation of all image and product advertising and associated research functions; provided communications and events support for five center openings; maintained oversight of brand and editorial standards; responsible for member communications, including two quarterly newsletters; directed all compliance and regulatory activities and supervision of staff.

Account Supervisor, Arnold Worldwide, 5/95 to 2/98
Responsible for all corporate advertising and communications activities for Precision Tune; retail and corporate image advertising for Chevy Chase Bank, including implementation of a fully integrated communications plan for Chevy Chase Direct Touch Banking; American Red Cross Donor Marketing activities and National Geographic Traveler business to business communications.

Manager, Advertising, Freddie Mac, 10/89 to 5/95
Responsible for corporate advertising strategy development and implementation, management of advertising agency, corporate publications and videos, research activities, merchandising opportunities and all other corporate image support, such as the 1994 annual report.

OTHER RELATED EXPERIENCE

Consultant, Director of Marketing, Adams National Bank,
Developed all marketing, business development and public relations activities, including the 1988 annual report.

Assistant Vice President, Product Manager, The National Bank of Washington
Responsible for research, development and implementation of marketing tactics for retail and commercial products, all new product introductions, retail pricing and supervision of product management staff.

Manager of Communications, Perpetual Savings Bank
Responsible for development of annual communications plans, including in-branch collateral materials, and an all employee presentation of new corporate advertising campaign.

Product Management Officer, Associate Product Manager, Comerica, Incorporated
Responsible for complete development and management of marketing tactics for retail investment products, including retail product pricing and fee analysis, and development of statewide ATM promotion.

Marketing Associate, W.B. Doner & Company Advertising
Responsible for development, coordination and presentation of client marketing plans and situation overviews, test market analysis, and consumer and trade promotions.

EDUCATION

Argosy University, dissertation completion expected 2014
Doctor of Business Administration

Northwestern University, 1981
Master of Science in Advertising

University of Michigan, 1980
Bachelor of Arts in Journalism

AWARDS

2003 Telly Award – “John’s Story”
2002 Telly Award – “Kate’s Story"
2002 Silver Microphone Award – “Christine/Kate”
19th Annual Healthcare Advertising Awards – 2002 Merit Winner – Total Advertising Campaign “Their Stories” and Radio Advertising/Series “Kate’s Story/Christine"
18th Annual Healthcare Advertising Awards – 2001 Merit Winner – Newspaper Advertising/Single “Practice, Practice, Practice Quality Medicine” and 2001 Gold Winner – Poster “Good News”
American Graphic Design Award – 1998 Direct Mail

PROFESSIONAL ASSOCIATIONS

Advertising Club of Washington
American Collegiate Retailing Association
Fashion Group International

PROFESSIONAL RECOGNITION

National Student Advertising - Faculty Advisor for student campaign development and presentation in 2011/2012 and 2012/2013
American Advertising Federation - Panelist at the 2009 annual student advertising conference on the topic of making the transition from college to the professional world
American Collegiate Retailing Association - Reviewer of professional papers submitted to the 2010 annual Retailing Smarter Conference
Sigma Beta Delta – Inducted into International Honor Society in Business, Management and Administration in 2012

RACHEL CAITLYN CRANE

[redacted] | [redacted] | [redacted]

EDUCATION

University of Maryland, Baltimore County – UMBC, Baltimore MD
M.A. in Applied Sociology **2018**

University of Maryland, Baltimore County – UMBC, Baltimore, MD
B.A in Social Work and B.A in Sociology **2016**
Magna Cum Laude

AWARDS

Gill Award for Sociology - UMBC **Spring 2018**
Valedictorian Nomination - UMBC **Spring 2016**
Lewis Award for Sociology - UMBC **Spring 2015**
Outstanding Student Award for Sociology - UMBC **Fall, Spring 2015**

TEACHING EXPERIENCE

University of Maryland, Baltimore County – UMBC, Baltimore MD
Adjunct Faculty – Basic Concepts in Sociology **2018**
Prepared lecture and passed knowledge along to students through discussion and lecture.

University of Maryland, Baltimore County – UMBC, Baltimore MD
Teaching Assistant – Statistics of the Social Sciences **2017 - 2018**
Administered all grades, corresponded with students, and maintained class organization, and tutoring of students.

University of Maryland, Baltimore County – UMBC, Baltimore MD
Teaching Assistant – Methodology of Social Research **2016 - 2017**
Completed grading for students, tutored, proctored exams, corresponded with professor to ensure proper communication with students in expectations.

