Embry Riddle Aeronautical University's renewal application submitted in accordance with Code of Maryland Regulations 13B.02.01

Embry Riddle Aeronautical University

Joint Base Andrews

(Previously Approved)

MARYLAND HIGHER EDUCATION COMMISSION

Application for Renewal 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. If an additional, new location is being proposed, an *Application for Renewal of Approval* must be submitted for that location.

PREVIOSLY APPROVED LOCATION IN MARYLAND.
Please provide the complete mailing address. 11th FSS/FSDE, 1413 Arkansas Road, Suite 106, JB Andrews, MD 20762

PROPOSED START DATE OF CONTINUED OPERATION.
Applications should be submitted at least 5 months prior to the proposed start date.

NAME AND ADDRESS OF INSITUTION APPLYING FOR APPROVAL.

Name of Institution: Embry-Riddle Aeronautical University

Web Address: worldwide.erau.edu

OPEID Code: 00147900
U.S. Department of Education, Office of Postsecondary Education, ID Code -- Title IV eligibility.

Chief Executives Officer: Dr. John R. Watret

Mailing Address: 600 S. Clyde Morris Blvd., Daytona Beach, FL 32114

Telephone: 386-226-7255

Email: wwstateauth@erau.edu

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

Name: Brienne Stansberry
Title: Associate Director, State Authorization
Mailing Address: 600 S. Clyde Morris Blvd., Daytona Beach, FL 32119

Telephone: 386-226-7255

Email: wwstateauth@erau.edu

********** **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).

3-5-2019	
Date	Signature of Chief Executive Officer

Please Submit All Information To:

Maryland Higher Education Commission
Division of Planning and Academic Affairs
6 N. Liberty Street, 10th Floor
Baltimore, MD 21201
410-767-3268
acadprop@mhec.state.md.us

A copy of these regulations can be found at the Maryland Higher Education Commission's web site www.mhec.state.md.us (under Academic Approval Process) along with an on-line application form.

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I. DURATION OF APPROVAL

Approval to operate at a previously approved location in Maryland must be renewed annually. However, "during of after the fifth year of operation in Maryland and during any subsequent renewal cycle, an out-of-State institution may apply for approval to operate in Maryland for an extended period of time up to 5 years." COMAR 13B.02.01.08C(1)

If the location for which you are applying has been annually approved for at least five years, do you wish to seek approval to operate in the State for an extended period of time of up to 5 years?
☒ Yes, we wish to be approved for 5 years.

II. SUPPORTING DOCUMENTATION

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

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

Have your catalogs, other institutional publications, or awards changed since they were last submitted? ☒ Yes ☐ No If yes, please submit new copies.

☒ Application Fee. (Must accompany all renewals) COMAR 13B.02.01.08B(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. The application renewal fee will be waived for renewals of out-of-state institutions operating at Regional Maryland Higher Education Center.

☒ Accreditation. (Must accompany all renewals) COMAR 13B.02.01.08B(4)(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. (Must accompany all renewals)
COMAR 13B.02.01.08B(4)(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 With Fire and Safety Codes (Must accompany all renewals)
COMAR 13B.02.01.08B(4)(o)

Please provide a certificate for each approved location for indicating that the proposed facility has been inspected and is found in compliance with local and State ordinances pertaining to fire and safety.

☒ Board of Trustees Resolution of Financial Solvency (Must accompany all renewals)
COMAR 13B.02.01.08B(4)(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)

Are there new advertisements in print format related to your programs in Maryland?
☐ Yes ☒ No If yes, please provide copies of the new advertisements.

☒ Enrollment Data as Prescribed by the Secretary. (Must accompany all renewals)
COMAR 13B.02.01.08B(4)(q)
Please provide the information requested on the **Student Enrollment Data Form** found at the end of this application.

☒ Teach-out Plan (Must accompany all renewals) COMAR 13B.02.01.08B(4)(j)(iv)

The institution must provide a copy of its teach-out plan allowing enrolled students to complete their programs if the institution decides to cease operation in Maryland.

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.

1. **Programs.**

   - **CURRENTLY OFFERED PROGRAMS.**

INSTRUCTIONS. Please enter the requested information on your CURRENTLY OFFERED PROGRAMS in the spaces provided below, or create an attachment (labeled "A-1: Current Programs") to this application with the required information.

(a) Provide a list of your currently offered programs at this location. For each program provide the following information: (1) the full title of the program; (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: Business Administration	B.S.B	*Distance Ed.*	*120 sem*	*Yes*
Please see A-1 Current Programs				

   - **NEW PROGRAMS**

INSTRUCTIONS. Is the institution proposing any new programs at this location? ☐ Yes ☐ No
If yes, please enter the requested information in the spaces provided below, or create an attachment (labeled "A-1: New Programs") to this information with your responses to the following for each new program:

(a) Provide a list of the new programs at this location. For each new program provide the following information: (1) the full title of the program; (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: Business Administration	B.S.B	*Distance Ed.*	*120 sem*	*Yes*
N/A				

(b) If the information does not appear in the catalog or publication you submitted provide (1) a description of the curriculum; (2) the objectives of each course; and (3) a course schedule for the proposed location

N/A

(c) Please provide a brief description of the student population to be served by the proposed new programs.

N/A

2. Educational Need. Before the Commission may evaluate the readiness of an out-of-State institution to operate or award new degrees in the State, including the offering of an instructional program or a degree level not previously approved, the institution shall present evidence demonstrating the educational need to establish operations, offer programs, and award the degrees in question in the State. In addition, the out-of-State institution shall demonstrate that the proposed program, for which the institution is making application, meets a critical and compelling regional or Statewide need and is consistent with the Maryland Postsecondary Education. COMAR 13B.02.01.06A&C

INSTRUCTIONS: Please enter the requested information in the spaces provided below, or create an attachment (labeled "A-2: Educational Need") to this application and respond to the following questions for each new program:

(a) What critical and compelling Regional or Statewide (Maryland) need and demand do your proposed programs meet? In responding to this question provide documentation as indicated below:

(1) If the programs serve occupational needs, present data projecting market demand and the availability of openings in the job market to be served by the new programs for which the institution is making application. This information may include workforce and employment projections prepared by the federal and State governments, the availability of graduates in the State or region, marketing studies done by the institution or others, and material from professional and trade associations.

N/A

(2) If the programs serve societal needs (include the traditional liberal arts education), provide a

Description of how the proposed programs will enhance higher education in Maryland and contribute society

N/A

(b) If similar programs exist in the State, what are the similarities or differences in your program in terms of the degrees to be awarded, the areas of specialization, and the specific academic content of the programs?

N/A

(c) 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, Planning and 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

3. 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 the educational activities offered. COMAR 13B.02.01.15

INSTRUCTIONS: Has any previously reported Administrative Staff information changed since your last approval at this location? ☐ **Yes** ☒ **No**

If yes, please enter the requested information in the spaces provided below, or create an attachment labeled (labeled "A-3: Administrative Staff Changes") to this application with any changes to the following questions:

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

N/A

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

N/A

4. Faculty

INSTRUCTIONS: Has any previously reported Faculty information changed since your last approval at this location? ☒ **Yes** ☐ **No**

If yes, please enter the requested information in the spaces provided below, or create an attachment labeled (labeled "A-4: Faculty Changes") with any changes to the following questions:

(a) List all faculty that are to teach in the first year (or cycle) of the programs at this location. For each faculty member provide the following information: COMAR 13B.02.01.08(4)(m)

(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 A-4 Faculty Changes

(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.

5. 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: Has any previously reported library information changed since your last approval at this location? ☐ **Yes** ☒ **No**

If yes, please enter the requested information in the spaces provided below, or create an attachment (labeled "A-5: Library Changes") to this application with any changes 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?

N/A

6. 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 institutions keep complete and accurate records of admission, enrollment, grades, scholarships, transfer of 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: Has any previously reported Student Services information changed since your last approval at this location? ☐ Yes ☒ No

If yes, please enter the requested information in the spaces provided below, or create an attachment (labeled "A-6: Student Services") to this application with any changes to the following questions.

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

N/A

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

N/A

(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?_____
If this statement is in the Catalog you submitted with the application, please indicate the page number: 22
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 34. If not in the Catalog you submitted, please provide us with a copy of the grievance procedure.

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

INSTRUCTIONS: Has any previously reported Student Services information changed since your last approval at this location? ☐ Yes ☒ No

If yes to either question, please enter the requested information in the spaces provided below, or create an attachment (labeled "A-7: Facilities") to this application with any changes to the following questions.

(a) Has a specific facility been inspected and approved for use as a classroom/laboratory space and been found in compliance with local and State ordinance 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.

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

N/A

(c) 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?

N/A

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

N/A

8. Distance Education. "Distance education" means course work for academic credit delivered by telecommunicated instruction to a physical space specifically reserved for the purpose of receiving the instruction, for example, a teleclassroom, and requires the payment of tuition or fees for the instruction. "Distance education" does not include telecommunicated instruction at the student's initiation via an individual personal computer. COMAR 13B.02.01.03(8). 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

Please see attached Student Enrollment Data Form

Student Enrollment Data Form
Out-of-State Degree Granting Institutions Operating in Maryland

Institution: _____ **Location:** _____

Unduplicated Headcount at this location for the past academic year: September 1, _____ **to August 31,** _____

Person Completing the Student Enrollment Data Form: _____ **Telephone:** _____ **Email:** _____

County/Jurisdiction	Full-Time Undergraduates	Part-Time Undergraduates	Full-Time Graduates	Part-Time Graduates	TOTAL Enrollment
Allegany					
Anne Arundel					
Baltimore County					
Baltimore City					
Calvert					
Caroline					
Carroll					
Cecil					
Charles					
Dorchester					
Frederick					
Garrett					
Harford					
Howard					
Kent					
Montgomery					
Prince George's					
Queen Anne's					
St. Mary's					
Somerset					
Talbot					
Washington					
Wicomico					
Worchester					
Non-Maryland Residents					
TOTALS					

Please see attached Student Enrollment Data Form

Student Enrollment Data Form
Out-of-State Degree Granting Institutions Operating in Maryland

Institution: _____ **Location:** _____

Please provide for each program at this location, the Total Student Enrollment and Number of Graduates for the past academic year, September 1, _____ to August 31, _____, Duplicate this form as necessary.

Date Completed: _____

Individual Course or Program Major and Award	Full-Time Undergraduates		Part-Time Undergraduates		Full-Time Graduates		Part-Time Graduates		TOTAL Enrollment
	Enroll	Grad	Enroll	Grad	Enroll	Grad	Enroll	Grad	
Undeclared/No Major									
Total									

Embry-Riddle Aeronautical University

13B.02.01.06

(1) The degree to be awarded

Associate of Science

(2) The area of specialization

Aeronautics

(3) The purpose or object of the program or course of study to be offered

The Associate of Science in Aeronautics (ASA) curriculum is closely mapped to the needs and demands of the aviation/aerospace industry as well as to general education guidelines. The ASA is a multidisciplinary program with courses of study in human factors, security, aviation safety, occupational safety and health, air traffic control, aircraft maintenance, and aeronautical science. Within this broad base, electives and minors allow students to tailor their degrees to particular interests and career goals.

The program's objectives are to:

- Strengthen a student's aviation knowledge in line with the student's specific area of interest.
- Give students the option to broaden their credentials by pursuing the Aviation Area of Concentration.
- Help students craft a program of study that will make them highly competitive and marketable in the aviation industry.

(4) Specific academic content of the program or course of study

General Education

Communication Theory and Skills		
ENGL 123	English Composition	3
Speech/English		6
Humanities		
HUMN 330	Values and Ethics	3
Humanities elective		3

Social Sciences		
ECON 210	Microeconomics	3
or ECON 211	Macroeconomics	
Social Science elective		3
Physical and Life Science		
PHYS 102	Explorations in Physics	3
WEAX 201	Meteorology I	3
Mathematics		
MATH 111	College Mathematics for Aviation I	3
MATH 112	College Mathematics for Aviation II	3
Computer Science		
CSCI 109	Introduction to Computers and Applications	3
Total Credits		**36**

Core/Major

Aviation Area of Concentration		**9**
Make up shortages with non-duplicating courses from the following disciplines: Aeronautical Science, Aviation Maintenance, and related aviation/aerospace coursework in Transportation, Safety, Security, History, Engineering, and Unmanned Systems.		
Program Support		**9**
ASCI 202	Introduction to Aeronautical Science	3
ASCI 254	Aviation Legislation	3
MATH 211	Statistics with Aviation Applications	3

Electives

Open Electives (Upper or Lower-Level)		**6**
Total Degree Requirements		**60**

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

All courses at Embry-Riddle Aeronautical University are based on the systematically designed online courses which ensure learning outcomes are met and are consistent amongst educational modalities. Our Institution's three academic colleges, Aeronautics, Arts and Sciences and Business, use a mix of artifacts from all modalities for program assessment. All online courses are benchmarked against courses taught throughout the Institution as well as those taught through external entities. Our Instructional Design and Development department has been awarded 19 Blackboard Course Design Awards which identify and disseminates best practices for designing high quality courses. Our Institution also participated in a review from Quality Matters, a nonprofit that works with Institutions to help measure and guarantee the quality of online courses.

(6) *The analysis of the market for the program*

Boeing recently reported that the aviation market will need 558,000 new commercial airline pilots and 609,000 new commercial airline maintenance technicians between 2015 and 2034. Production of new commercial aircraft alone is forecasted by Boeing, Airbus and other experts to reach 35,500 over the next 20 years with approximately 60% of the aircraft produced required to meet commercial air travel industry growth. The new aircraft will be more complex in not only in composition but technologically. In recent years, as airlines and manufacturers realize record revenues the obligation to move the industry forward is not merely a good idea but a vital factor for sustainable growth of the industry.

(7) *The State's equal education opportunity obligations under State and federal law*

In compliance with federal laws and regulations, Embry-Riddle Aeronautical University does not discriminate on the basis of race, color, gender, creed, national, and ethnic origin, age, or disability in any of its policies, procedures, or practices. An Equal Opportunity institution, the University does not discriminate in the recruitment and admission of students, in the recruitment and employment of faculty and staff, or in the operations of any programs and activities.

(8) *Meets a critical and compelling regional or statewide need*

Maryland's industry clusters are at the forefront of innovation and technology, fueling economic growth and opportunity. Certain industries complement Maryland's economic and geographic strengths of being close to the nation's capital and having a strong federal job presence, such as the Aerospace & Defense and Cybersecurity industries. These industries not only provide a strong synergy for all business involved, but also high paying jobs, giving Maryland a strong tax base and helping citizens to enjoy a high quality of life.

(9) *Is consistent with the Maryland State Plan for Postsecondary Education*

The Maryland State Plan for Postsecondary Education identifies six goals including access, affordability and completion and innovation. At Embry-Riddle Aeronautical University Worldwide and Online, students enjoy flexibility that allows them to pursue their career goals while developing new skills and expertise in an area of interest. U.S. News and World Report has named Embry-Riddle Aeronautical University – Worldwide one of the nation's top online educators for the fourth consecutive year.

The curriculum is designed to fit into busy lifestyles as ERAU Worldwide offers:

- 12 terms per calendar year for undergraduate classes
- 10 terms per calendar year for graduate courses
- 9 week semesters
- The option to accelerate your degree
- Flexibility to stagger courses

The campus operates a globally recognized learning system that leverages online and face-to-face instruction through a network of education facilities.
Highlights of our online and on-campus degrees include:

- Interactive, scheduled classes using EagleVision, our virtual classroom that combines web video conferencing and learning management system software, Canvas, to maximize the benefits of synchronous learning.
- Online classes that are delivered asynchronously and students can plan on spending between 8 and 10 hours per week on classwork.
- Campuses are located throughout the world, offering students mobility within their degree program.

Our Institution uses EagleVision which is a virtual classroom that combines web video conferencing and a learning management system to amplify the benefits of synchronous learning. EagleVision allows for real-time collaboration in a student-centered learning environment. With technology and keeping academic quality at the forefront, we are able to offer three course delivery modes — EagleVision Classroom (between classrooms), EagleVision Home (faculty and students at home), and a blend of Classroom or Home. EagleVision Classroom includes scheduled online times and real-time interaction with other students and professors. EagleVision Home offers all of the same benefits of EagleVision Classroom, but from the comfort of your home, office, or anywhere you have a computer and the internet.

By using EagleVision, Worldwide students have the opportunity to participate in classes utilizing live streaming that enables students and professors to interact from anywhere on the globe. Instructors broadcast lessons to campus from one of more than 130

locations across the world, with many campuses located on military bases, or straight to a student's home. Students choose various learning modalities that blend online and EagleVision interactive experiences from anywhere.

(10) ***Societal need***

N/A

(11) ***Occupational needs relative to meeting workforce requirements or upgrading vocational or technical skills***

N/A

(12) ***Market Demand Data***

According to the Bureau of Labor Statistics overall employment of airline and commercial pilots is projected to grow 4 percent from 2016 to 2026, slower than the average for all occupations. Most job opportunities will arise from the need to replace pilots who leave the workforce. Over the next 10 years, many pilots are expected to retire as they reach the required retirement age of 65.

Projected employment

Maryland	United States
260 **2014 Employment**	17,400 **2014 Employment**
260 **2024 Employment**	17,500 **2024 Employment**
-0% **Percent change**	0% **Percent change**
10 **Annual projected job openings**	310 **Annual projected job openings**

Embry-Riddle Aeronautical University

13B.02.01.06

(1) The degree to be awarded

Associate of Science

(2) The area of specialization

Aviation Business Administration

(3) The purpose or object of the program or course of study to be offered

Embry-Riddle Aeronautical University's Associate of Science in Aviation Business Administration is designed for students who want to start their education off by developing analytical and critical thinking skills, as well as real business acumen, to help solve and lead today's most complex aviation business challenges. Students graduating with this degree can advance their careers into the wide array of aviation management positions the industry is actively seeking today. Through this comprehensive program, students will learn how to think analytically, communicate clearly, and lead a team effectively. These valuable skills will prime graduates for professional success in any field. The Associate of Science in Aviation Business Administration explores all facets of business administration and management, including:

- Economics
- Management of Aeronautical Science
- Business Statistics & Accounting
- Business Marketing & Management
- Human Resources
- Finance

The AS in Aviation Business Administration is closely mapped to the needs and demands of the aviation/aerospace industry and provides the student with a solid foundation in Business Administration and offers students the opportunity to transfer all course credits toward a Bachelor of Science in Aviation Business Administration. Graduates of the ASABA program enables students to advance their personal and professional goals by enabling them to exhibit the knowledge and skills sought by aviation industry employers. Students may transfer all ASABA course credits toward a BSABA degree, and tailor their degree course selections specifically to their career interests and industry needs.

(4) Specific academic content of the program or course of study

General Education

Communication Theory and Skills		
ENGL 123	English Composition	3
Speech/English		6
Humanities		
HUMN 330	Values and Ethics	3
Humanities elective (lower or upper level)		3
Social Sciences		
ECON 210	Microeconomics	3
ECON 211	Macroeconomics	3
Physical and Life Science lower-level elective		
Physics/Biology/Meteorology/Chemistry, etc.		6
Mathematics		
MATH 111	College Mathematics for Aviation I	3
MATH 112	College Mathematics for Aviation II	3
or MATH 320	Decision Mathematics	
Computer Science		
CSCI 109	Introduction to Computers and Applications	3
Total Credits		**36**

Core/Major

Major

MGMT 201	Principles of Management	3
MGMT 203	Management for Aeronautical Science	3

MGMT 210	Financial Accounting	3
MGMT 221	Introduction to Management Information Systems	3
MGMT 311	Marketing	3
MGMT 314	Human Resource Management	3
MGMT 332	Corporate Finance I	3
MATH 211	Statistics with Aviation Applications	3
or MATH 222	Business Statistics	
Total Credits		**24**
Total Degree Requirements		**60**

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

All courses at Embry-Riddle Aeronautical University are based on the systematically designed online courses which ensure learning outcomes are met and are consistent amongst educational modalities. Our Institution's three academic colleges, Aeronautics, Arts and Sciences and Business, use a mix of artifacts from all modalities for program assessment. All online courses are benchmarked against courses taught throughout the Institution as well as those taught through external entities. Our Instructional Design and Development department has been awarded 19 Blackboard Course Design Awards which identify and disseminates best practices for designing high quality courses. Our Institution also participated in a review from Quality Matters, a nonprofit that works with Institutions to help measure and guarantee the quality of online courses.

(6) The analysis of the market for the program

According to the Bureau of Labor Statistics Employment of business and financial operations occupations is projected to grow 9 percent from 2016 to 2026, about as fast as the average for all occupations, adding about 750,400 new jobs. Globalization, a growing economy, and a complex tax and regulatory environment are expected to continue to lead to strong demand for accountants and auditors. In addition, increasing usage of data and market research in order to understand customers and product demand, and to evaluate marketing strategies, will lead to growing demand for market research analysts.

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

In compliance with federal laws and regulations, Embry-Riddle Aeronautical University does not discriminate on the basis of race, color, gender, creed, national, and ethnic origin, age, or disability in any of its policies, procedures, or practices. An Equal Opportunity institution, the University does not discriminate in the recruitment and admission of students, in the recruitment and employment of faculty and staff, or in the operations of any programs and activities.

(8) Meets a critical and compelling regional or statewide need

Maryland's industry clusters are at the forefront of innovation and technology, fueling economic growth and opportunity. Certain industries complement Maryland's economic and geographic strengths of being close to the nation's capital and having a strong federal job presence. These industries not only provide a strong synergy for all business involved, but also high paying jobs, giving Maryland a strong tax base and helping citizens to enjoy a high quality of life.

(9) Is consistent with the Maryland State Plan for Postsecondary Education

The Maryland State Plan for Postsecondary Education identifies six goals including access, affordability and completion and innovation. At Embry-Riddle Aeronautical University Worldwide and Online, students enjoy flexibility that allows them to pursue their career goals while developing new skills and expertise in an area of interest. U.S. News and World Report has named Embry-Riddle Aeronautical University – Worldwide one of the nation’s top online educators for the fourth consecutive year.

The curriculum is designed to fit into busy lifestyles as ERAU Worldwide offers:

- 12 terms per calendar year for undergraduate classes
- 10 terms per calendar year for graduate courses
- 9 week semesters
- The option to accelerate your degree
- Flexibility to stagger courses

The campus operates a globally recognized learning system that leverages online and face-to-face instruction through a network of education facilities.
Highlights of our online and on-campus degrees include:

- Interactive, scheduled classes using EagleVision, our virtual classroom that combines web video conferencing and learning management system software, Canvas, to maximize the benefits of synchronous learning.
- Online classes that are delivered asynchronously and students can plan on spending between 8 and 10 hours per week on classwork.

- Campuses are located throughout the world, offering students mobility within their degree program.

Our Institution uses EagleVision which is a virtual classroom that combines web video conferencing and a learning management system to amplify the benefits of synchronous learning. EagleVision allows for real-time collaboration in a student-centered learning environment. With technology and keeping academic quality at the forefront, we are able to offer three course delivery modes — EagleVision Classroom (between classrooms), EagleVision Home (faculty and students at home), and a blend of Classroom or Home. EagleVision Classroom includes scheduled online times and real-time interaction with other students and professors. EagleVision Home offers all of the same benefits of EagleVision Classroom, but from the comfort of your home, office, or anywhere you have a computer and the internet.

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(10) ***Societal need***

N/A

(11) ***Occupational needs relative to meeting workforce requirements or upgrading vocational or technical skills***

N/A

(12) ***Market Demand Data***

According to the Bureau of Labor Statistics Employment of business and financial operations occupations is projected to grow 9 percent from 2016 to 2026, about as fast as the average for all occupations, adding about 750,400 new jobs. Globalization, a growing economy, and a complex tax and regulatory environment are expected to continue to lead to strong demand for accountants and auditors. In addition, increasing usage of data and market research in order to understand customers and product demand, and to evaluate marketing strategies, will lead to growing demand for market research analysts.

Projected employment

Maryland	United States
6,930 **2014 Employment**	287,300 **2014 Employment**
8,370 **2024 Employment**	310,800 **2024 Employment**
21% **Percent change**	8% **Percent change**
260 **Annual projected job openings**	7,720 **Annual projected job openings**

Embry-Riddle Aeronautical University

13B.02.01.06

(1) The degree to be awarded

Associate of Science

(2) The area of specialization

Aviation Maintenance

(3) The purpose or object of the program or course of study to be offered

The Associate of Science in Aviation Maintenance (ASAvM) degree is focused on developing maintenance knowledge and critical-thinking skills that students will apply in the global aviation/aerospace maintenance environments.

The courses within these programs are aimed at developing an understanding of the strategic and global landscape of aviation maintenance with an emphasis on meeting current industry needs. Students choose from two specializations to gain the academic knowledge and develop the skills needed to succeed and lead in this dynamic industry:

- **Management:** Provides students an integrated understanding of the theories, concepts, and practical applications of logistics, procurement, production, life cycle analysis, and project management.
- **Safety:** Enables students to complement their practical experience with a study of aviation safety, focusing on the theories and concepts of human factors, mechanical and structural factors, system safety, and maintenance-related safety practices.

(4) Specific academic content of the program or course of study

General Education

Communication Theory and Skills		
ENGL 123	English Composition	3
Speech/English		6
Humanities		
HUMN 330	Values and Ethics	3

Humanities elective		3
Social Sciences		
ECON 210	Microeconomics	3
or ECON 211	Macroeconomics	
Social Science elective		3
Physical and Life Science		
PHYS 102	Explorations in Physics	3
Physical/Life Science elective		3
Mathematics		
MATH 111 & MATH 112	College Mathematics for Aviation I and College Mathematics for Aviation II	6
Computer Science		
CSCI 109	Introduction to Computers and Applications	3
Total Credits		**36**

Core/Major

Aviation Maintenance Core Courses

AMNT 240	General Aeronautics and Applications	3
AMNT 260	Aircraft Electrical Systems Theory	3
AMNT 270	Airframe Structures and Applications	3
AMNT 271	Airframe Systems and Applications	3
AMNT 280	Reciprocating Engine Theory and Applications	3
AMNT 281	Turbine Engine Theory and Applications	3
Total Credits		**18**

Program Support

ASCI 202	Introduction to Aeronautical Science	3
MATH 211	Statistics with Aviation Applications	3
Total Credits		**6**
Total Degree Requirements		**60**

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

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(6) The analysis of the market for the program

Boeing recently reported that the aviation market will need 558,000 new commercial airline pilots and 609,000 new commercial airline maintenance technicians between 2015 and 2034. Production of new commercial aircraft alone is forecasted by Boeing, Airbus and other experts to reach 35,500 over the next 20 years with approximately 60% of the aircraft produced required to meet commercial air travel industry growth. The new aircraft will be more complex in not only in composition but technologically. In recent years, as airlines and manufacturers realize record revenues the obligation to move the industry forward is not merely a good idea but a vital factor for sustainable growth of the industry.

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

In compliance with federal laws and regulations, Embry-Riddle Aeronautical University does not discriminate on the basis of race, color, gender, creed, national, and ethnic origin, age, or disability in any of its policies, procedures, or practices. An Equal Opportunity institution, the University does not discriminate in the recruitment and admission of students, in the recruitment and employment of faculty and staff, or in the operations of any programs and activities.

(8) Meets a critical and compelling regional or statewide need

Maryland's industry clusters are at the forefront of innovation and technology, fueling economic growth and opportunity. Certain industries complement Maryland's economic and geographic strengths of being close to the nation's capital and having a strong federal job presence, such as the Aerospace & Defense and Cybersecurity industries. These industries not only provide a strong synergy for all business involved, but also high paying jobs, giving Maryland a strong tax base and helping citizens to enjoy a high quality of life.

(9) *Is consistent with the Maryland State Plan for Postsecondary Education*

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(10) Societal need

N/A

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

N/A

(12) Market Demand Data

According to the Bureau of Labor Statistics overall employment of aircraft and avionics equipment mechanics and technicians is projected to grow 5 percent from 2016 to 2026, about as fast as the average for all occupations. Job opportunities are expected to be good because there will be a need to replace those workers leaving the occupation.

Projected employment

Maryland	United States
2,330 **2014 Employment**	119,900 **2014 Employment**
2,740 **2024 Employment**	121,500 **2024 Employment**
18% **Percent change**	1% **Percent change**
100 **Annual projected job openings**	3,010 **Annual projected job openings**

Embry-Riddle Aeronautical University

13B.02.01.06

(1) The degree to be awarded

Associate of Science

(2) The area of specialization

Technical Management

(3) The purpose or object of the program or course of study to be offered

The Associate in Science in Technical Management (ASTM) is an academic degree focusing on specific skill set development for managers. This program is designed for professionals who are assuming management responsibilities within their organizations or wish to be promoted into management. The ASTM program emphasizes the leading-edge management skills and technical expertise that are the basis for success in modern organizations. Emphasis is placed on coordinating the efforts of people to accomplish goals and objectives by using available resources efficiently and effectively. Topics include planning, organizing, staffing, leading or directing, and controlling using data to drive decisions.

The landscape of management is always changing. Managers need to have strong analytical skills and be able to assess all aspects of an operational problem in order to generate solutions. This needs to be done while considering the high-tech, global, and diverse nature of today's marketplace.

(4) Specific academic content of the program or course of study

General Education

Communication Theory and Skills		
ENGL 123	English Composition	3
Speech/English		6
Humanities		
HUMN 330	Values and Ethics	3
Humanities elective (lower or upper level)		3

Social Sciences		
ECON 210	Microeconomics	3
ECON 211	Macroeconomics	3
Physical and Life Science lower-level elective		
Physics/Biology/Meteorology/Chemistry, etc.		6
Mathematics		
MATH 111	College Mathematics for Aviation I	3
MATH 112	College Mathematics for Aviation II	3
or MATH 320	Decision Mathematics	
Computer Science		
CSCI 109	Introduction to Computers and Applications	3
Total Credits		**36**

Core/Major

ASTM Core		
MGMT 201	Principles of Management	3
MGMT 203	Management for Aeronautical Science	3
MGMT 210	Financial Accounting	3
MGMT 221	Introduction to Management Information Systems	3
Total Credits		**12**

Electives/Minor

Technical Transfer Credit or COB Minor or MGMT Electives	**9**
If technical transfer credit is not applicable, the 9 hours can ONLY be used toward College of Business (COB) minors. If no minor is chosen, then MGMT electives have to be courses at the 200-300-400 level.	
Open Electives (Lower or Upper Level)	**3**
May be used for Minors in other Departments	

May be used for College of Business or non College of Business Minors.

Total Degree Requirements	**60**

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

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(6) The analysis of the market for the program

According to the Bureau of Labor Statistics Employment of management occupations is projected to grow 9 percent from 2016 to 2026, about as fast as the average for all occupations, which will result in about 878,300 new jobs. Employment growth is expected to be driven by the formation of new organizations and expansion of existing ones, which should require more workers to manage these operations.

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

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(8) Meets a critical and compelling regional or statewide need

Maryland's industry clusters are at the forefront of innovation and technology, fueling economic growth and opportunity. Certain industries complement Maryland's economic and geographic strengths of being close to the nation's capital and having a strong federal job presence. These industries not only provide a strong synergy for all business involved, but also high paying jobs, giving Maryland a strong tax base and helping citizens to enjoy a high quality of life.

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(10) *Societal need*

N/A

(11) *Occupational needs relative to meeting workforce requirements or upgrading vocational or technical skills*

N/A

(12) *Market Demand Data*

According to the Bureau of Labor Statistics Employment of management occupations is projected to grow 9 percent from 2016 to 2026, about as fast as the average for all occupations, which will result in about 878,300 new jobs. Employment growth is expected to be driven by the formation of new organizations and expansion of existing ones, which should require more workers to manage these operations.

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Embry-Riddle Aeronautical University

13B.02.01.06

(1) The degree to be awarded

Bachelor of Science

(2) The area of specialization

Aeronautics

(3) The purpose or object of the program or course of study to be offered

The Bachelor of Science in Aeronautics curriculum is closely mapped to the needs and demands of the aviation/aerospace industry and to general education guidelines. The BSA is a multidisciplinary program with courses of study in human factors, security, aviation safety, occupational safety and health, air traffic control, aircraft maintenance, and aeronautical science. Within that broad base, electives and minors allows students to tailor their degree to their particular interests and career goals. The Bachelor of Science in Aeronautics is accredited by the Aviation Accreditation Board International (AABI).

The program's objectives are to:

- Strengthen a student's aviation knowledge in line with the student's specific area of interest.
- Give students the option to broaden their credentials by pursuing the Aviation Area of Concentration.
- Help students craft a program of study that will make them highly competitive and marketable in the aviation industry.

(4) Specific academic content of the program or course of study

General Education

Communication Theory and Skills		
ENGL 123	English Composition	3
Speech/English		6
Humanities*		
HUMN 330	Values and Ethics	3
Humanities elective		3

Social Sciences		
ECON 210	Microeconomics	3
or ECON 211	Macroeconomics	
Social Science elective		3
Physical and Life Science		
PHYS 102	Explorations in Physics	3
WEAX 201	Meteorology I	3
Mathematics		
MATH 111	College Mathematics for Aviation I	3
MATH 112	College Mathematics for Aviation II	3
Computer Science		
CSCI 109	Introduction to Computers and Applications	3
Total Hours		**36**

Core/Major

Aviation Area of Concentration		**18**
Make up shortages with non-duplicating courses from the following disciplines: Aeronautical Science, Aviation Maintenance, and related aviation/aerospace coursework in Transportation, Safety, Security, History, Engineering, and Unmanned Systems..		
Program Support		**24**
ASCI 202	Introduction to Aeronautical Science	3
ASCI 254	Aviation Legislation	3
ASCI 404	Applications in Aviation/Aerospace Law	3
MATH 211	Statistics with Aviation Applications	3
MGMT 201	Principles of Management	3
MGMT 210	Financial Accounting	3

MGMT 221	Introduction to Management Information Systems	3
RSCH 202	Introduction to Research Methods	3
Professional Development Core		**12**
ASCI 309	Aerodynamics	3
ASCI 490	Aeronautical Science Capstone Course	3
MGMT 420	Management of Production and Operations	3
SFTY 409	Aviation Safety	3

Electives

Professional Development Electives (Upper-Level)	**21**
Select from courses in available Minor Courses of Study or as accepted in these related disciplines, and Technology.	
Open Electives (Upper or Lower-Level)	**9**
Total Degree Requirements	**120**

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

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(10) Societal need

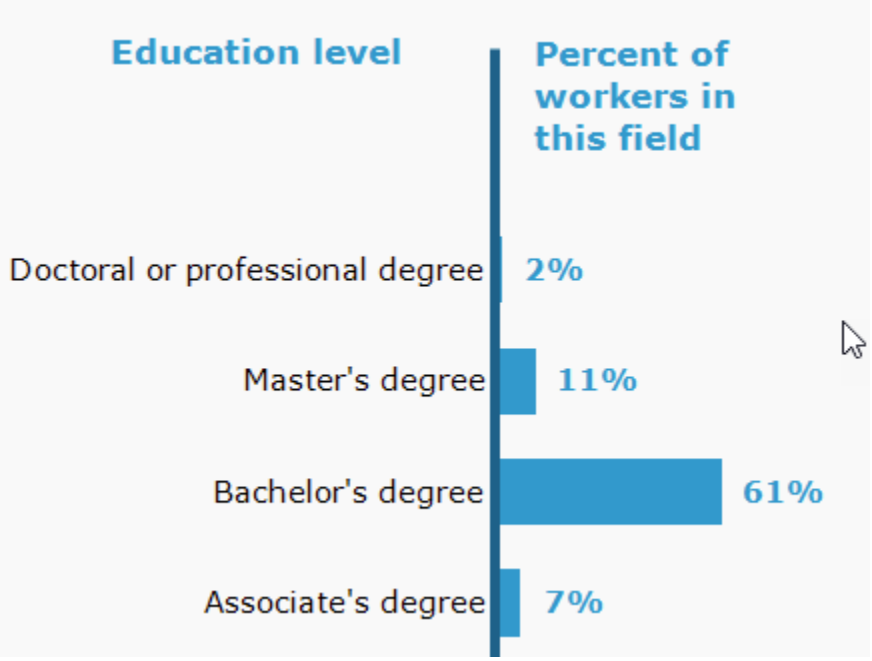
N/A

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

N/A

(12) Market Demand Data

According to the Bureau of Labor Statistics overall employment of airline and commercial pilots is projected to grow 4 percent from 2016 to 2026, slower than the average for all occupations. Most job opportunities will arise from the need to replace pilots who leave the workforce. Over the next 10 years, many pilots are expected to retire as they reach the required retirement age of 65.