University of Maryland, Baltimore County – UMBC, Baltimore MD
Peer Mentor – Basic Concepts in Sociology **2014 - 2016**
Covered student teaching of materials confusing to students, coordination of review sessions over difficult content, led discussion for students

University of Maryland, Baltimore County – UMBC, Baltimore MD
Teaching Assistant – Sexuality, Health, and Human Rights **2015**
Discussion of difficult topics related to the health and wellbeing of men and women alike, including the gaps in education based on gender and family status.

University of Maryland, Baltimore County – UMBC, Baltimore MD
Tutor – Statistics of the Social Sciences **2015**
Elaboration of dense material with students that had difficulty internalizing abstract concepts.

University of Maryland, Baltimore County – UMBC, Baltimore MD
Athletic Tutor – Basic Concepts in Sociology **2014-2015**
Elaboration of material with student athletes that had difficulty internalizing abstract concepts.

RELATED EXPERIENCE

University of Maryland, Baltimore County – UMBC, Baltimore MD
Peer Mentor Coordinator **2018**
Supervised and coordinated responsibilities of the undergraduate students helping coordinate the introductory sociology course.

Baltimore County Public Schools, Windsor Mill, MD
Social Work Intern **2015 – 2016**
Leading discussion with students regarding home life and family matters that had the potential to interfere with their education

PUBLICATIONS AND PAPERS

"The Impact of Family of Origin on the College Experiences of Traditional-Aged, First-Generation College Women"
Poster Presentation at Eastern Sociological Society – Baltimore, Maryland **2018**

"The Impact of U.S. Influence on the Quality Of Life in Iraq; Before and After Sanctions"
Poster Presentation at Undergraduate Research and Creative Achievement Day – UMBC, Baltimore. **2015**

LANGUAGES

[English – native language]
[French – Speak moderately and read/write with basic competence.]

MEMBERSHIPS

Sociology Graduate Student Organization – Secretary **Fall 2017**
Sociology Graduate Student Organization – Vice President **Spring 2018**
Alpha Kappa Delta – International Sociology Honor Society

Rachel Bailey De Luise, Ph.D.

EDUCATION:

Ph.D. **English Education**
Cognate Area: Curriculum and Instruction
Special fields: Teacher Education
Florida State University
Advisors: Dr. Sharilyn Steadman, Dr. Sissi Carroll, Dr. Kathleen Yancey
Dissertation: *Impacting Teacher Quality: The Disciplinary Influence of English on the Subject-Matter Expertise of Pre-Service Teachers*

M.A. **English**
Special fields: Composition, British and American Literature
East Tennessee State University
Thesis Area: Colonial American literature
Creating a New Genre: Mary Rowlandson and Her Narrative of Indian Captivity

B.S. **Journalism - English**
Middle Tennessee State University

TEACHING AND SUPERVISORY EXPERIENCE:

2009 to present **Strayer University**
Professor
Teaches courses in Education, English, and Humanities with a focus on writing, practical application, and best practices.

2006 to 2008 **Florida State University; Tallahassee, Florida**
Teacher Education Instructor

Responsible for teaching courses in the School of Teacher Education. Research interests included writing across the curriculum, teacher education, subject-matter preparation, professional development for pre-service teachers; and teacher quality.

2006 to 2008 **Florida State University; Tallahassee, Florida**
Student-Teacher Supervisor
Supervised English teachers in local and regional public schools. Responsible for building and maintaining relationships with school personnel, administrators, and teachers.

2005 **University of South Florida; Tampa, Florida**
Instructor, Department of Educational Foundations
Taught Introduction to Education courses and coordinated field placements for pre-service teachers.

2003 to 2005 **Pasco-Hernando Community College; Dade City, Florida**
Instructor
Responsible for teaching Composition I and II (dual enrollment).

2002 to 2005 **Wesley Chapel High School; Tampa, Florida**
English/Language Arts Teacher
Responsible for teaching British Literature, American Literature, World Literature. Performed duties as the lead literacy coach.
FL Certification (English 6-12): DOE # 891051

2000 to 2002 **East Tennessee State University; Johnson City, Tennessee**
Writing Center Instructor
Responsible for training tutors and conducting writing center workshops/presentations. Other responsibilities included demonstrations and presentations geared toward writing across the curriculum at the university level.