Embry-Riddle Aeronautical University

13B.02.01.06

(1) The degree to be awarded

Bachelor of Science

(2) The area of specialization

Aviation Business Administration

(3) The purpose or object of the program or course of study to be offered

The Bachelor of Science in Aviation Business Administration (BSABA) degree program is designed for students seeking to lead and manage in the world of aviation. Balancing key aviation concepts with advanced business strategy, the curriculum provides students with a solid foundation of industry expertise while developing the sharp business acumen demanded at the highest levels of an organization. The program explores all facets of business administration, including accounting, economics, finance, marketing, management, and global business strategies. The program allows students to enter the program with a limited understanding of industry fields open to them, and direct their program courses as they explore their interests. The career exploration and flexibility to adjust their program as they progress is unique.

(4) Specific academic content of the program or course of study

General Education

Communication Theory and Skills		
ENGL 123	English Composition	3
Speech/English-(ENGL 221 or ENGL 222)		6
Humanities*		
HUMN 330	Values and Ethics	3
Humanities elective (lower or upper level)		3
Social Sciences		
ECON 210	Microeconomics	3

ECON 211	Macroeconomics	3
Physical and Life Science lower-level elective		
Physics/Biology/Meteorology/Chemistry, etc.		6
Mathematics		
MATH 111	College Mathematics for Aviation I	3
MATH 112	College Mathematics for Aviation II	3
or MATH 320	Decision Mathematics	
Computer Science		
CSCI 109	Introduction to Computers and Applications	3
Total Credits		**36**

Core/Major

Common Business Core

MATH 211	Statistics with Aviation Applications	3
or MATH 222	Business Statistics	
MGMT 201	Principles of Management	3
MGMT 221	Introduction to Management Information Systems	3
MGMT 311	Marketing	3
MGMT 312	Managerial Accounting	3
MGMT 314	Human Resource Management	3
MGMT 332	Corporate Finance I	3
MGMT 371	Leadership	3
MGMT 390	Business Law	3
MGMT 436	Strategic Management	3
RSCH 202	Introduction to Research Methods	3

Total Credits		**33**
Aviation Management Core		
MGMT 210	Financial Accounting *	3
ECON 315	Managerial Economics	3
or ECON 420	Economics of Air Transportation	
or TRAN 321	Air Transportation Systems	
BSAB 410	Management of Air Cargo	3
or MGMT 419	Aviation Maintenance Management	
BSAB 415	Airline Management	3
or BSAB 418	Airport Administration & Finance	
SFTY 350	Aircraft Crash and Emergency Management	3
BSAB 450	Airline/Airport Marketing	3
MGMT 494	Aviation Information Systems	3
or SFTY 345	Aviation Safety Program Management	
MGMT 408	Airport Management	3
or BSAB 412	Airport Planning and Design	
or BSAB 425	Trends and Current Problems in Air Transportation	
MGMT 411	Logistics Management for Aviation/Aerospace	3
or MGMT 391	Introduction to Project Management	
BSAB 426	International Aviation Management *	3
*Recommended to be taken prior to MGMT 436 Stategic Management		
Total Credits		**30**

Electives

Open Electives	**1 2**
BSABA Open Electives (Transfer credit or specified electives from approved list below)	
Specified Electives	**9**
Specified BSABA Electives (see approved list below)	
ASCI 254, BSAB 410**, BSAB 412**, BSAB 415**, BSAB 418**, BSAB 425**, BSAB 416 **, COMD 322, ECON 312, ECON 315**, ECON 411, ECON 420**, MGMT 314**, MGMT 317, MGMT 321, MGMT 322, MGMT 324, MGMT 331, MGMT 391**, MGMT 392, MGMT 394, MGMT 408**, MGMT 411**. MGMT 419**, MGMT 420, MGMT 421, MGMT 422, MGMT 424, MGMT 427, MGMT 440, MGMT 461, MGMT 462, MGMT 492, MGMT 494**, SCTY 400, SCTY 420, SCTY 430, SFTY 345**, SFTY 350**, SFTY 320, SFTY 330, SFTY 409, Any course listed in the Aviation Safety Minor, TRAN 321.	
** If course taken as core requirement, the course cannot also be counted as an elective.	
Total Credits	**2 1**

Minor option

Students have the option to structure electives such that a Minor in the following areas may be earned.

- Minor in Airport Management
- Minor in Aviation Safety
- Minor in Economics
- Minor in Human Resources
- Minor in Logistics Management
- Minor in Management Information Systems
- Minor in Project Management
- Minor in Technical Management

Total Degree Requirements **120**

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

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(6) The analysis of the market for the program

According to the Bureau of Labor Statistics Employment of business and financial operations occupations is projected to grow 9 percent from 2016 to 2026, about as fast as the average for all occupations, adding about 750,400 new jobs. Globalization, a growing economy, and a complex tax and regulatory environment are expected to continue to lead to strong demand for accountants and auditors. In addition, increasing usage of data and market research in order to understand customers and product demand, and to evaluate marketing strategies, will lead to growing demand for market research analysts.

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

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(8) Meets a critical and compelling regional or statewide need

Maryland's industry clusters are at the forefront of innovation and technology, fueling economic growth and opportunity. Certain industries complement Maryland's economic and geographic strengths of being close to the nation's capital and having a strong federal job presence. These industries not only provide a strong synergy for all business involved, but also high paying jobs, giving Maryland a strong tax base and helping citizens to enjoy a high quality of life.

(9) Is consistent with the Maryland State Plan for Postsecondary Education

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The curriculum is designed to fit into busy lifestyles as ERAU Worldwide offers:

- 12 terms per calendar year for undergraduate classes
- 10 terms per calendar year for graduate courses
- 9 week semesters
- The option to accelerate your degree

- Flexibility to stagger courses

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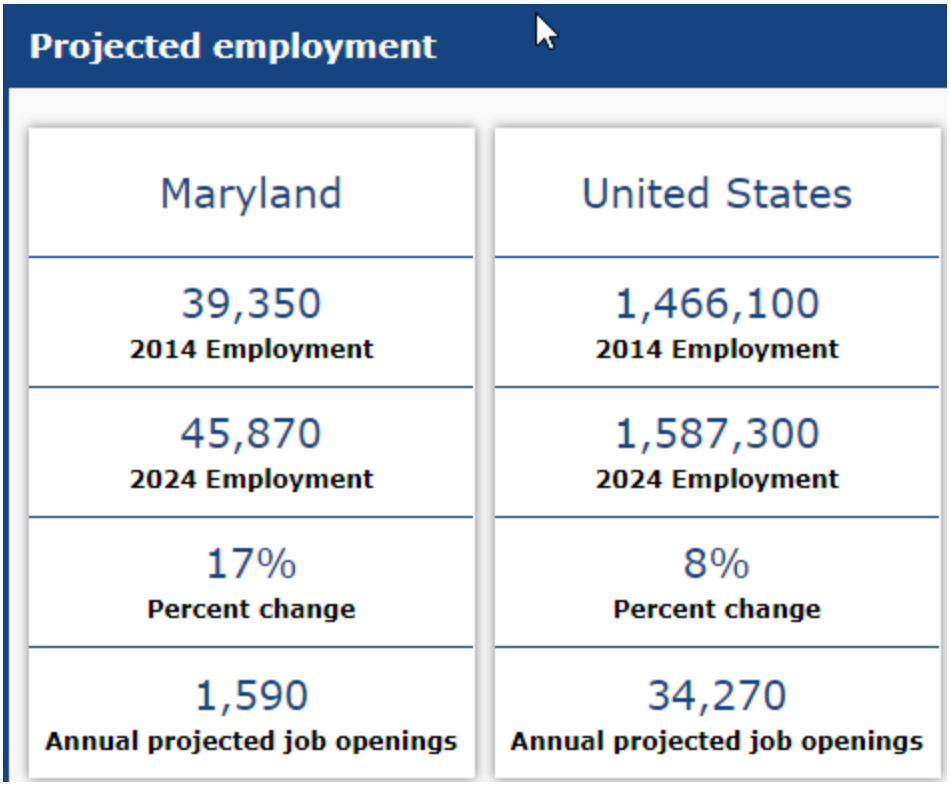
(10) ***Societal need***

N/A

(11) ***Occupational needs relative to meeting workforce requirements or upgrading vocational or technical skills***

N/A

(12) ***Market Demand Data***



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Embry-Riddle Aeronautical University

13B.02.01.06

(1) *The degree to be awarded*

Bachelor of Science

(2) *The area of specialization*

Aviation Security

(3) *The purpose or object of the program or course of study to be offered*

The Bachelor of Science in Aviation Security degree (BSAS) encompasses all aviation security related disciplines in public and private security to include airport security, airline security, airport police, Transportation Security Administration and the intelligence community. The BSAS degree provides students with the theoretical foundations for leadership and administration of aviation and private security organizations. The curriculum includes the principles, theory, and practices associated with today's public safety, aviation security and intelligence professionals.

Coursework incorporates the following:

- Analytical approaches to aviation security and intelligence
- Aviation and airport security organization and management
- Security and intelligence analysis and investigation
- Disaster planning including dealing with critical incidents
- Aviation security laws and international regulations
- The threats to aviation to include terrorism, organized crime and traditional crime as well as cyber crime

(4) Specific academic content of the program or course of study

General Education

Communication Theory & Skills		
ENGL 123	English Composition	3
Speech/English		6
Humanities*		
HUMN 330	Values and Ethics	3
Humanities elective (lower or upper level)		3
Social Sciences		
ECON 210	Microeconomics	3
or ECON 211	Macroeconomics	
Social Science elective		3
Physical and Life Sciences		
PHYS 102	Explorations in Physics	3
Physical/Life Science elective		3
Mathematics		
MATH 111 & MATH 112	College Mathematics for Aviation I and College Mathematics for Aviation II	6
Computer Science		
CSCI 109	Introduction to Computers and Applications	3
Total Credits		**36**

Core/Major

Program Support		**21**
ASCI 202	Introduction to Aeronautical Science	3

ASCI 254	Aviation Legislation	3
RSCH 202	Introduction to Research Methods	3
MATH 211	Statistics with Aviation Applications	3
MGMT 201	Principles of Management	3
MGMT 210	Financial Accounting	3
MGMT 221	Introduction to Management Information Systems	3
Aviation Security Core		**42**
ASCI 412	Corporate and Business Aviation	3
ASCI 406	Airborne Law Enforcement	3
MGMT 408	Airport Management	3
BSAB 415	Airline Management	3
SCTY 310	Introduction to Security	3
SCTY 312	Global Crime and Criminal Justice Systems	3
SCTY 385	Intelligence Collection and Analysis	3
SCTY 400	Airport Security	3
SCTY 485	Corporate Security	3
SCTY 488	National Security Issues and Terrorism	3
SCTY 410	Physical Security	3
SCTY 420	General Aviation Security	3
SCTY 430	Counterterrorism for Aviation	3
SCTY 490	Aviation Security Capstone Course	3
Aviation Security Area of Concentration		**21**
ASCI 315	Unmanned Aerial Systems and Operations	
SFTY 311	Fundamentals of Occupational Safety and Health	

SCTY 315	Studies in Intelligence I	
SCTY 415	Studies in Intelligence II	
SFTY 345	Aviation Safety Program Management	
SFTY 409	Aviation Safety	
TRAN 421	Transportation Safety and Security	
Total Degree Requirements		**120**

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

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(8) *Meets a critical and compelling regional or statewide need*

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(10) Societal need

N/A

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

N/A

(12) Market Demand Data

The Bureau of Labor Statistics Occupational Outlook Handbook projects slower than average job growth for TSA screeners through 2022. Currently, though, there are more than 45,000 screeners employed in the industry. This means there remains a high potential for attrition and thus lots of employment opportunities.

Embry-Riddle Aeronautical University

13B.02.01.06

(1) The degree to be awarded

Bachelor of Science

(2) The area of specialization

Aviation Maintenance

(3) The purpose or object of the program or course of study to be offered

The Bachelor of Science in Aviation Maintenance (BSAvM) degree is focused on developing maintenance knowledge and critical-thinking skills that students will apply in the global aviation/aerospace maintenance environments. The courses within these programs are aimed at developing an understanding of the strategic and global landscape of aviation maintenance with an emphasis on meeting current industry needs. Students choose from two specializations to gain the academic knowledge and develop the skills needed to succeed and lead in this dynamic industry:

- **Management:** Provides students an integrated understanding of the theories, concepts, and practical applications of logistics, procurement, production, life cycle analysis, and project management.
- **Safety:** Enables students to complement their practical experience with a study of aviation safety, focusing on the theories and concepts of human factors, mechanical and structural factors, system safety, and maintenance-related safety practices.

(4) Specific academic content of the program or course of study

General Education

Communication Theory and Skills		
ENGL 123	English Composition	3
Speech/English		6
Humanities*		
HUMN 330	Values and Ethics	3
Humanities elective		3

Social Sciences		
ECON 210	Microeconomics	3
or ECON 211	Macroeconomics	
Social Science elective		3
Physical and Life Science		
PHYS 102	Explorations in Physics	3
Physical/Life Science elective		3
Mathematics		
MATH 111 & MATH 112	College Mathematics for Aviation I and College Mathematics for Aviation II	6
Computer Science		
CSCI 109	Introduction to Computers and Applications	3
Total Credits		**36**

Core/Major

Aviation Maintenance Courses

AMNT 240	General Aeronautics and Applications	3
AMNT 260	Aircraft Electrical Systems Theory	3
AMNT 270	Airframe Structures and Applications	3
AMNT 271	Airframe Systems and Applications	3
AMNT 280	Reciprocating Engine Theory and Applications	3
AMNT 281	Turbine Engine Theory and Applications	3
Total Credits		**18**

Program Support

ASCI 202	Introduction to Aeronautical Science	3

MGMT 201	Principles of Management	3
MATH 211	Statistics with Aviation Applications	3
RSCH 202	Introduction to Research Methods	3
Total Credits		**12**
Program Core		
ASCI 327	Aviation Work Force Management in a Global Environment	3
ASCI 404	Applications in Aviation/Aerospace Law	3
ASCI 416	Aviation Maintenance Management: A Global Perspective	3
MGMT 210	Financial Accounting	3
MGMT 221	Introduction to Management Information Systems	3
MGMT 317	Organizational Behavior	3
MGMT 325	Social Responsibility and Ethics in Management	3
AMNT 490	Aviation Maintenance Capstone Course	3
Total Credits		**24**
Program Specialization		**18**
Choose one specialization		

Electives

Aviation Maintenance Electives	**12**
Aviation Maintenance, Aeronautical Science, Management, Computer Science, and Engineering Technology.	
Total Degree Requirements	**120**

* Minnesota student residents refer to State of Minnesota Course Requirement statement for Humanities requirements.

Specializations:

Management

In aviation maintenance, there is a continual need for the comprehensive management of maintenance programs. The Management specialization provides students of Aviation Maintenance an integrated understanding of the theories, concepts, and practical applications of logistics, procurement, production, life cycle analysis, and project management.

ASCI 315	Unmanned Aerial Systems and Operations	3
ASCI 322	Aircraft Inspection and Scheduled Maintenance Programs	3
ASCI 424	Maintenance Repair and Overhaul in Aviation	3
ASCI 433	Aviation Logistics and Supply Chain Management	3
MGMT 391	Introduction to Project Management	3
Upper-Level Management Electives		3
Total Credits		**18**

-OR-

Safety

In aviation maintenance, there is a recognized need for safety professionals. The Safety specialization provides students of Aviation Maintenance an opportunity to complement their practical experience with a study of aviation safety, focusing on the theories and concepts of human factors, mechanical and structural factors, system safety, and maintenance-related safety practices.

SFTY 320	Human Factors in Aviation Safety	3
SFTY 335	Mechanical and Structural Factors in Aviation Safety	3
SFTY 341	Occupational Safety and Health Program Management	3
SFTY 409	Aviation Safety	3
SFTY 440	System Safety Management	3
Upper-Level Safety Electives		3
Total Credits		**18**

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

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(10) Societal need

N/A

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

N/A

(12) ***Market Demand Data***

According to the Bureau of Labor Statistics overall employment of aircraft and avionics equipment mechanics and technicians is projected to grow 5 percent from 2016 to 2026, about as fast as the average for all occupations. Job opportunities are expected to be good because there will be a need to replace those workers leaving the occupation.

Projected employment

Maryland	United States
2,330 **2014 Employment**	119,900 **2014 Employment**
2,740 **2024 Employment**	121,500 **2024 Employment**
18% **Percent change**	1% **Percent change**
100 **Annual projected job openings**	3,010 **Annual projected job openings**

Embry-Riddle Aeronautical University

13B.02.01.06

(1) The degree to be awarded

Bachelor of Science

(2) The area of specialization

Emergency Services

(3) The purpose or object of the program or course of study to be offered

The Bachelor of Science in Emergency Services (BSES) degree broadly encompasses all emergency services response disciplines in public and private sectors including: fire, emergency medical, investigation, engineering, aircraft rescue and firefighting, environmental, hazmat, inspection, dispatch, security, OSHA, instruction, public information and wildland firefighting.

Coursework incorporates the following:

- Analytical approaches to fire dynamics and fire protection
- Fire prevention organization and management
- Fire analysis and investigation
- Disaster planning, including dealing with hazardous materials
- Administration and personnel management of emergency responders
- Political and legal issues occurring in the Fire Service sector

(4) Specific academic content of the program or course of study

General Education

Communication Theory and Skills		
ENGL 123	English Composition	3
Speech/English		6
Humanities*		
HUMN 330	Values and Ethics	3
Humanities elective		3

Social Sciences		
ECON 210	Microeconomics	3
or ECON 211	Macroeconomics	
Social Science elective (History/Government/Social Science/Psychology/Economics)		3
Physical and Life Science Lower-Level electives		
Physics/Biology/Meteorology		6
Mathematics		
MATH 111 & MATH 112	College Mathematics for Aviation I and College Mathematics for Aviation II	6
or MATH 140 & MATH 142	College Algebra and Trigonometry	
Computer Science		
CSCI 109	Introduction to Computers and Applications	3
Total Credits		**36**

Core/Major

Program Support		**9**
MATH 211	Statistics with Aviation Applications	3
or MATH 222	Business Statistics	
WEAX 201	Meteorology I	3
RSCH 202	Introduction to Research Methods	3
Program Specialization		**39**
Choose one Specialization		

Electives

Open Electives**	**27**

** Students are allowed to utilize their elective credits to select any Minor offered in the catalog.

Specified Electives	**9**
Choose 9 credits from ASCI/ SFTY/FIRE/ESVS Courses	
Total Degree Requirements	**120**

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Program Specializations:

Aviation Emergency Management Specialization

FIRE 302	Fire Dynamics	3
FIRE 303	Fire Protection Structures and Systems	3
FIRE 305	Fire Prevention Organization and Management	3
FIRE 400	Analytical Approaches to Public Fire Protection	3
FIRE 401	Applications of Fire Research	3
ESVS 301	Community Risk Reduction for the Fire and Emergency Services	3
ESVS 403	Disaster Planning and Control	3
ESVS 404	Managerial Issues in Hazardous Materials	3
ESVS 405	Personnel Management for Fire and Emergency Services	3
ESVS 480	Advanced Principles in Fire and Emergency Services Safety and Survival	3
SFTY 330	Aircraft Accident Investigation	3
SFTY 350	Aircraft Crash and Emergency Management	3
SFTY 409	Aviation Safety	3
Total Credits		**39**

Fire and Emergency Services Specialization

FIRE 201	Fire-Related Human Behavior	3
FIRE 303	Fire Protection Structures and Systems	3
FIRE 304	Fire Investigation and Analysis	3
FIRE 305	Fire Prevention Organization and Management	3

FIRE 400	Analytical Approaches to Public Fire Protection	3
FIRE 401	Applications of Fire Research	3
FIRE 406	Political and Legal Foundations of Fire Protection	3
ESVS 301	Community Risk Reduction for the Fire and Emergency Services	3
ESVS 402	Fire and Emergency Services Administration	3
ESVS 403	Disaster Planning and Control	3
ESVS 404	Managerial Issues in Hazardous Materials	3
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(6) *The analysis of the market for the program*

According to the Bureau of Labor Statistics Employment of emergency management directors is projected to grow 8 percent from 2016 to 2026, about as fast as the average for all occupations. The importance of preparing for and minimizing the risks from emergencies will help sustain demand and employment for these workers.