RELATED PROFESSIONAL EXPERIENCE:

2007 **Research Assistant**
Carnegie Grant on Adolescent Literacy
Assisting with the implementation of literacy-infused coursework into undergraduate teacher education across all content areas.

2007 **Florida Department of Education**
Test-Item Writer and Reviewer
A regular participant in highly selective item-writing sessions that generate and validate test-item questions for standardized teacher certification testing in writing.

2007 **Florida High University School**
Grant Coordinator – Teacher Preparation Academy
Responsible for implementing grant to aid in teacher recruitment in Florida. Designed literature and strengthened communication between schools and parents to encourage secondary students to consider the teaching profession as a professional career option.

2006 **Educational Consulting**
VTS Project
Responsible for evaluating student samples in an extensive research project on visual literacy skills.

1999 to 2000 **Publisher and Editor**
Tri-Cities Living Magazine
Created, wrote, and edited stories for regional lifestyle publication.

1996 to 1998 **Editor**
Mockingbird Journal
Selected and edited submissions from all genres (short fiction, drama, and poetry) for publication in literary journal.

PRESENTATIONS [REFEREED]:

De Luise, R. (2008). *Early Recruitment of Prospective Teachers for the 21st Century Classroom: Defining and Developing Educator Dispositions*. Proposal accepted for the American Association of Colleges for Teacher Education annual conference. February.

De Luise, R. (2007). *Verse for the IPOD Generation: Teaching Critical/Media/Aural Literacies through Young Adult Poetry in the Secondary School.* Paper presented at the annual conference of the National Council of Teachers of English. New York City. November.

De Luise, R., Cox, J.T., & Langston, J. (2007). *A Focus on the Future: New Literacies in Teacher Education*. Paper presented at the annual conference of the National Council of Teachers of English. New York City. November.

De Luise, R. (2007). *Early Recruitment of Prospective Teachers: Educator Dispositions.* Paper accepted for presentation at the summer conference of the Association of Teacher Educators. Milwaukee. July.

De Luise, R. (2007). *'Reading' Aurally: Teaching Critical/Media Literacies through Lyrical Poetry in the Secondary Classroom.* Paper presented at the annual KSU's Young Adult and Children's Literature conference. Atlanta. March.

De Luise, R. (2007). *Verse for the IPOD Generation: Teaching Critical/Media/Aural Literacies through Young Adult Poetry in the Secondary School.* Paper presented at the annual conference of the Florida Council of Teachers of English. Orlando. October.

De Luise, R., & Vasquez, A. (2005). *From the classroom to the PhD.* Paper presented at the annual conference of the Florida Council of Teachers of English. Orlando. October.

MANUSCRIPTS:

Published

Carroll, P., De Luise, R. & Howard, T. (April 2009). Co-authored a book chapter on meeting the challenges of adolescent literacy. Newark, DE: International Reading Association.

De Luise, R. (February 2007). A Vision of Quality Outcomes: Illuminating the Literary Experience Through Democracy and Service-Learning in the Secondary English Classroom. *English Leadership Quarterly.*

De Luise, R. (Summer 2008). Lyricism as a Subgenre of YA Poetry: Teaching Aural/Critical/Media Literacies in the Secondary Classroom. *Taking Teaching and Learning Seriously.*

Under Review

De Luise, R. (2008). Verse for the IPOD Generation - A Subgenre of Young Adult Poetry. *The ALAN Review.*

REVIEWING ACTIVITIES:

Journals
Educational Psychology. Reviewed article submissions.

Conference Proposals
American Educational Research Association. Proposal reviewer.

PROFESSIONAL SERVICE:

Faculty Search - Search Committee Participant. 2007.

ASSOCIATION MEMBERSHIPS:

American Educational Research Association
International Reading Association
National Council of Teachers of English
Florida Council of Teachers of English

Darcel (Ford) Tolliver
[redacted]

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EDUCATION

Doctor of Philosophy. in Applied Management & Decision Sciences, 2004. Walden University, Minneapolis, MN
Master of Science, Business Administration 2005. Drexel University, Philadelphia, PA
Master of Science, in Computer Information Systems, 1999. University of Phoenix, Phoenix, AZ
Bachelor of Science, Business Administration, 1996. Nova Southeastern University, Ft Lauderdale FL
Ottawa University Ottawa, Bachelor of Arts Mathematics (2015), Ottawa, KS

PROFESSIONAL EXPERIENCE

Department of Defense, *Fort Belvoir, VA, (2012– 2016) Retired*
Senior System Administrator