(7) *The State's equal education opportunity obligations under State and federal law*

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(10) *Societal need*

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(12)<u>*Market Demand Data*</u>

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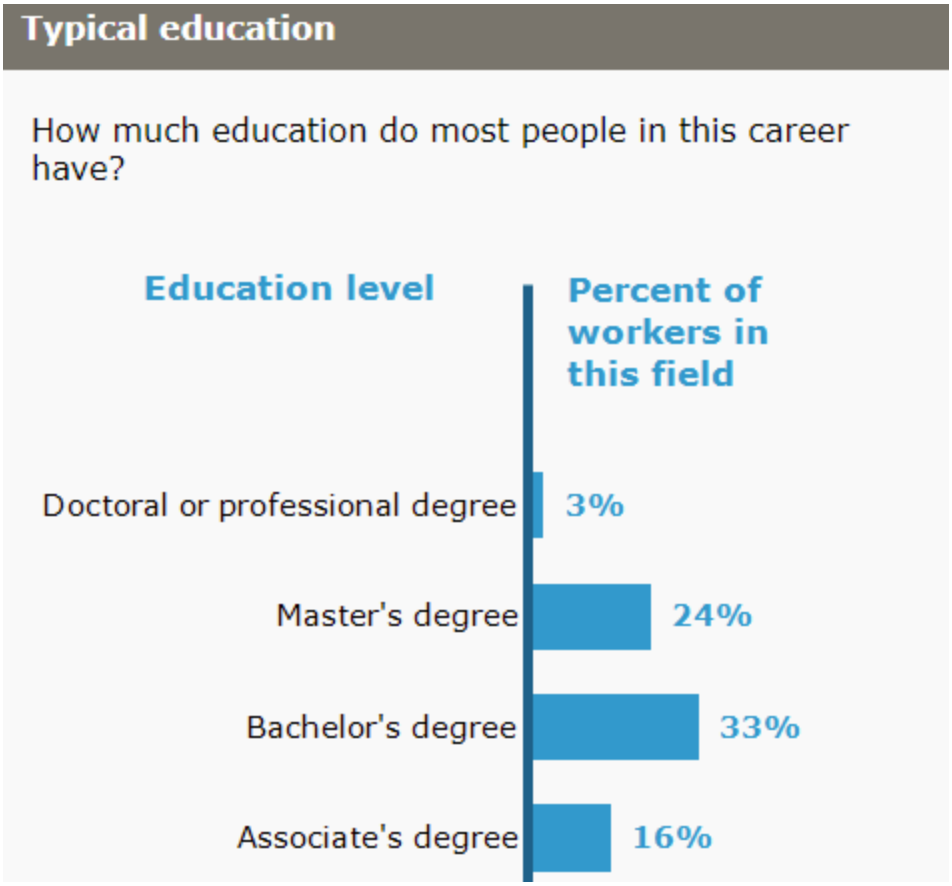

Embry-Riddle Aeronautical University

13B.02.01.06

(1) The degree to be awarded

Bachelor of Science

(2) The area of specialization

Engineering Technology

(3) The purpose or object of the program or course of study to be offered

The BS in Engineering Technology (BSET) is a broad degree and prepares students to work in a wide range of industries. Students learn the necessary skills to apply general engineering principles and technologies to real-world problems.

The core curriculum starts with fundamental engineering principles such as statics, dynamics, fluid mechanics, solid mechanics, programming, and computer aided design. Advanced courses develop the students' skills in digital and analog circuits, material science, thermodynamics, and control systems. Finally, the students apply their new skills in a capstone project.

Through the use of cutting-edge virtual labs and simulation methods, students will develop the skills to design, refine, and apply engineering technologies across a range of industries.

(4) Specific academic content of the program or course of study

General Education

Communication Theory and Skills		
ENGL 123	English Composition	3
English/Speech electives		6
Mathematics		
MATH 241	Calculus and Analytic Geometry I	4
MATH 242	Calculus and Analytic Geometry II	4
Computer Science / Information		
ENGR 115	Introduction to Computing for Engineers	3

Physical and Life Sciences		
CHEM 139	General Chemistry I	3
CHEM 141	General Chemistry I Laboratory	1
PHYS 150	Physics I for Engineers	3
PHYS 160	Physics II for Engineers	3
Humanities		
HUMN 330	Values and Ethics	3
Humanities lower level elective		3
Social Sciences		
ECON 210	Microeconomics	3
ECON 211	Macroeconomics	3
General Electives		
General Open Electives		9
Total Credits		**51**

Core/Major

Business		
MATH 222	Business Statistics	3
Total Credits		**3**
Leadership and Management		
MGMT 201	Principles of Management	3
MGMT 203	Management for Aeronautical Science	3
Total Credits		**6**
Technical Core		
ENGR 101	Introduction to Engineering	3

ENGR 120	Graphical Communications	3
ESCI 201	Statics	3
CESC 220	Digital Circuit Design	3
CESC 222	Digital Circuit Design Laboratory	1
ESCI 204	Dynamics	3
ESCI 202	Solid Mechanics	3
ESCI 206	Fluid Mechanics	3
RSCH 202	Introduction to Research Methods	3
ETEC 310	Material Science for Engineering Technology	3
ETEC 315	Circuit Analysis	3
ETEC 410	Thermodynamics for Engineering Technology	3
ETEC 415	Control Systems	3
ETEC 420	Applications of Engineering Technology	3
ETEC 485	Professional Seminar	1
ETEC 490	Engineering Technology Capstone	3
Total Credits		**44**

Electives/Concentration

Concentrations	**18**
Following concentration areas are available to BSET students. Students may choose at least 3 courses each from two concentration areas.	
Total Degree Requirements	**122**

Concentrations:

Aeronautical Science

Aeronautical Science Concentration

ASCI 309	Aerodynamics	3

ASCI 429	Advanced Technologies in Design and Production of Aircraft Structures & Systems	3
ETEC 409	Applied Aeronautics	3

Aviation Safety

Aviation Safety Concentration

SFTY 320	Human Factors in Aviation Safety	3
SFTY 330	Aircraft Accident Investigation	3
SFTY 409	Aviation Safety	3

Facilities and Construction Management

Facilities and Construction Management Concentration

MGMT 453	Construction Scheduling & Control	3
MGMT 455	Construction Systems	3
MGMT 456	Economics for Facilities & Construction Managers	3

Helicopter Operations and Safety

Helicopter Operations and Safety Concentration

ASCI 317	Rotorcraft	3
ASCI 378	Helicopter Flight Environments	3
ASCI 388	Helicopter Flight Planning	3

Unmanned Aerial Systems

Unmanned Aerial Systems Concentration

ASCI 315	Unmanned Aerial Systems and Operations	3
ASCI 318	Unmanned Aerial Systems Robotics	3
ASCI 410	Unmanned Systems Sensing Technology	3

Transportation

Transportation Concentration

TRAN 274	Transportation Science	3
TRAN 351	Urban Transportation and City Planning	3

TRAN 401	Transportation and the Environment	3

Logistics Management

Logistics Management Concentration

MGMT 331	Transportation Principles	3
BSAB 410	Management of Air Cargo	3
MGMT 411	Logistics Management for Aviation/Aerospace	3

Management Information Systems

Management Information Systems Concentration

MGMT 221	Introduction to Management Information Systems	3
MGMT 392	Database Management	3
MGMT 494	Aviation Information Systems	3

Occupational Safety & Health

Occupational Safety & Health Concentration

SFTY 311	Fundamentals of Occupational Safety and Health	3
SFTY 321	Ergonomics	3
SFTY 355	Industrial Hygiene and Toxicology	3

Project Management

Project Management Concentration

MGMT 391	Introduction to Project Management	3
MGMT 424	Project Management in Aviation Operations	3
MGMT 461	Global Project Management	3

Security and Intelligence

Security and Intelligence Concentration

SCTY 315	Studies in Intelligence I	3
SCTY 385	Intelligence Collection and Analysis	3
SCTY 488	National Security Issues and Terrorism	3

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

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(6) *The analysis of the market for the program*

According to the Bureau of Labor Statistics Employment of aerospace engineers is projected to grow 6 percent from 2016 to 2026, about as fast as the average for all occupations. Aircraft are being redesigned to cause less noise pollution and have better fuel efficiency, which will help sustain demand for research and development. In addition, as international governments refocus their space exploration efforts, new companies are emerging to provide access to space beyond the access afforded by standard governmental space agencies.

(7) *The State's equal education opportunity obligations under State and federal law*

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(8) *Meets a critical and compelling regional or statewide need*

Maryland's industry clusters are at the forefront of innovation and technology, fueling economic growth and opportunity. Certain industries complement Maryland's economic and geographic strengths of being close to the nation's capital and having a strong federal job presence. These industries not only provide a strong synergy for all business involved, but also high paying jobs, giving Maryland a strong tax base and helping citizens to enjoy a high quality of life.

(9) *Is consistent with the Maryland State Plan for Postsecondary Education*

The Maryland State Plan for Postsecondary Education identifies six goals including access, affordability and completion and innovation. At Embry-Riddle Aeronautical University

Worldwide and Online, students enjoy flexibility that allows them to pursue their career goals while developing new skills and expertise in an area of interest. U.S. News and World Report has named Embry-Riddle Aeronautical University – Worldwide one of the nation's top online educators for the fourth consecutive year.

The curriculum is designed to fit into busy lifestyles as ERAU Worldwide offers:

- 12 terms per calendar year for undergraduate classes
- 10 terms per calendar year for graduate courses
- 9 week semesters
- The option to accelerate your degree
- Flexibility to stagger courses

The campus operates a globally recognized learning system that leverages online and face-to-face instruction through a network of education facilities.
Highlights of our online and on-campus degrees include:

- Interactive, scheduled classes using EagleVision, our virtual classroom that combines web video conferencing and learning management system software, Canvas, to maximize the benefits of synchronous learning.
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a student's home. Students choose various learning modalities that blend online and EagleVision interactive experiences from anywhere.

(10) *Societal need*

N/A

(11) *Occupational needs relative to meeting workforce requirements or upgrading vocational or technical skills*

N/A

(12) *Market Demand Data*

According to the Bureau of Labor Statistics Employment of aerospace engineers is projected to grow 6 percent from 2016 to 2026, about as fast as the average for all occupations. Aircraft are being redesigned to cause less noise pollution and have better fuel efficiency, which will help sustain demand for research and development. In addition, as international governments refocus their space exploration efforts, new companies are emerging to provide access to space beyond the access afforded by standard governmental space agencies.

Projected employment

Maryland	United States
430 **2014 Employment**	11,400 **2014 Employment**
510 **2024 Employment**	11,800 **2024 Employment**
18% **Percent change**	4% **Percent change**
20 **Annual projected job openings**	320 **Annual projected job openings**

Embry-Riddle Aeronautical University

13B.02.01.06

(1) The degree to be awarded

Bachelor of Science

(2) The area of specialization

Technical Management

(3) The purpose or object of the program or course of study to be offered

The Bachelor of Science in Technical Management (BSTM) is an academic degree focusing on specific skill set development for managers. This program is designed for professionals who are assuming greater management responsibilities within their organizations or wish to promote into management. he BSTM program emphasizes the leading-edge management skills and technical expertise that are the basis for success in modern organizations. Emphasis is placed on coordinating the efforts of people to accomplish goals and objectives by using available resources efficiently and effectively. Topics include planning, organizing, staffing, leading or directing, and controlling using data to drive decisions.

The landscape of management is always changing. Managers need to have strong analytical skills and be able to assess all aspects of an operational problem in order to generate solutions. This needs to be done while considering the high-tech, global, and diverse nature of today's marketplace.

The goal of this degree program is to provide a well-rounded knowledge base for today's high-tech, global workforce. In addition to the core curriculum of BSTM studies, students choose to focus on one of these majors:

- Human Resources Management
- Technical Management
- Aviation Management
- Management of Information Systems
- Information Security
- Engineering Sciences
- Occupational Safety and Health
- Facilities and Construction Management
- Project Management

(4) Specific academic content of the program or course of study

General Education

Communication Theory and Skills		
ENGL 123	English Composition	3
Speech/English		6
Humanities**		
HUMN 330	Values and Ethics	3
Humanities elective (lower or upper level)		3
Social Sciences		
ECON 210	Microeconomics	3
ECON 211	Macroeconomics	3
Physical and Life Science lower-level elective		
Physics/Biology/Meteorology/Chemistry, etc.		6
Mathematics		
MATH 111	College Mathematics for Aviation I	3
MATH 112	College Mathematics for Aviation II	3
or MATH 320	Decision Mathematics	
Computer Science		
CSCI 109	Introduction to Computers and Applications	3
Total Credits		**36**

Core/Major

Common Business Core

MATH 211	Statistics with Aviation Applications	3
or MATH 222	Business Statistics	

MGMT 201	Principles of Management	3
MGMT 221	Introduction to Management Information Systems	3
MGMT 311	Marketing	3
MGMT 312	Managerial Accounting	3
MGMT 314	Human Resource Management	3
MGMT 332	Corporate Finance I	3
MGMT 371	Leadership	3
MGMT 390	Business Law	3
MGMT 436	Strategic Management	3
RSCH 202	Introduction to Research Methods	3
Total Credits		**33**
Choose Major:		**21**
Technical Management Major		
Aviation Management Major		
Project Management Major		
Management of Information Systems Major		
Information Security Major		
Occupational Safety and Health Major		
Engineering Sciences Major		
Facilities and Construction Management Major		
Human Resources Management Major		

Electives

Transfer Credit -or- COB Minor-or- MGMT Electives	**12**
If technical transfer credit is not applicable, the 12 hours can ONLY be used toward College of Business (COB) minors. If no minor is chosen, then MGMT electives 200-300-400 level courses.	

*Not applicable to Engineering Sciences Major

Open Electives (Lower or Upper Level) may be used for Minors in other departments.	**18**

*(15 credits of Open Electives, all upper level, are required for the Engineering Sciences Major).

Available Minors

Students have the option to structure electives such that a Minor may be earned.

Total Degree Requirements	**120**

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

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(6) The analysis of the market for the program

According to the Bureau of Labor Statistics Employment of management occupations is projected to grow 9 percent from 2016 to 2026, about as fast as the average for all occupations, which will result in about 878,300 new jobs. Employment growth is expected to be driven by the formation of new organizations and expansion of existing ones, which should require more workers to manage these operations.

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

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(8) Meets a critical and compelling regional or statewide need

Maryland's industry clusters are at the forefront of innovation and technology, fueling economic growth and opportunity. Certain industries complement Maryland's economic

and geographic strengths of being close to the nation's capital and having a strong federal job presence. These industries not only provide a strong synergy for all business involved, but also high paying jobs, giving Maryland a strong tax base and helping citizens to enjoy a high quality of life.

(9) Is consistent with the Maryland State Plan for Postsecondary Education

The Maryland State Plan for Postsecondary Education identifies six goals including access, affordability and completion and innovation. At Embry-Riddle Aeronautical University Worldwide and Online, students enjoy flexibility that allows them to pursue their career goals while developing new skills and expertise in an area of interest. U.S. News and World Report has named Embry-Riddle Aeronautical University – Worldwide one of the nation's top online educators for the fourth consecutive year.

The curriculum is designed to fit into busy lifestyles as ERAU Worldwide offers:

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(10) Societal need

N/A

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

N/A

(12) Market Demand Data

According to the Bureau of Labor Statistics Employment of management occupations is projected to grow 9 percent from 2016 to 2026, about as fast as the average for all occupations, which will result in about 878,300 new jobs. Employment growth is expected to be driven by the formation of new organizations and expansion of existing ones, which should require more workers to manage these operations.

Projected employment

Maryland	United States
6,930 **2014 Employment**	287,300 **2014 Employment**
8,370 **2024 Employment**	310,800 **2024 Employment**
21% **Percent change**	8% **Percent change**
260 **Annual projected job openings**	7,720 **Annual projected job openings**

Embry-Riddle Aeronautical University

13B.02.01.06

(1) The degree to be awarded

Certificate

(2) The area of specialization

Aviation Maintenance Technology Part 65

(3) The purpose or object of the program or course of study to be offered

The Aviation Maintenance Technology Part 65 Certificate may be completed while pursuing a degree program. For students who already satisfy experience requirements established by the FAA to qualify for license testing, the Certificate in Aviation Maintenance Technology will help to strengthen skills for the written, oral, and practical examination for the Airframe and Powerplant License.

The Aviation Maintenance Technology Certificate provides broad knowledge of general aeronautics, airframe systems, and powerplant systems. The curriculum consists of six courses taken in-residence or online.

Courses taken in this Certificate of Completion can be used to prepare for the A&P testing process. For those individuals who meet the experience requirements established by the FAA, these courses help prepare the applicant for the written, oral, and practical examinations. Experience requirements can be found in Part 65 of the Federal Aviation Regulations.