- Providing support to computer systems
- Installing and providing maintenance service to clients
- Repairing hardware components of personal computers, laptops, and printers
- Visiting clients' offices, evaluating problems, and implementing corrections
- Providing training to clients' employees on handling basic hardware problems
- Providing upgrade service to all computer platforms
- Maintaining logs and inventory of equipment repairs
- Installing anti-virus software to strengthen IT security
- Perform basic System and Application Integration activities.
- Assess hardware/software problems and identify appropriate solutions.
- Execute basic functions such as System Administration, debugging/software troubleshooting, information assurance scanning, software installation/testing, and software/hardware upgrades.
- Perform integration of disparate hardware and software onto a single platform.
- Support software development and integration within a team environment supporting architecture, design, implementation, and testing tasks.
- Examine, coordinate, and maximize integration efforts across projects.
- Support design, development, integration, and testing efforts of the teams.
- Request PKI and create user accounts for Enclave on JWICS
- Provide user tools training,
- Compile monthly metrics
- Create documentation for new and un-documentation processes (such as updating security plans and diagrams)
- Conduct site surveys for new customers' requirements

Department of Defense*, Philadelphia, PA (2010– 2011)*

Senior System Administrator

- Provided support as the only assigned Administrator (DMA/CMA) of over 3000 Intelligence Community users with enthusiastic customer service and customer focus.
- Created, transferred, renamed, disabled, enabled and deleted accounts.
- EMS, Ciras and CIAwire * Admin.
- Transitioned user from Agency Local Area Network Common Work-group Environment (CWE1) to (CWE2) installed Multiple Operating Systems and utility products.

- Granted access to Office packages, Applications, Shared data, and other Systems resources in production via Active Directory daily.
- Performed hard drive cloning and data recovery (Reloads), virus removal & prevention and troubleshooting and retrieving NTFS protected data as a (DTO) Data transfer Officer.
- Monitored, tested, evaluated, and analyzed to suggest tradeoff for network systems to eliminate problems and make improvements.
- Performed system outages for preventive maintenance. Documents physical and logical topologies of the enterprise network to maintain configuration management standards.
- Ensured systems are operated, maintained, and disposed of in accordance with internal security policies and practices.

Department of Defense United States Army, *Fort Huachuca, AZ (2005– 2010)*
System Administrator/Information System Security Engineer

- Conduct security testing and evaluations on laptops/desktops and servers classified and unclassified systems to be accredited and reaccredited.
- Perform security analysis and risk/vulnerability assessments such as Gold Disk and retina to determine residual security risks.
- Develop and permed cyber Security analysis in a test self-pace home environment.
- Conduct Certification and Accreditation (C&A) activities.
- Assess need for any security reconfigurations (minor or significant) and execute them if required.
- Keep current with emerging security alerts and issues.
- Administer and maintain end user accounts, permissions, and access rights via active directory services.
- Download and test new security software and/or technologies.
- Software testing and software documentation.
- Assist users with pushing PKI certs.
- Workstation Rollouts and Operating System Imaging
- Resolved desktop/server related trouble tickets received via the Agency help desk (SRS).
- Administered Win XP and 2007 Desktops on multi-level platforms.
- Installed current IAVA patches on desktops and laptops classified and unclassified.
- Installed and configured Win 2010 OS desktops and laptops.
- Installed and configured, troubleshoot and repair Agency business applications.
- Installed computer hardware components such as hard drives, memory and network cards.
- Configured hardware components (printers and PDAs) for LAN and local use.
- Searched various Internet sites for IT solutions; updated hardware drivers and error codes.

Department of Defense - United States Army,
Fort Clayton, Panama Lead Notes Systems
Administrator -

- Assigned to WSD/ATS as a Field Technician Team lead supporting the Intelligence community Windows NT v4.0 networking environment.
- Responsible for daily maintenance and monitoring over 2000 customers.
- Primary duties include loading operating systems and various software applications, diagnosing hardware, software and peripheral conflicts and failures, adding/removing workstations to/from domains, troubleshooting naming convention problems and adding/changing user passwords and accounts.
- Performed operating system upgrades, troubleshooting problems and performing other day LAN/CWE Administration such as building/installing/maintaining/troubleshooting CWE workstations, network administration; and assisting users with Lotus Notes, Microsoft Office products and other Agency applications.
- Generated trouble tickets for users experience networking connection problems and access request to Agency systems and applications.
- Trained incoming employees on the process of users request access to systems.
- Created and reset user access accounts and setup user profiles for Internet use.
- Installed and tested Internet access software.

Teaching Experience

Strayer University, *Prince George, Rockville, and Washington DC*

Instructor for MBA Information Systems Program preparing students for leading IT-enabled change in organizations.
- Utilized Moodle Online Platform.
- Utilized Blackboard Online Platform.

Courses Taught: Data Analytics, Computer Forensics and Cyber Crime, Strategic IT: Best Practices for Executives, Cyber Law and Policy, Corporate IT Security Audit Compliance, Technology Entrepreneurship, Enterprise Data Management and Administration, Network Defense and Countermeasures, Cloud Computing, Management of Information Systems.

Technical Proficiencies

Operating Systems: Microsoft Operating Systems (Windows Server […] Windows 7, Windows 8), UNIX operating systems (AIX, HP-UX), Apple IOS, Chrome OS, and Linux (Ubuntu, Centos, and Red Hat Linux)

Databases: Access 2013, SQL Server 2014, MySQL, SAP

Networking: TCP/IP, SMTP, DNS, Cisco IOS, MS Exchange 2013, SharePoint 2013, FTP, Wireless Networks, LAN/WAN, VPN, DHCP, DSL/Cable, Windows […] Active Directory, ISDN, VOIP, Office 365, Google Apps for Business, Lync 2013, Skype for Business Applications: Microsoft Office Professional 2013 plus, Microsoft Web Apps, Business Intelligence Development Studio, SQL Server Management Studio, Microsoft Web Expressions 4, DTS Packages, Internet Explorer 11, MS Project, Crystal Reports 10, IIS 8.0, Visual Studio, Outlook 2013, VMware vSphere, OpenOffice, CED Solutions Windows 2000 MCSE Boot Camp, ITIL v2, Intermediate System Administration for Solaris 9.0 OS, Implementing and Supporting MS Windows XP Professional, Implementing MS Windows 2000, Web Security, Database Systems

Languages: C, C++, Java, HTML, XML, VB.NET

Certifications: UNIX Administrator, CISCO IINS, TestOut PC Pro, Lean Six Sigma Green Belt
Currently Pursing CompTIA Security+ with Certification and Training at TestOut

AWARDS/SERVICE

- Mathematical Conference, San Diego CA 2018
- Speaker at the Mathematical Conferences in New Orleans 2010
- Speaker at the Mathematical Conference in Pittsburg, PA 2009
- Speaker at the Mathematical Conference in Washington, DC 2009
- Outstanding Award for Acquisitions Support, Iraqi Freedom 2007/2008
- Information Systems course development/research Advisor Region V (Strayer University)
- Published, literature review in Mathematics/Statistics in Washington, DC 2009
- Published International Journal entitled Online Shopping 2005
- Scholar Journal, Strayer University (Women and Men Online Study) 2005
- Certified Acquisition Professional Level II
- Business Decisions & Regression Analysis (40 hrs.) 2007
- Cost Analysis and Negotiation Techniques (40 hrs.) 2007
- Outlined first book entitled Computer Forensics (6 months) 2007