(4) Specific academic content of the program or course of study

Certificate of Completion

AMNT 240	General Aeronautics and Applications	3
AMNT 260	Aircraft Electrical Systems Theory	3
AMNT 270	Airframe Structures and Applications	3
AMNT 271	Airframe Systems and Applications	3
AMNT 280	Reciprocating Engine Theory and Applications	3
AMNT 281	Turbine Engine Theory and Applications	3
Total Credits		**18**

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

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(6) The analysis of the market for the program

Boeing recently reported that the aviation market will need 558,000 new commercial airline pilots and 609,000 new commercial airline maintenance technicians between 2015 and 2034. Production of new commercial aircraft alone is forecasted by Boeing, Airbus and other experts to reach 35,500 over the next 20 years with approximately 60% of the aircraft produced required to meet commercial air travel industry growth. The new aircraft will be more complex in not only in composition but technologically. In recent years, as airlines and manufacturers realize record revenues the obligation to move the industry forward is not merely a good idea but a vital factor for sustainable growth of the industry.

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

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(8) Meets a critical and compelling regional or statewide need

Maryland's industry clusters are at the forefront of innovation and technology, fueling economic growth and opportunity. Certain industries complement Maryland's economic and geographic strengths of being close to the nation's capital and having a strong federal job presence, such as the Aerospace & Defense and Cybersecurity industries. These industries not only provide a strong synergy for all business involved, but also high

paying jobs, giving Maryland a strong tax base and helping citizens to enjoy a high quality of life.

(9) *Is consistent with the Maryland State Plan for Postsecondary Education*

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(10) Societal need

N/A

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

N/A

(12) Market Demand Data

According to the Bureau of Labor Statistics Overall employment of aircraft and avionics equipment mechanics and technicians is projected to grow 5 percent from 2016 to 2026, about as fast as the average for all occupations. Job opportunities are expected to be good because there will be a need to replace those workers leaving the occupation.

Projected employment

Maryland	United States
260 **2014 Employment**	17,400 **2014 Employment**
260 **2024 Employment**	17,500 **2024 Employment**
-0% **Percent change**	0% **Percent change**
10 **Annual projected job openings**	310 **Annual projected job openings**

Embry-Riddle Aeronautical University

13B.02.01.06

(1) ***The degree to be awarded***

Master

(2) ***The area of specialization***

Business Administration in Aviation

(3) ***The purpose or object of the program or course of study to be offered***

The Master of Business Administration in Aviation (MBAA) program builds on the traditional MBA program to provide a unique focus on the aviation industry. The MBA in Aviation provides students with a core working knowledge of accounting, marketing, finance, research, economics, and international business. Students have the opportunity to specialize in seven functional areas: accounting, finance, leadership, information technology, marketing, international business, and public administration.

Both the core and the specialization courses are focused on the aviation aspects of business topics. The degree is directly applicable to those who aspire to a career in aviation management because it provides a competitive edge in this specialized field. Students benefit from case studies, problem sets, and other learning in the classroom that are all based on aviation examples.

(4) ***Specific academic content of the program or course of study***

Core/Major

Business Core

MBAA 514	Strategic Marketing Management in Aviation	3
MBAA 517	Managerial Accounting for Decision Making	3
MBAA 518	Managerial Finance	3
MBAA 522	Business Research Methods	3
MBAA 523	Advanced Aviation Economics	3
MBAA 604	International Business Administration	3
MBAA 635	Business Capstone Course	3

Total Credits	**21**

Electives/Specialization

Electives or Specialization Option	**12**
Electives Option: Complete a total of 12 credit hours from any College of Business, unduplicated courses. No specialization will be earned for this option.	
Specialization Option: Choose any specialization. Students wishing to complete multiple specializations usually will be required to take an additional 12 semester hours (4 courses) for the second specialization. However, in some instances that may not be the case. For example, the MBAA Finance Specialization requires 4 finance courses and the Marketing Specialization requires 3 marketing courses and 1 unduplicated elective. Students seeking both specializations would only have to take 7 courses (21 semester hours) and not 8 courses (24 semester hours). The reason is that any of the finance specialization courses can also count as the Marketing Specialization unduplicated elective.	
Total Degree Requirements	**33**

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

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(6) The analysis of the market for the program

According to the Bureau of Labor Statistics Employment of business and financial operations occupations is projected to grow 9 percent from 2016 to 2026, about as fast as the average for all occupations, adding about 750,400 new jobs. Globalization, a growing economy, and a complex tax and regulatory environment are expected to continue to lead to strong demand for accountants and auditors. In addition, increasing usage of data and market research in order to understand customers and product demand, and to evaluate marketing strategies, will lead to growing demand for market research analysts.

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origin, age, or disability in any of its policies, procedures, or practices. An Equal Opportunity institution, the University does not discriminate in the recruitment and admission of students, in the recruitment and employment of faculty and staff, or in the operations of any programs and activities.

(8) Meets a critical and compelling regional or statewide need

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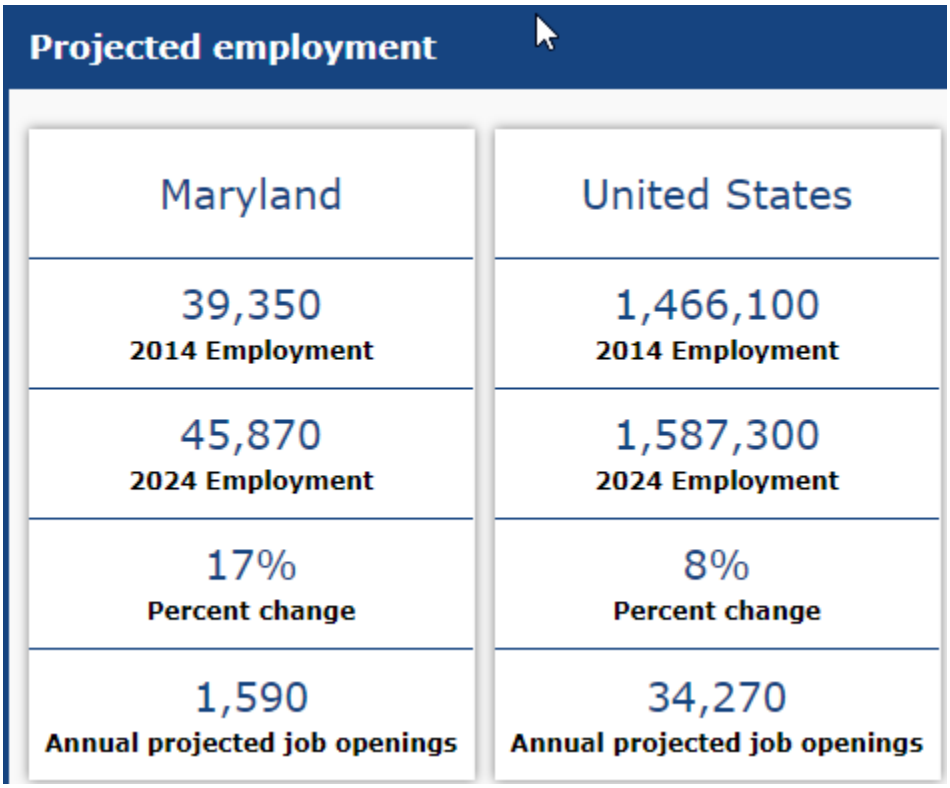
(10) *Societal need*

N/A

(11) *Occupational needs relative to meeting workforce requirements or upgrading vocational or technical skills*

N/A

(12) ***Market Demand Data***



According to the Bureau of Labor Statistics Employment of business and financial operations occupations is projected to grow 9 percent from 2016 to 2026, about as fast as the average for all occupations, adding about 750,400 new jobs. Globalization, a growing economy, and a complex tax and regulatory environment are expected to continue to lead to strong demand for accountants and auditors. In addition, increasing usage of data and market research in order to understand customers and product demand, and to evaluate marketing strategies, will lead to growing demand for market research analysts.

Embry-Riddle Aeronautical University

13B.02.01.06

(1) ***The degree to be awarded***

Master of Science

(2) ***The area of specialization***

Aeronautics

(3) ***The purpose or object of the program or course of study to be offered***

The Master of Science in Aeronautics (MSA) offers a solid core of classes, partnered with a range of specialties that are tailored to individual interests. Students develop the tools and expertise needed in the development, manufacture, and operation of aircraft and spacecraft, and gain a comprehensive understanding of the infrastructure that supports industry. The structure of the degree provides additional academic opportunities for individuals in diverse fields related to aviation or aerospace. Students can focus their academic efforts on areas directly related to their current positions or to future opportunities.

The program's objectives are to:

- Strengthen a student's aviation knowledge in line with the student's specific area of interest.
- Give students the option to broaden their credentials by pursuing the Aviation Area of Concentration.
- Help students craft a program of study that will make them highly competitive and marketable in the aviation industry.

(4) ***Specific academic content of the program or course of study***

Major/Core - Capstone Option*

Core Credits

ASCI 602	The Air Transportation System	3
ASCI 604	Human Factors in the Aviation/Aerospace Industry	3
RSCH 665	Statistical Analysis	3
RSCH 670	Research Methods	3
ASCI 691	Graduate Capstone Course	3

Total Credits	**15**

Areas of Specialization

Choose at least one of the ten specializations. MSA students may complete courses leading to multiple specializations. Students wishing to complete multiple specializations must have unduplicated credits in each of the specializations. Students must submit an evaluation request form to declare the desired specializations.

Total Credits	**12**

Electives

Electives

College of Aeronautics Graduate Courses (500-600 level)	9

Students electing the Aviation/Aerospace Management Specialization may also use no more than two of the following courses as electives:

MBAA 514	Strategic Marketing Management in Aviation	
MBAA 520	Organizational Behavior, Theory, and Applications in Aviation	
MBAA 523	Advanced Aviation Economics	
MBAA 611	Airport Management	
MBAA 612	Air Carrier, Passenger, and Cargo Management	
Total Credits		**9**

Total Degree Requirements - Capstone Option	**36**

Major/Core - Thesis Option*

Core Credits

ASCI 602	The Air Transportation System	3
ASCI 604	Human Factors in the Aviation/Aerospace Industry	3
RSCH 665	Statistical Analysis	3
RSCH 670	Research Methods	3
ASCI 700A	Thesis I	3
ASCI 700B	Thesis II	3

Total Credits	**18**

Areas of Specialization

Choose at least one of the ten specializations. MSA students may complete courses leading to multiple specializations. Students wishing to complete multiple specializations must have unduplicated credits in each of the specializations. Students must submit an evaluation request form to declare the desired specializations.

Total Credits	**12**
Total Degree Requirements - Thesis Option	**30**

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

All courses at Embry-Riddle Aeronautical University are based on the systematically designed online courses which ensure learning outcomes are met and are consistent amongst educational modalities. Our Institution's three academic colleges, Aeronautics, Arts and Sciences and Business, use a mix of artifacts from all modalities for program assessment. All online courses are benchmarked against courses taught throughout the Institution as well as those taught through external entities. Our Instructional Design and Development department has been awarded 19 Blackboard Course Design Awards which identify and disseminates best practices for designing high quality courses. Our Institution also participated in a review from Quality Matters, a nonprofit that works with Institutions to help measure and guarantee the quality of online courses.

(6) The analysis of the market for the program

Boeing recently reported that the aviation market will need 558,000 new commercial airline pilots and 609,000 new commercial airline maintenance technicians between 2015 and 2034. Production of new commercial aircraft alone is forecasted by Boeing, Airbus and other experts to reach 35,500 over the next 20 years with approximately 60% of the aircraft produced required to meet commercial air travel industry growth. The new aircraft will be more complex in not only in composition but technologically. In recent years, as airlines and manufacturers realize record revenues the obligation to move the industry forward is not merely a good idea but a vital factor for sustainable growth of the industry.

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

In compliance with federal laws and regulations, Embry-Riddle Aeronautical University does not discriminate on the basis of race, color, gender, creed, national, and ethnic origin, age, or disability in any of its policies, procedures, or practices. An Equal Opportunity institution, the University does not discriminate in the recruitment and admission of students, in the recruitment and employment of faculty and staff, or in the operations of any programs and activities.

(8) *Meets a critical and compelling regional or statewide need*

Maryland's industry clusters are at the forefront of innovation and technology, fueling economic growth and opportunity. Certain industries complement Maryland's economic and geographic strengths of being close to the nation's capital and having a strong federal job presence, such as the Aerospace & Defense and Cybersecurity industries. These industries not only provide a strong synergy for all business involved, but also high paying jobs, giving Maryland a strong tax base and helping citizens to enjoy a high quality of life.

(9) *Is consistent with the Maryland State Plan for Postsecondary Education*

The Maryland State Plan for Postsecondary Education identifies six goals including access, affordability and completion and innovation. At Embry-Riddle Aeronautical University Worldwide and Online, students enjoy flexibility that allows them to pursue their career goals while developing new skills and expertise in an area of interest. U.S. News and World Report has named Embry-Riddle Aeronautical University – Worldwide one of the nation's top online educators for the fourth consecutive year.

The curriculum is designed to fit into busy lifestyles as ERAU Worldwide offers:

- 12 terms per calendar year for undergraduate classes
- 10 terms per calendar year for graduate courses
- 9 week semesters
- The option to accelerate your degree
- Flexibility to stagger courses

The campus operates a globally recognized learning system that leverages online and face-to-face instruction through a network of education facilities.
Highlights of our online and on-campus degrees include:

- Interactive, scheduled classes using EagleVision, our virtual classroom that combines web video conferencing and learning management system software, Canvas, to maximize the benefits of synchronous learning.
- Online classes that are delivered asynchronously and students can plan on spending between 8 and 10 hours per week on classwork.
- Campuses are located throughout the world, offering students mobility within their degree program.

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By using EagleVision, Worldwide students have the opportunity to participate in classes utilizing live streaming that enables students and professors to interact from anywhere on the globe. Instructors broadcast lessons to campus from one of more than 130 locations across the world, with many campuses located on military bases, or straight to a student's home. Students choose various learning modalities that blend online and EagleVision interactive experiences from anywhere.

(10) *Societal need*

N/A

(11) *Occupational needs relative to meeting workforce requirements or upgrading vocational or technical skills*

N/A

(12) ***Market Demand Data***

According to the Bureau of Labor Statistics overall employment of airline and commercial pilots is projected to grow 4 percent from 2016 to 2026, slower than the average for all occupations. Most job opportunities will arise from the need to replace pilots who leave the workforce. Over the next 10 years, many pilots are expected to retire as they reach the required retirement age of 65.

Projected employment

Maryland	United States
4,640 **2014 Employment**	199,700 **2014 Employment**
5,460 **2024 Employment**	205,600 **2024 Employment**
18% **Percent change**	3% **Percent change**
210 **Annual projected job openings**	6,990 **Annual projected job openings**

Embry-Riddle Aeronautical University

13B.02.01.06

(1) ***The degree to be awarded***

Master

(2) ***The area of specialization***

System Engineering

(3) ***The purpose or object of the program or course of study to be offered***

The Master of Systems Engineering (MSYSE) program provides students the opportunity to understand and adapt systems thinking of 'things' whether physical, social, natural or technical to address the interrelatedness of systems components across the system's lifecycle. It also helps students understand the influences of system environments, and stakeholders along with other fundamental topics of Systems Engineering. The program is fairly new, as it was launched in 2011 and aligns with Systems Engineering inter-organizational efforts such as those produced by the International Council of Systems Engineering (INCOSE) that are driving towards the evolution of SE education. It is structured to complement the individual interests and goals of the student to create a valuable experience.

MSYSE targets working professionals, engineers or those with some experience in a technical discipline. Traditional students and students from alternative fields are welcome to apply as long as they meet the entry requirements and clearly identify relationships between systems engineering and their personal and professional interests.

Complex engineering projects are at the heart of modern business. In order to innovate, adapt, thrive, and survive, organizations must undertake efforts that require the coordination of different teams, the understanding of complex technology and tools, and the integration of interdepartmental work processes. Leaders who can effectively manage these efforts are in high demand across many industries.

The Master of Systems Engineering (MSysE) degree program prepares and qualifies students to take on such a role. Through focused curriculum, students establish a solid foundation of fundamental systems-engineering knowledge, learning how to apply a systems perspective to business and technology.

The program is offered in two tracks, allowing students to tailor their education to their career goals.

- The Technical track concentrates on system design, analysis, and implementation.

- The Engineering Management track concentrates on organization, process, and management.

(4) Specific academic content of the program or course of study

Core/Major

SYSE 500	Fundamentals of Systems Engineering	3
SYSE 530	System Requirements Analysis and Modeling	3
SYSE 560	Introduction to Systems Engineering Management	3
SYSE 625	System Quality Assurance	3
SYSE 697	Systems Engineering Project	3
Select one track from the following:		3
Technical Track		
SYSE 610	System Architecture Design and Modeling	
Engineering Management Track		
SYSE 660	Organizational Systems Management	
Total Credits		**18**

Electives

Electives	
Electives will be chosen from existing Embry-Riddle Daytona Beach and Worldwide courses in other disciplines, and must be approved by the student's advisor or program coordinator.	12
Total Credits	**12**
Total Degree Requirements	**30**

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

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Institution as well as those taught through external entities. Our Instructional Design and Development department has been awarded 19 Blackboard Course Design Awards which identify and disseminates best practices for designing high quality courses. Our Institution also participated in a review from Quality Matters, a nonprofit that works with Institutions to help measure and guarantee the quality of online courses.

(6) The analysis of the market for the program

According to the Bureau of Labor Statistics Employment of industrial engineers is projected to grow 10 percent from 2016 to 2026, faster than the average for all occupations. Firms in a variety of industries will continue to seek new ways to contain costs and improve efficiency.

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

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(8) Meets a critical and compelling regional or statewide need

Maryland's industry clusters are at the forefront of innovation and technology, fueling economic growth and opportunity. Certain industries complement Maryland's economic and geographic strengths of being close to the nation's capital and having a strong federal job presence. These industries not only provide a strong synergy for all business involved, but also high paying jobs, giving Maryland a strong tax base and helping citizens to enjoy a high quality of life.

(9) Is consistent with the Maryland State Plan for Postsecondary Education

The Maryland State Plan for Postsecondary Education identifies six goals including access, affordability and completion and innovation. At Embry-Riddle Aeronautical University Worldwide and Online, students enjoy flexibility that allows them to pursue their career goals while developing new skills and expertise in an area of interest. U.S. News and World Report has named Embry-Riddle Aeronautical University – Worldwide one of the nation's top online educators for the fourth consecutive year.

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- 9 week semesters

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(10) Societal need

N/A

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

N/A

(12)<u>*Market Demand Data*</u>

According to the Bureau of Labor Statistics Employment of industrial engineers is projected to grow 10 percent from 2016 to 2026, faster than the average for all occupations. Firms in a variety of industries will continue to seek new ways to contain costs and improve efficiency.