Recent Accomplishments

TestOut Certification received 11/3/2016

DARCEL FORD

CERTIFIED PC PRO

100% PERFORMANCE-BASED

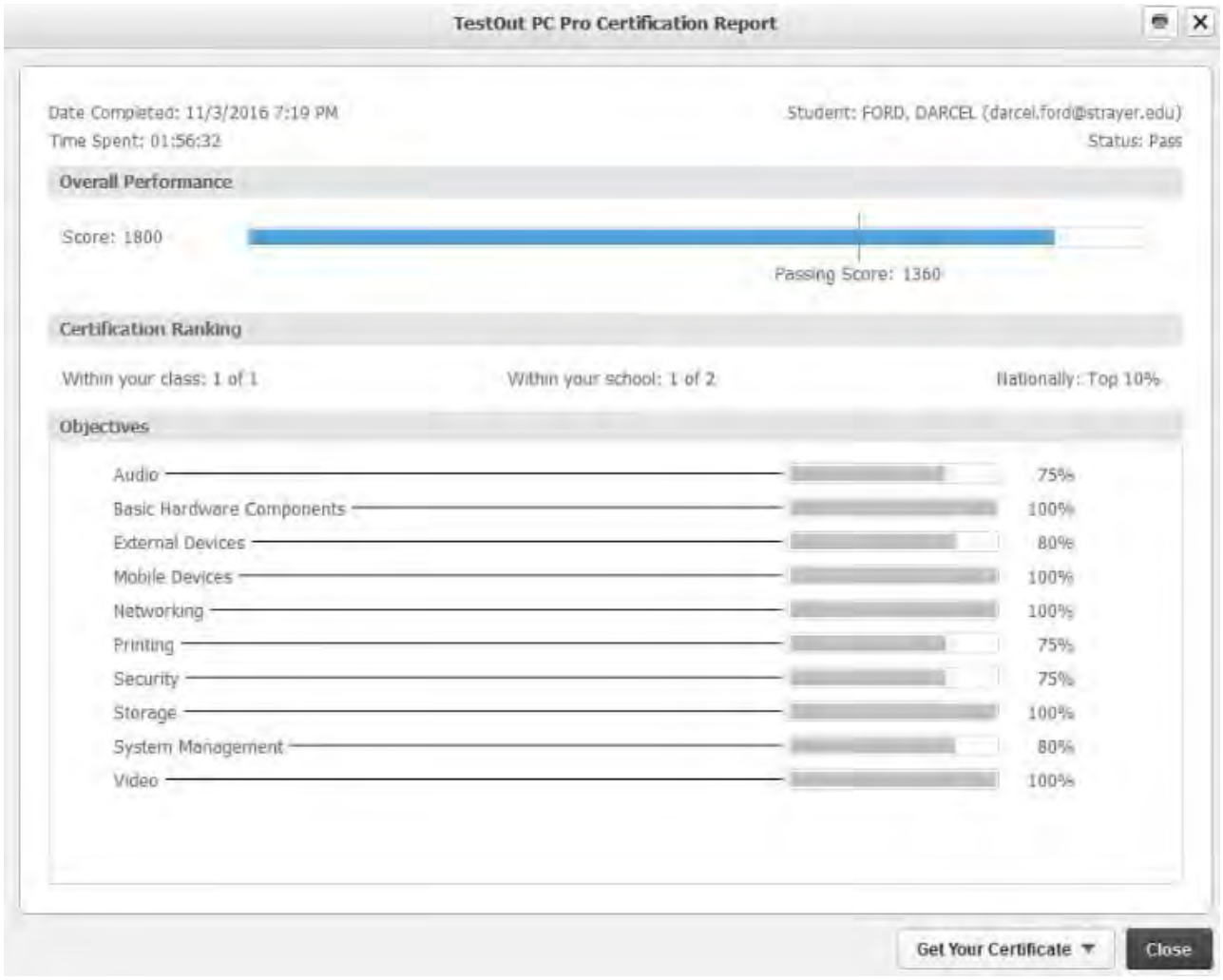
By passing your TestOut PC Pro Certification exam, you have demonstrated your skills in essential elements of computer hardware and operating systems.

- Audio
- CPU
- Expansion Slots
- External Devices
- Memory
- Motherboard
- Networking
- Power Supply
- Printing
- Security
- Storage
- System Management
- Video

Certification Date:	**11/3/2016**
Candidate ID:	**UVCSJ**
Certificate ID:	**CVPB6**

Noel Vallejo
President & CEO
TestOut Corporation
USA

TestOut
PC PRO
CERTIFIED



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100% PERFORMANCE-BASED

By passing your TestOut Desktop Pro Certification exam, you have demonstrated your skills in essential elements of the Microsoft® Office 2013 suite:

- Word
- Excel
- PowerPoint

Certificate Date: 3-12-2017
Candidate ID: UVCSJ
Certificate ID: C22EH

Noel Vallejo
President & CEO
TestOut Corporation
USA

TestOut DESKTOP PRO CERTIFIED

LEAN SIX SIGMA
CERTIFICATE OF ACHIEVEMENT

PRESENTED TO

Darcel Tolliver

IN RECOGNITION OF SUCCESSFUL COMPLETION OF

Lean Six Sigma Green Belt Training

40 Hours of Instruction
Walter Reed National Military Medical Center
Bethesda, MD
Oct. 23-27, 2017

Walter Reed Bethesda

Dr. Joseph Boudreaux
LSS-Master Black Belt; Lean Six Sigma Lead Instructor

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Certificate of Completion

This certifies that

Darcel H Ford

Has successfully completed

Cisco IINS 1.0: Network Security Using Cisco IOS IPS

Completed On 12/20/2011 1612 America/New York

Instructor