Projected employment

Maryland	United States
2,640 **2014 Employment**	241,100 **2014 Employment**
2,920 **2024 Employment**	243,200 **2024 Employment**
11% **Percent change**	1% **Percent change**
110 **Annual projected job openings**	7,280 **Annual projected job openings**

Embry-Riddle Aeronautical University

13B.02.01.06

(1) The degree to be awarded

Master of Science

(2) The area of specialization

Engineering Management

(3) The purpose or object of the program or course of study to be offered

The Master of Science in Engineering Management (MSEM) is designed for working professionals who already possess degrees in engineering, math, physical science, computer science, or another STEM field. The MSEM program introduces these students to business skills and practices to support their transition into managerial career paths.

This program provides sound managerial decision-making, leadership, and other business skills critical to the success of today's firms. Technical organizations have a need for managers who understand the technical work of the organization and can also successfully perform in management roles. A stronger understanding of management principles will help graduates lead technical teams as they strive to increase an organization's productivity, efficiency, and bottom-line results.

The MSEM program's management core focuses on:

- Organizational theory in a technical environment
- Professional service marketing
- Engineering economic analysis
- Fundamentals of project management
- Management science
- Federal regulations, ethics and the legal system

(4) Specific academic content of the program or course of study

Core/Major

Master of Science in Engineering Management Core

MGMT 665	Organizational Theory in a Technical Environment	3
EMGT 514	Professional Service Marketing	3
EMGT 523	Engineering Economic Analysis	3

PMGT 501	Fundamentals of Project Management	3
MGMT 524	Management Science	3
MGMT 533	Social Responsibility, Ethics and Law	3
Total Credits		**18**

Electives

Technical Electives

Select 3 courses, one of which must be a quality course (SYSE 625 or MGMT 532)		9
SYSE 625	System Quality Assurance	
MGMT 532	Philosophy, Principles, and Practices in Management of Quality	
LGMT 680	Discrete Event Simulation Modeling	
MBAA 522	Business Research Methods	
LGMT 683	Supply Chain Management	
ASCI 609	Aircraft Maintenance Management [1]	
Total Credits		**9**

[1] Students selecting the Aviation/Aerospace concentration must take ASCI 609. Students in other concentrations may not take ASCI 609.

Concentration

Take one of seven concentrations	9
Total Credits	**9**
Total Degree Requirements	**36**

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

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Development department has been awarded 19 Blackboard Course Design Awards which identify and disseminates best practices for designing high quality courses. Our Institution also participated in a review from Quality Matters, a nonprofit that works with Institutions to help measure and guarantee the quality of online courses.

(6) The analysis of the market for the program

According to the Bureau of Labor Statistics Employment of architectural and engineering managers is projected to grow 6 percent from 2016 to 2026, about as fast as the average for all occupations. Employment growth will largely reflect the growth of the industries in which these managers are employed.

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

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(8) Meets a critical and compelling regional or statewide need

Maryland's industry clusters are at the forefront of innovation and technology, fueling economic growth and opportunity. Certain industries complement Maryland's economic and geographic strengths of being close to the nation's capital and having a strong federal job presence. These industries not only provide a strong synergy for all business involved, but also high paying jobs, giving Maryland a strong tax base and helping citizens to enjoy a high quality of life.

(9) Is consistent with the Maryland State Plan for Postsecondary Education

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The curriculum is designed to fit into busy lifestyles as ERAU Worldwide offers:

- 12 terms per calendar year for undergraduate classes
- 10 terms per calendar year for graduate courses
- 9 week semesters
- The option to accelerate your degree

- Flexibility to stagger courses

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(10) ***Societal need***

N/A

(11) ***Occupational needs relative to meeting workforce requirements or upgrading vocational or technical skills***

N/A

(12)<u>*Market Demand Data*</u>

According to the Bureau of Labor Statistics Employment of architectural and engineering managers is projected to grow 6 percent from 2016 to 2026, about as fast as the average for all occupations. Employment growth will largely reflect the growth of the industries in which these managers are employed.

Projected employment

Maryland	United States
4,660 **2014 Employment**	182,100 **2014 Employment**
5,240 **2024 Employment**	185,800 **2024 Employment**
13% **Percent change**	2% **Percent change**
170 **Annual projected job openings**	5,950 **Annual projected job openings**

Embry-Riddle Aeronautical University

13B.02.01.06

(1) The degree to be awarded

Master of Science

(2) The area of specialization

Information Security and Assurance

(3) The purpose or object of the program or course of study to be offered

Media reports uncovering breaches in information security have become commonplace. Personal information, trade secrets, and other secure information being stored electronically must be adequately protected. To meet this growing need, the Master of Science in Information Security and Assurance (MSISA) provides a unique perspective on business and organizational life in the Information Age.

The MSISA starts by strengthening the students' grasp of the information systems that modern businesses and organizations must rely upon, and the risks that bad data, faulty design, improper use, and hostile action can present to organizations. By combining an appreciation for system understanding with information quality management, systems design, and the systems-of-systems perspective, this knowledge equips the student to make the business case for dealing with information security risks. In doing so, graduates help their organizations achieve information assurance, which equates to having reliable, protected, trusted information systems with which key decisions can be made and carried out.

(4) Specific academic content of the program or course of study

Core/Major

Information Security & Assurance Core

MISA 501	Assured Business Systems: Managing and Protecting the Information Systems Enterprise	3
MISA 502	Risk Management and Business Continuity	3
MISA 503	Informatics: Security Implications of Cross-Disciplinary Computing	3
MISA 504	Enterprise Systems Architectures for Information Assurance	3
MISA 505	Incident Management and Information Forensics	3
MISA 506	Cyber Law, Cyber Compliance, and Information Assurance	3

MISA 507	Quality Management for Information Assurance	3
Total Credits		**21**

Specializations/Electives

Specialization or Electives Credits	**9**
Electives: Complete a total of 9 credit hours (3 classes) from any College of Business unduplicated courses. No specialization will be earned for this option.	
Specializations: Choose any specialization and select 9 credit hours (3 classes) within that specialization. Students wishing to complete multiple specializations will usually be required to take an additional 9 semester hours (3 classes) to earn the second specialization.	
Total Degree Requirements	**30**

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

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(6) *The analysis of the market for the program*

According to the Bureau of Labor Statistics Employment of information security analysts is projected to grow 28 percent from 2016 to 2026, much faster than the average for all occupations. Demand for information security analysts is expected to be very high, as these analysts will be needed to create innovative solutions to prevent hackers from stealing critical information or causing problems for computer networks.

(7) *The State's equal education opportunity obligations under State and federal law*

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(10) *Societal need*

N/A

(11) *Occupational needs relative to meeting workforce requirements or upgrading vocational or technical skills*

N/A

(12) *Market Demand Data*

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Projected employment

Maryland	United States
3,510 **2014 Employment**	82,900 **2014 Employment**
5,340 **2024 Employment**	97,700 **2024 Employment**
52% **Percent change**	18% **Percent change**
240 **Annual projected job openings**	2,550 **Annual projected job openings**

Embry-Riddle Aeronautical University

13B.02.01.06

(1) *The degree to be awarded*

Master of Science

(2) *The area of specialization*

Leadership

(3) *The purpose or object of the program or course of study to be offered*

The Master of Science in Leadership (MSLD) program bridges the gap of leadership performance by members at every level of an organization by providing curriculum that strengthens their leadership knowledge, competencies, talent, and career potential. With corporate education and training budgets being cut time after time, formal education has become the answer for those who wish to become leaders or improve their leadership skills and applying their acquired knowledge in a wide spectrum of professional settings.

The MSLD program allows you to learn how to:

- Inspire the best from those around you
- Communicate powerfully and develop additional sources of influence
- Understand your leadership capacities and minimize your blind spots
- Coach and mentor others to achieve their potential
- Analyze and diagnose organizational issues that impact your team's performance
- Anticipate the need for organizational change and renewal
- Establish and foster a high-performing culture across your organization

(4) *Specific academic content of the program or course of study*

Core/Major

Leadership Core

MSLD 500	Leadership Foundations in Research	3
MSLD 511	Organizational Leadership	3
MSLD 520	Management Skills for Leaders	3
MSLD 521	Leadership Communication	3

MSLD 632	Decision Making for Leaders	3
MSLD 633	Strategic Leadership	3
MSLD 634	Leadership Ethics and Corporate Social Responsibility	3
MSLD 635	Organizational Change	3
MSLD 641	Resonant Leadership: Leading Change	3
MSLD 690	Graduate Leadership Capstone	3
Total Credits		**30**

Electives

Electives	**6**
Select any two graduate level classes of 3 credits from the College of Business	
Total Degree Requirements	**36**

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

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(6) ***The analysis of the market for the program***

According to the Bureau of Labor Statistics Employment of management occupations is projected to grow 9 percent from 2016 to 2026, about as fast as the average for all occupations, which will result in about 878,300 new jobs. Employment growth is expected to be driven by the formation of new organizations and expansion of existing ones, which should require more workers to manage these operations.

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

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(8) Meets a critical and compelling regional or statewide need

Maryland's industry clusters are at the forefront of innovation and technology, fueling economic growth and opportunity. Certain industries complement Maryland's economic and geographic strengths of being close to the nation's capital and having a strong federal job presence. These industries not only provide a strong synergy for all business involved, but also high paying jobs, giving Maryland a strong tax base and helping citizens to enjoy a high quality of life.

(9) Is consistent with the Maryland State Plan for Postsecondary Education

The Maryland State Plan for Postsecondary Education identifies six goals including access, affordability and completion and innovation. At Embry-Riddle Aeronautical University Worldwide and Online, students enjoy flexibility that allows them to pursue their career goals while developing new skills and expertise in an area of interest. U.S. News and World Report has named Embry-Riddle Aeronautical University – Worldwide one of the nation's top online educators for the fourth consecutive year.

The curriculum is designed to fit into busy lifestyles as ERAU Worldwide offers:

- 12 terms per calendar year for undergraduate classes
- 10 terms per calendar year for graduate courses
- 9 week semesters
- The option to accelerate your degree
- Flexibility to stagger courses

The campus operates a globally recognized learning system that leverages online and face-to-face instruction through a network of education facilities.
Highlights of our online and on-campus degrees include:

- Interactive, scheduled classes using EagleVision, our virtual classroom that combines web video conferencing and learning management system software, Canvas, to maximize the benefits of synchronous learning.

- Online classes that are delivered asynchronously and students can plan on spending between 8 and 10 hours per week on classwork.
- Campuses are located throughout the world, offering students mobility within their degree program.

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(10) *Societal need*

N/A

(11) *Occupational needs relative to meeting workforce requirements or upgrading vocational or technical skills*

N/A

(12)<u>*Market Demand Data*</u>

According to the Bureau of Labor Statistics Employment of management occupations is projected to grow 9 percent from 2016 to 2026, about as fast as the average for all occupations, which will result in about 878,300 new jobs. Employment growth is expected to be driven by the formation of new organizations and expansion of existing ones, which should require more workers to manage these operations.

Projected employment

Maryland	United States
6,930 **2014 Employment**	287,300 **2014 Employment**
8,370 **2024 Employment**	310,800 **2024 Employment**
21% **Percent change**	8% **Percent change**
260 **Annual projected job openings**	7,720 **Annual projected job openings**

Embry-Riddle Aeronautical University

13B.02.01.06

(1) ***The degree to be awarded***

Master of Science

(2) ***The area of specialization***

Logistics and Supply Chain Management

(3) ***The purpose or object of the program or course of study to be offered***

The Master of Science in Logistics and Supply Chain Management (MSLSCM) is a comprehensive program in which the students develop analytical skills, negotiation skills, and managerial skills to effectively manage people and help build relationships with customers and suppliers.

Moving products and materials from point A to point B isn't as easy as it once was. Globalization has dramatically impacted the way companies do business, and qualified professionals are in demand in the logistics and supply chain management field. Consumers want products faster, and the marketplace is under pressure to meet those demands. Now, more than ever, companies are seeking qualified professionals who can identify efficient and cost-effective solutions for transporting goods.

Students take quantitative courses such as operations research, research methods, economics, and finance; core logistics and supply chain management courses such as integrated logistics management, global supply chain management, transportation, and purchasing; and soft managerial courses such as, marketing, leadership, organizational behavior, and international business.

(4) ***Specific academic content of the program or course of study***

Core/Major

LGMT 536	Purchasing for Logistics and Supply Chain Managers	3
LGMT 636	Transportation Management	3
LGMT 682	Integrated Logistics Management	3
LGMT 683	Supply Chain Management	3
LGMT 685	Global Logistics and Supply Chain Management	3

LGMT 691	Logistics and Supply Chain Management Capstone	3
MGMT 524	Management Science	3
MGMT 651	Production and Procurement in the Aviation and Aerospace Industry	3
Total Credits		**24**

Electives

Electives:	**6**
Select six credit hours from the following list of courses:	

MBAA 514, MBAA 517, MBAA 518, MBAA 522, MBAA 523, MBAA 604, MBAA 611, MBAA 612, MGMT 532, MGMT 533, MGMT 535, MGMT 652, MGMT 671, MGMT 672, MGMT 673, MGMT 665, MMIS 561, LGMT 680

Total Degree Requirements **30**

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

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(6) *The analysis of the market for the program*

According to the Bureau of Labor Statistics Employment of logisticians is projected to grow 7 percent from 2016 to 2026, about as fast as the average for all occupations. Employment growth will be driven by the need for logistics in the transportation of goods in a global economy.

(7) *The State's equal education opportunity obligations under State and federal law*

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(8) Meets a critical and compelling regional or statewide need

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(9) Is consistent with the Maryland State Plan for Postsecondary Education

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(10) Societal need

N/A

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

N/A

(12)Market Demand Data

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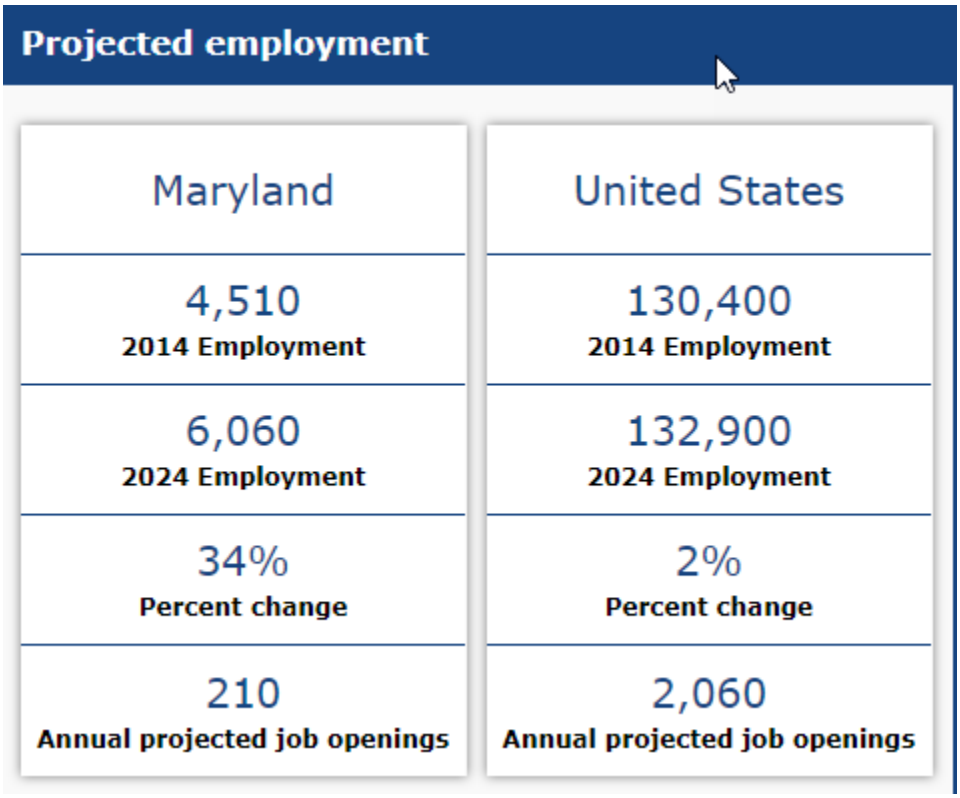

Embry-Riddle Aeronautical University

13B.02.01.06

(1) The degree to be awarded

Master of Science

(2) The area of specialization

Management

(3) The purpose or object of the program or course of study to be offered

The Master of Science in Management (MSM) is an academic degree focusing on specific skill set development for managers. This program is designed for professionals who are assuming greater management responsibilities within their organizations or wish to promote into management.

The MSM program emphasizes the leading-edge management skills and technical expertise that are the basis for success in modern organizations. Emphasis is placed on coordinating the efforts of people to accomplish goals and objectives by using available resources efficiently and effectively. Topics include planning, organizing, staffing, leading or directing, and controlling using data to drive decisions.

The landscape of management is always changing. Managers need to have strong analytical skills and be able to assess all aspects of an operational problem in order to generate solutions. This needs to be done while considering the high-tech, global, and diverse nature of today's marketplace.

The goal of this degree program is to provide a well-rounded knowledge base for today's high-tech, global workforce. In addition to the core curriculum of MSM studies, students choose to focus on one of these specializations:

- Human Resources Management
- Global Management
- Leadership
- Operations Management
- Project Management

(4) Specific academic content of the program or course of study

BUSW 500	Business Foundations	3
MGMT 520	Organizational Behavior and Change	3
MGMT 530	Business Analytics for Managers	3
MGMT 533	Social Responsibility, Ethics and Law	3
MGMT 535	Theory and Application of Managerial Communications	3
MGMT 672	Planning and Execution of Strategy	3
MGMT 691	Management Capstone Course	3
Note: Students should take BUSW 500 early–if not first–in their degree program to satisfy prerequisite requirements of other courses in the MSM core.		
Total Credits		**21**

(5) Specialization/Electives

Specialization or Elective Credits	**9**
Electives: Complete a total of 9 credit hours (3 classes) from any College of Business unduplicated courses. No specialization will be earned for this option.	
Specializations: Choose any specialization and select 9 credit hours (3 classes) within that specialization. Students wishing to complete multiple specializations will usually be required to take an additional 9 semester hours for the second specialization.	
Total Degree Requirements	**30**

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

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(8) The analysis of the market for the program

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(10) Meets a critical and compelling regional or statewide need

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(11) Is consistent with the Maryland State Plan for Postsecondary Education

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(12) Societal need

N/A

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

N/A

(14) ***Market Demand Data***

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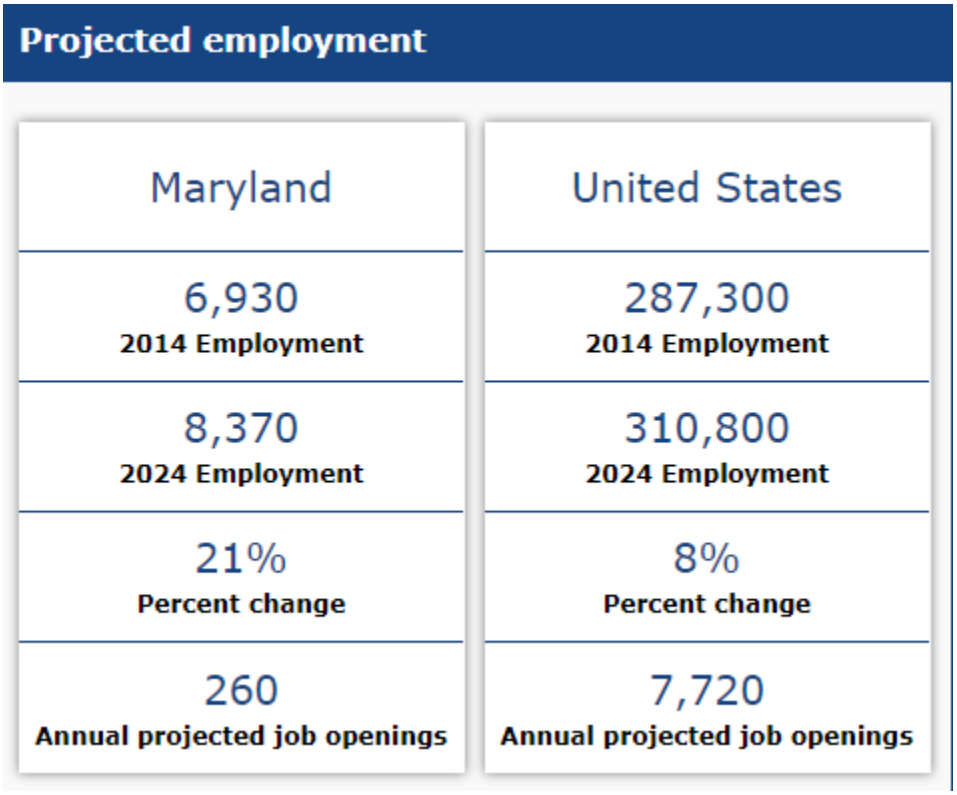

Projected employment

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6,930 **2014 Employment**	287,300 **2014 Employment**
8,370 **2024 Employment**	310,800 **2024 Employment**
21% **Percent change**	8% **Percent change**
260 **Annual projected job openings**	7,720 **Annual projected job openings**

Embry-Riddle Aeronautical University

13B.02.01.06

(1) The degree to be awarded

Master of Science

(2) The area of specialization

Management Information Systems

(3) The purpose or object of the program or course of study to be offered

For the modern business enterprise, the ability to use information effectively is the key to creating a competitive advantage. The most successful and sought-after leaders are those who understand how data can be used to drive profits, plans, and projections. The new Master of Science in Management Information Systems (MSMIS) program enables students to develop this strategic understanding to become leaders in the field.

This MSMIS program features an in-depth analysis of management of information systems as they relate to making key business decisions. In addition, this program focuses on how everything from small business to large, multinational enterprises can benefit from a strong understanding of information management as part of risk management, business continuity planning, and general organizational resilience.

This program prepares students to work within the rigorous field of information technology and enables the student to provide solutions to organizational problems using innovating thinking and a systems engineering approach to problem solving using the lens of technology. Students also are challenged to combine a systems engineering mindset, with the bottom-line business acumen necessary to make the correct business case, to support the decisions necessary to seize the right opportunities, and make them successful.

In the MSMIS program, students:

- Focus on the management and the use of information and information systems to gain a competitive advantage.
- Apply information systems and technology to the collection, retention, exploitation, and dissemination of information.
- Use information for management planning and decision making to achieve strategic, tactical, and operational goals and objectives in a variety of corporate and institutional settings.

- Develop and coordinate resources to meet your organization's overall information systems and business goals.
- Become familiar with today's most essential business technologies, along with complex information technology infrastructures, proven enterprise models, emerging technologies, and more.

(4) Specific academic content of the program or course of study

Core/Major

Management Information Systems Core

MMIS 501	Business Systems: Managing the IS Enterprise	3
MMIS 503	Data & Information Modeling & Management	3
MMIS 504	Knowledge Management: Quality Management for the IS Enterprise	3
MMIS 505	Information Analytics and Visualization in Decision Making	3
MMIS 506	Systems Analysis and Design	3
MMIS 507	Information Systems Strategic Planning	3
MMIS 531	Information Systems Project Management	3
Total Credits		**21**

Specialization/Electives

Specialization or Elective Credits	**9**
Electives: Complete a total of 9 credit hours (3 classes) from any College of Business unduplicated courses. No specialization will be earned for this option. Additional MMIS electives include MMIS 561, MMIS 552 and MMIS 553.	
Specializations: Choose any specialization and select 9 credit hours (3 classes) within that specialization. Students wishing to complete multiple specializations will usually be required to take an additional 9 semester hours for the second specialization.	
Total Degree Requirements	**30**

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

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(6) *The analysis of the market for the program*

According to the Bureau of Labor Statistics Employment of management analysts is projected to grow 12 percent from 2016 to 2026, faster than the average for all occupations. Demand for the services of these workers should grow as organizations continue to seek ways to improve efficiency and control costs.

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(10) ***Societal need***

N/A

(11) ***Occupational needs relative to meeting workforce requirements or upgrading vocational or technical skills***

N/A

(12)[*Market Demand Data*]

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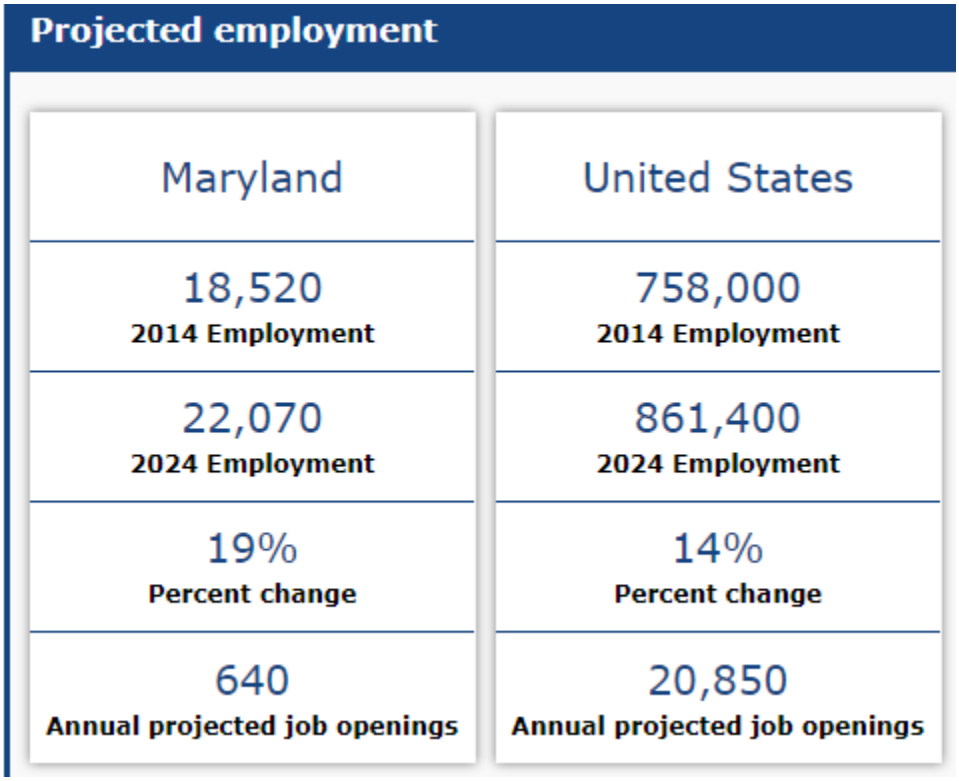

Projected employment

Maryland	United States
18,520 **2014 Employment**	758,000 **2014 Employment**
22,070 **2024 Employment**	861,400 **2024 Employment**
19% **Percent change**	14% **Percent change**
640 **Annual projected job openings**	20,850 **Annual projected job openings**

Embry-Riddle Aeronautical University

13B.02.01.06

(1) ***The degree to be awarded***

Master of Science

(2) ***The area of specialization***

Occupational Safety Management

(3) ***The purpose or object of the program or course of study to be offered***

Regardless of the industry, organizations are responsible for providing a safe and healthy working environment for its employees and customers. Proper policies, procedures, risk management and training must be followed to prevent injury, illness, or death.
The Master of Science in Occupational Safety Management (MSOSM) provides students the theoretical foundation and research and application skills required to effectively anticipate, recognize, evaluate, prevent, and control workplace safety, health, and environmental hazards, and to manage comprehensive occupational safety and health programs.
Courses in occupational safety and health address occupational safety and health management, hazard controls, environmental protection, industrial hygiene and toxicology, human factors and ergonomics, fire safety management, disaster preparedness and emergency response, systems safety and legislation, litigation and compliance operations. These courses and the program of study will provide the graduate student with the necessary knowledge, skills and abilities to succeed as a safety and health manager and professional.

(4) ***Specific academic content of the program or course of study***

Capstone Option

MSOSM Capstone Option

Students selecting the Capstone Option are required to complete SFTY 691 Graduate Capstone Course, as the final culminating course:		
SFTY 510	Industrial Hygiene & Toxicology	3
SFTY 530	Safety, Health and Environmental Legislation, Litigation & Compliance	3
SFTY 540	Disaster Preparedness and Emergency Response	3
SFTY 570	Fire Safety Management	3

SFTY 580	Environmental Protection for the Safety, Health and Environmental Manager	3
SFTY 590	Hazard Control Methods in Occupational Safety and Health	3
SFTY 600	Occupational Safety and Health Management	3
SFTY 619	Human Factors and Ergonomics	3
SFTY 630	System Safety Programs	3
Research Core:		
RSCH 665	Statistical Analysis	3
RSCH 670	Research Methods	3
SFTY 691	Graduate Capstone Course	3
Total Credits		**36**

Thesis Option

MSOSM Thesis Option

Students selecting the Thesis Option are required to complete SFTY 700A MSOSM Thesis I and SFTY 700B MSOSM Thesis II as their final culminating courses, and select either SFTY 540 or SFTY 570. Students electing the thesis option must take the GRE. Refer to Master of Science in Occupational Safety and Health Thesis Policy Guide for minimum GRE scores and additional guidance:

SFTY 510	Industrial Hygiene & Toxicology	3
SFTY 530	Safety, Health and Environmental Legislation, Litigation & Compliance	3
SFTY 540	Disaster Preparedness and Emergency Response	3
or SFTY 570	Fire Safety Management	
SFTY 580	Environmental Protection for the Safety, Health and Environmental Manager	3
SFTY 590	Hazard Control Methods in Occupational Safety and Health	3
SFTY 600	Occupational Safety and Health Management	3
SFTY 619	Human Factors and Ergonomics	3

SFTY 630	System Safety Programs	3
Research Core:		
RSCH 665	Statistical Analysis	3
RSCH 670	Research Methods	3
SFTY 700A	MSOSM Thesis I	3
SFTY 700B	MSOSM Thesis II	3
Total Credits		**36**

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

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(6) The analysis of the market for the program

According to the Bureau of Labor Statistics Overall employment of occupational health and safety specialists and technicians is projected to grow 8 percent from 2016 to 2026, about as fast as the average for all occupations. Specialists and technicians will be needed in a wide variety of industries to ensure that employers adhere to both existing and new regulations.

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

In compliance with federal laws and regulations, Embry-Riddle Aeronautical University does not discriminate on the basis of race, color, gender, creed, national, and ethnic origin, age, or disability in any of its policies, procedures, or practices. An Equal Opportunity institution, the University does not discriminate in the recruitment and admission of students, in the recruitment and employment of faculty and staff, or in the operations of any programs and activities.

(8) Meets a critical and compelling regional or statewide need

Maryland's industry clusters are at the forefront of innovation and technology, fueling economic growth and opportunity. Certain industries complement Maryland's economic and geographic strengths of being close to the nation's capital and having a strong federal job presence. These industries not only provide a strong synergy for all business involved, but also high paying jobs, giving Maryland a strong tax base and helping citizens to enjoy a high quality of life.

(9) Is consistent with the Maryland State Plan for Postsecondary Education

The Maryland State Plan for Postsecondary Education identifies six goals including access, affordability and completion and innovation. At Embry-Riddle Aeronautical University Worldwide and Online, students enjoy flexibility that allows them to pursue their career goals while developing new skills and expertise in an area of interest. U.S. News and World Report has named Embry-Riddle Aeronautical University – Worldwide one of the nation's top online educators for the fourth consecutive year.

The curriculum is designed to fit into busy lifestyles as ERAU Worldwide offers:

- 12 terms per calendar year for undergraduate classes
- 10 terms per calendar year for graduate courses
- 9 week semesters
- The option to accelerate your degree
- Flexibility to stagger courses

The campus operates a globally recognized learning system that leverages online and face-to-face instruction through a network of education facilities.
Highlights of our online and on-campus degrees include:

- Interactive, scheduled classes using EagleVision, our virtual classroom that combines web video conferencing and learning management system software, Canvas, to maximize the benefits of synchronous learning.
- Online classes that are delivered asynchronously and students can plan on spending between 8 and 10 hours per week on classwork.
- Campuses are located throughout the world, offering students mobility within their degree program.

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able to offer three course delivery modes — EagleVision Classroom (between classrooms), EagleVision Home (faculty and students at home), and a blend of Classroom or Home. EagleVision Classroom includes scheduled online times and real-time interaction with other students and professors. EagleVision Home offers all of the same benefits of EagleVision Classroom, but from the comfort of your home, office, or anywhere you have a computer and the internet.

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(10) Societal need

N/A

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

N/A

(12) Market Demand Data

According to the Bureau of Labor Statistics Overall employment of occupational health and safety specialists and technicians is projected to grow 8 percent from 2016 to 2026, about as fast as the average for all occupations. Specialists and technicians will be needed in a wide variety of industries to ensure that employers adhere to both existing and new regulations.

Projected employment

Maryland	United States
1,300 **2014 Employment**	70,300 **2014 Employment**
1,480 **2024 Employment**	73,100 **2024 Employment**
14% **Percent change**	4% **Percent change**
50 **Annual projected job openings**	1,689 **Annual projected job openings**

Embry-Riddle Aeronautical University

13B.02.01.06

(1) The degree to be awarded

Master of Science

(2) The area of specialization

Project Management

(3) The purpose or object of the program or course of study to be offered

In today's complex, global business environment, an organization's efficiency is often what sets it apart from the rest. With deadlines and bottom-lines constantly looming, business leaders and executives know there are tremendous financial risks when operating low-performing organizations.

The Master of Science in Project Management at Embry-Riddle Worldwide gives students a solid foundation for project management work in sectors like technology, healthcare, global infrastructure, renewable energy and finance. Other trending industries include aerospace, defense, construction and government.

For the Graduate Capstone Project, students will build an e-Portfolio, a platform that demonstrates Project Management mastery by showcasing the skills and abilities developed throughout their educational experience. This degree doesn't just give an understanding of projects — it gives the skills needed to lead projects.

ERAU Worldwide prepare its graduates to leave the program with the skills needed to excel in this field, including:

- Documentation & Planning: Graduates will be prepared to create and recommend strategic plans and reviews; prepare action plans; oversee production, quality assurance, and customer service standards; and implement change as necessary.

- Financial Expertise: Graduates will be prepared to meet agreed upon financial objectives; prepare budgets/forecast budget requirements; schedule expenditures; analyze variances; and initiate corrective action if necessary.

- Staff Development: Graduates will be prepared to recruit, select, train, and coach/counsel qualified employees to meet project needs.

- Personal Development: Graduates will be prepared to participate in educational opportunities and career advancement seminars; read/study professional

publications; maintain personal and job-related networks; and participate in professional organizations.

(4) Specific academic content of the program or course of study

Core/Major

PMGT 501	Fundamentals of Project Management	3
PMGT 502	Effective Communications for Managing Projects	3
PMGT 611	Anatomy of Project Organizations	3
PMGT 612	Leading Projects Across Cultural, Corporate, and International Boundaries	3
PMGT 613	Assessing and Managing Project Risk	3
PMGT 614	Planning, Directing, and Controlling Projects	3
PMGT 690	Project Management Capstone	3
Total Credits		**21**

Electives/Concentration

Electives/Concentration	**9**
Select one electives/concentration from the following areas: (includes three courses per)	
Total Degree Requirements	**30**

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

All courses at Embry-Riddle Aeronautical University are based on the systematically designed online courses which ensure learning outcomes are met and are consistent amongst educational modalities. Our Institution's three academic colleges, Aeronautics, Arts and Sciences and Business, use a mix of artifacts from all modalities for program assessment. All online courses are benchmarked against courses taught throughout the Institution as well as those taught through external entities. Our Instructional Design and Development department has been awarded 19 Blackboard Course Design Awards which identify and disseminates best practices for designing high quality courses. Our Institution also participated in a review from Quality Matters, a nonprofit that works with Institutions to help measure and guarantee the quality of online courses.

(6) The analysis of the market for the program

According to the Bureau of Labor Statistics Employment of management occupations is projected to grow 9 percent from 2016 to 2026, about as fast as the average for all occupations, which will result in about 878,300 new jobs. Employment growth is expected to be driven by the formation of new organizations and expansion of existing ones, which should require more workers to manage these operations.

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

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(8) Meets a critical and compelling regional or statewide need

Maryland's industry clusters are at the forefront of innovation and technology, fueling economic growth and opportunity. Certain industries complement Maryland's economic and geographic strengths of being close to the nation's capital and having a strong federal job presence. These industries not only provide a strong synergy for all business involved, but also high paying jobs, giving Maryland a strong tax base and helping citizens to enjoy a high quality of life.

(9) Is consistent with the Maryland State Plan for Postsecondary Education

The Maryland State Plan for Postsecondary Education identifies six goals including access, affordability and completion and innovation. At Embry-Riddle Aeronautical University Worldwide and Online, students enjoy flexibility that allows them to pursue their career goals while developing new skills and expertise in an area of interest. U.S. News and World Report has named Embry-Riddle Aeronautical University – Worldwide one of the nation's top online educators for the fourth consecutive year.

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(10) Societal need

N/A

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

N/A

(12) ***Market Demand Data***

According to the Bureau of Labor Statistics Employment of management occupations is projected to grow 9 percent from 2016 to 2026, about as fast as the average for all occupations, which will result in about 878,300 new jobs. Employment growth is expected to be driven by the formation of new organizations and expansion of existing ones, which should require more workers to manage these operations.

Projected employment

Maryland	United States
6,930 **2014 Employment**	287,300 **2014 Employment**
8,370 **2024 Employment**	310,800 **2024 Employment**
21% **Percent change**	8% **Percent change**
260 **Annual projected job openings**	7,720 **Annual projected job openings**

Embry-Riddle Aeronautical University

13B.02.01.06

(1) ***The degree to be awarded***

Master of Science

(2) ***The area of specialization***

Unmanned Systems

(3) ***The purpose or object of the program or course of study to be offered***

Unmanned systems range from small unmanned aircraft systems (UAS) used to explore volcanoes and other dangerous environments to robotic rovers operating on distant planetary bodies, all with the common goal of ensuring safe, efficient, and effective operations. The Master of Science in Unmanned Systems (MSUS) degree provides students with an education focused on the application, development, and management of unmanned systems, policies and regulations, and related technology necessary to support the growing and dynamic needs of the industry.

This program supports the growth, innovative development, and effective use of unmanned system technology across the respective domains (air, space, ground, and maritime) to address major challenges within the industry, including interoperability, autonomy, airspace integration, communications, education and training, propulsion and power, teaming, and regulation.

The MSUS provides an interactive learning environment to acquire and apply knowledge, work in independent and team settings, communicate across a geographically and experientially diverse population, and assume leadership roles, which represent the fundamental skills necessary to establish or advance a successful career in today's competitive and collaborative working environment.

(4) ***Specific academic content of the program or course of study***

Core/Major

ASCI 531	Robotics and Control	3
UNSY 501	Application of Unmanned Systems	3
UNSY 601	Unmanned Systems Command, Control, and Communications	3
UNSY 605	Unmanned Systems Sensing, Perception, and Processing	3

UNSY 610	Unmanned Systems Autonomy and Automation	3
UNSY 615	Unmanned Systems Power, Propulsion, and Maneuvering	3
RSCH 665	Statistical Analysis	3
RSCH 670	Research Methods	3
UNSY 691	Graduate Capstone Course	3
Total Credits		**27**

Electives

Electives	**9**
Select one elective concentration from the following areas (includes three specific courses per):	
Total Degree Requirements	**36**

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

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(6) *The analysis of the market for the program*

A 2013 report released by a trade group, the Association for Unmanned Vehicle Systems International, projected more than 100,000 new jobs in unmanned aircraft by 2025. Analysts at PricewaterhouseCoopers predicted last year that the global market for commercial applications of drone technology could reach $127 million by 2020.

(7) *The State's equal education opportunity obligations under State and federal law*

In compliance with federal laws and regulations, Embry-Riddle Aeronautical University does not discriminate on the basis of race, color, gender, creed, national, and ethnic origin, age, or disability in any of its policies, procedures, or practices. An Equal Opportunity institution, the University does not discriminate in the recruitment and

admission of students, in the recruitment and employment of faculty and staff, or in the operations of any programs and activities.

(8) *Meets a critical and compelling regional or statewide need*

Maryland's industry clusters are at the forefront of innovation and technology, fueling economic growth and opportunity. Certain industries complement Maryland's economic and geographic strengths of being close to the nation's capital and having a strong federal job presence, such as the Aerospace & Defense and Cybersecurity industries. These industries not only provide a strong synergy for all business involved, but also high paying jobs, giving Maryland a strong tax base and helping citizens to enjoy a high quality of life.

(9) *Is consistent with the Maryland State Plan for Postsecondary Education*

The Maryland State Plan for Postsecondary Education identifies six goals including access, affordability and completion and innovation. At Embry-Riddle Aeronautical University Worldwide and Online, students enjoy flexibility that allows them to pursue their career goals while developing new skills and expertise in an area of interest. U.S. News and World Report has named Embry-Riddle Aeronautical University – Worldwide one of the nation’s top online educators for the fourth consecutive year.

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(10) ***Societal need***

N/A

(11) ***Occupational needs relative to meeting workforce requirements or upgrading vocational or technical skills***

N/A

(12) ***Market Demand Data***

A 2013 report released by a trade group, the Association for Unmanned Vehicle Systems International, projected more than 100,000 new jobs in unmanned aircraft by 2025. Analysts at PricewaterhouseCoopers predicted last year that the global market for commercial applications of drone technology could reach $127 million by 2020.

Embry Riddle Aeronautical University

Lexington Park

(Relocated from Naval Air Station, Patuxent River)

MARYLAND HIGHER EDUCATION COMMISSION

Application for Renewal 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. If an additional, new location is being proposed, an *Application for Renewal of Approval* must be submitted for that location.

PREVIOSLY APPROVED LOCATION IN MARYLAND.
Please provide the complete mailing address. 21795-A N. Shangri-La Drive, Lexington Park, MD, 20653

PROPOSED START DATE OF CONTINUED OPERATION.
Applications should be submitted at least 5 months prior to the proposed start date.

NAME AND ADDRESS OF INSITUTION APPLYING FOR APPROVAL.

Name of Institution: Embry-Riddle Aeronautical University

Web Address: worldwide.erau.edu

OPEID Code: 00147900
U.S. Department of Education, Office of Postsecondary Education, ID Code -- Title IV eligibility.

Chief Executives Officer: Dr. John R. Watret

Mailing Address: 600 S. Clyde Morris Blvd., Daytona Beach, FL, 32114

Telephone: 386-226-7255

Email: wwstateauth@erau.edu

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

Name: Brienne Stansberry
Title: Associate Director, State Authorization
Mailing Address: 600 S. Clyde Morris Blvd., Daytona Beach, FL, 32114

Telephone: 386-226-7255

Email: stansbb1@erau.edu

********** **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).

3-5-2019	
Date	Signature of Chief Executive Officer

Please Submit All Information To:

Maryland Higher Education Commission
Division of Planning and Academic Affairs
6 N. Liberty Street, 10th Floor
Baltimore, MD 21201
410-767-3268
acadprop@mhec.state.md.us

A copy of these regulations can be found at the Maryland Higher Education Commission's web site www.mhec.state.md.us (under Academic Approval Process) along with an on-line application form.

****

I. DURATION OF APPROVAL

Approval to operate at a previously approved location in Maryland must be renewed annually. However, "during of after the fifth year of operation in Maryland and during any subsequent renewal cycle, an out-of-State institution may apply for approval to operate in Maryland for an extended period of time up to 5 years." COMAR 13B.02.01.08C(1)

If the location for which you are applying has been annually approved for at least five years, do you wish to seek approval to operate in the State for an extended period of time of up to 5 years?
☒ Yes, we wish to be approved for 5 years.

II. SUPPORTING DOCUMENTATION

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

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

Have your catalogs, other institutional publications, or awards changed since they were last submitted? ☒ Yes ☐ No If yes, please submit new copies.

☒ Application Fee. (Must accompany all renewals) COMAR 13B.02.01.08B(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. The application renewal fee will be waived for renewals of out-of-state institutions operating at Regional Maryland Higher Education Center.

☒ Accreditation. (Must accompany all renewals) COMAR 13B.02.01.08B(4)(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. (Must accompany all renewals)
COMAR 13B.02.01.08B(4)(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 With Fire and Safety Codes (Must accompany all renewals)
COMAR 13B.02.01.08B(4)(o)

Please provide a certificate for each approved location for indicating that the proposed facility has been inspected and is found in compliance with local and State ordinances pertaining to fire and safety.

☒ Board of Trustees Resolution of Financial Solvency (Must accompany all renewals)
COMAR 13B.02.01.08B(4)(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)

Are there new advertisements in print format related to your programs in Maryland?
☐ Yes ☒ No If yes, please provide copies of the new advertisements.

☐ Enrollment Data as Prescribed by the Secretary. (Must accompany all renewals)
COMAR 13B.02.01.08B(4)(q)
Please provide the information requested on the **Student Enrollment Data Form** found at the end of this application.

☒ Teach-out Plan (Must accompany all renewals) COMAR 13B.02.01.08B(4)(j)(iv)

The institution must provide a copy of its teach-out plan allowing enrolled students to complete their programs if the institution decides to cease operation in Maryland.

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.

1. **Programs.**

   - **CURRENTLY OFFERED PROGRAMS.**

INSTRUCTIONS. Please enter the requested information on your CURRENTLY OFFERED PROGRAMS in the spaces provided below, or create an attachment (labeled "A-1: Current Programs") to this application with the required information.

(a) Provide a list of your currently offered programs at this location. For each program provide the following information: (1) the full title of the program; (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: Business Administration	B.S.B	*Distance Ed.*	*120 sem*	*Yes*
N/A				

- **NEW PROGRAMS**

INSTRUCTIONS. Is the institution proposing any new programs at this location? ☒ Yes ☐ No
If yes, please enter the requested information in the spaces provided below, or create an attachment (labeled "A-1: New Programs") to this information with your responses to the following for each new program:

(a) Provide a list of the new programs at this location. For each new program provide the following information: (1) the full title of the program; (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: Business Administration	B.S.B	*Distance Ed.*	*120 sem*	*Yes*
Please see attachment A-1 New Programs				

(b) If the information does not appear in the catalog or publication you submitted provide (1) a description of the curriculum; (2) the objectives of each course; and (3) a course schedule for the proposed location

Please see attached A-2 Program Addendum.

(c) Please provide a brief description of the student population to be served by the proposed new programs.

Please see attached A-2 Program Addendum.

2. Educational Need. Before the Commission may evaluate the readiness of an out-of-State institution to operate or award new degrees in the State, including the offering of an instructional program or a degree level not previously approved, the institution shall present evidence demonstrating the educational need to establish operations, offer programs, and award the degrees in question in the State. In addition, the out-of-State institution shall demonstrate that the proposed program, for which the institution is making application, meets a critical and compelling regional or Statewide need and is consistent with the Maryland Postsecondary Education. COMAR 13B.02.01.06A&C

INSTRUCTIONS: Please enter the requested information in the spaces provided below, or create an attachment (labeled "A-2: Educational Need") to this application and respond to the following questions for each new program:

(a) What critical and compelling Regional or Statewide (Maryland) need and demand do your proposed programs meet? In responding to this question provide documentation as indicated below:

(1) If the programs serve occupational needs, present data projecting market demand and the availability of openings in the job market to be served by the new programs for which the institution is making application. This information may include workforce and employment projections prepared by the federal and State governments, the availability of graduates in the State or region, marketing studies done by the institution or others, and material from professional and trade associations.

Please see attached Program A-2 Program Addendum.

(2) If the programs serve societal needs (include the traditional liberal arts education), provide a

Description of how the proposed programs will enhance higher education in Maryland and contribute society

Please see attached A-2 Program Addendum.

(b) If similar programs exist in the State, what are the similarities or differences in your program in terms of the degrees to be awarded, the areas of specialization, and the specific academic content of the programs?

Please see attached A-2 Program Addendum.

(c) 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, Planning and 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

3. 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 the educational activities offered. COMAR 13B.02.01.15

INSTRUCTIONS: Has any previously reported Administrative Staff information changed since your last approval at this location? ☒ Yes ☐ No

If yes, please enter the requested information in the spaces provided below, or create an attachment labeled (labeled "A-3: Administrative Staff Changes") to this application with any changes to the following questions:

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

Please see attached A-3 Administrative Staff Changes

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

Please see attached A-3 Administrative Staff Changes

4. Faculty

INSTRUCTIONS: Has any previously reported Faculty information changed since your last approval at this location? ☒ **Yes** ☐ **No**

If yes, please enter the requested information in the spaces provided below, or create an attachment labeled (labeled "A-4: Faculty Changes") with any changes to the following questions:

(a) List all faculty that are to teach in the first year (or cycle) of the programs at this location. For each faculty member provide the following information: COMAR 13B.02.01.08(4)(m)

(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 A-4 Faculty Changes

(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.

5. 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: Has any previously reported library information changed since your last approval at this location? ☒ **Yes** ☐ **No**

If yes, please enter the requested information in the spaces provided below, or create an attachment (labeled "A-5: Library Changes") to this application with any changes 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?

Please see attached A-5 Library Changes

6. 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 institutions keep complete and accurate records of admission, enrollment, grades, scholarships, transfer of 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: Has any previously reported Student Services information changed since your last approval at this location? ☒ Yes ☐ No

If yes, please enter the requested information in the spaces provided below, or create an attachment (labeled "A-6: Student Services") to this application with any changes to the following questions.

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

Please see attached A-6 Student Services

(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 A-6 Student Services

(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?_____ If this statement is in the Catalog you submitted with the application, please indicate the page number: 22 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 34 . If not in the Catalog you submitted, please provide us with a copy of the grievance procedure.

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

INSTRUCTIONS: Has any previously reported Student Services information changed since your last approval at this location? ☒ Yes ☐ No

If yes to either question, please enter the requested information in the spaces provided below, or create an attachment (labeled "A-7: Facilities") to this application with any changes to the following questions.

(a) Has a specific facility been inspected and approved for use as a classroom/laboratory space and been found in compliance with local and State ordinance 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.

(b) 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 A-7 Facilities

(c) 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 A-7 Facilities

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

Please see attached A-7 Facilities

8. Distance Education. "Distance education" means course work for academic credit delivered by telecommunicated instruction to a physical space specifically reserved for the purpose of receiving the instruction, for example, a teleclassroom, and requires the payment of tuition or fees for the instruction. "Distance education" does not include telecommunicated instruction at the student's initiation via an individual personal computer. COMAR 13B.02.01.03(8). 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

Student Enrollment Data Form
Out-of-State Degree Granting Institutions Operating in Maryland

Institution: _____ **Location:** _____

Unduplicated Headcount at this location for the past academic year: September 1, _____ **to August 31,** _____

Person Completing the Student Enrollment Data Form: _____ **Telephone:** _____ **Email:** _____

County/Jurisdiction	Full-Time Undergraduates	Part-Time Undergraduates	Full-Time Graduates	Part-Time Graduates	TOTAL Enrollment
Allegany					
Anne Arundel					
Baltimore County					
Baltimore City					
Calvert					
Caroline					
Carroll					
Cecil					
Charles					
Dorchester					
Frederick					
Garrett					
Harford					
Howard					
Kent					
Montgomery					
Prince George's					
Queen Anne's					
St. Mary's					
Somerset					
Talbot					
Washington					
Wicomico					
Worchester					
Non-Maryland Residents					
TOTALS					

Student Enrollment Data Form
Out-of-State Degree Granting Institutions Operating in Maryland

Institution: _____ **Location:** _____

Please provide for each program at this location, the Total Student Enrollment and Number of Graduates for the past academic year, September 1, _____ to August 31, _____, Duplicate this form as necessary.

Date Completed: _____

Individual Course or Program Major and Award	Full-Time Undergraduates		Part-Time Undergraduates		Full-Time Graduates		Part-Time Graduates		TOTAL Enrollment
	Enroll	Grad	Enroll	Grad	Enroll	Grad	Enroll	Grad	
Undeclared/No Major									
Total									

Books, Library and Supplies

Textbook Purchase

Please consult the Campus Director at your Worldwide location or your Student Affairs Office advisor for information on ordering textbooks. Students may search for textbook information by term on the Worldwide Master Textbook & Materials List site. Online, EagleVision Home, and certain classroom books may be purchased through the Worldwide bookstore website (http://store.nexternal.com/erau/storefront.aspx).

Identification Cards

Applying for a student identification card, known as the EAGLEcard, is done through your ERNIE (http://ernie.erau.edu) login under Student Services (https://ernie.erau.edu/portal/page/portal/students/services/worldwide). These identification cards may be required to use the library facilities of other universities and might be used for student discounts wherever a student identification card is honored.

Hunt Library: Bringing the Library to You

The Hunt Library, located on the Daytona Beach Campus, is the Library for all Worldwide students, faculty and staff, regardless of location. The Hunt Library slogan, "Bringing the Library to You," defines our commitment that the Worldwide community has access to all library resources and services.

The mission of the Hunt Library is to provide materials, services, and facilities to students, faculty, and staff in support of the University's commitment to excellence in teaching, learning, and research for both the Daytona Beach and Worldwide campuses.

Hunt Library users will find resources in a variety of formats: books, government documents, periodicals, microforms, conference proceedings, videos, DVDs, and electronic resources.

The Hunt Library's web pages are located at library.erau.edu; choose the Hunt Library link.

The electronic library includes round-the-clock access to EAGLEsearch (http://library.erau.edu/find/eaglesearch.html), which allows researchers to search much of Hunt Library's collection simultaneously, as well as the Library's online catalog, Voyager (http://voyager.db.erau.edu:7008/vwebv/searchAdvanced), and over 100 online databases (http://guides.erau.edu/databases) (which include many full-text resources).

Help

The Hunt Library is the researcher's primary resource provider. Regardless of their location, members of Embry-Riddle's Worldwide community have circulation (check-out) privileges, online quick-help opportunities, and access to a web-based document delivery system.

Research Librarians are also available via telephone at (800) 678-9428 or (386) 226-7656, by chat (http://library.erau.edu/help/ask-a-librarian) or by e-mailing us at library@erau.edu (library@erau.edu). Research Librarians will provide detailed advice on research strategies, referrals to relevant reference sources, assistance with literature searches, and help navigating the library's website.

An overview of the Hunt Library's help features is available from http://library.erau.edu/help/

How to Contact the Hunt Library

Phone: (800) 678-9428 or (386) 226-7656 (8 a.m.-5 p.m. Eastern)
E-mail: library@erau.edu
Internet: library.erau.edu/home.html

Admissions

Embry-Riddle considers all aspects of a student's qualifications and offers admission to the most competitive applicants, building a talented and diverse population of students motivated toward careers in aviation and aerospace. Applications for admission are valid for one year from date received. Admitted students must enroll and maintain enrollment beyond the add/drop period within one year of admission or must reapply. For the purpose of admission, transcripts are deemed official when issued directly from the issuing institution to Embry-Riddle.

To apply for admissions, go to worldwide.erau.edu/admissions/apply-now/index.html.

Current High School Students

The University defines a first-year applicant as one who is applying for degree status directly from high school. The University offers admission to applicants who present an academic record that demonstrates their ability to graduate. The following documentation is required for consideration of admission for all applicants currently enrolled in high school:

- Official high school transcript; home-schooled applicants must show an official document that is equivalent to high school completion and/or may be required to complete the GED, HiSET or TASC
  - Rigor of high school academic program and academic performance will be assessed at a 2.5 Unweighted GPA or higher on a 4.0 scale
- Two letters of recommendation from a school counselor, teacher, or employer
- Official transcripts from all postsecondary, accredited degree-granting institutions, if applicable
- Advanced Placement (AP) scores, if applicable

SAT and ACT scores are strongly recommended for admission. Applicants are also encouraged to submit an essay of 300-500 words outlining career goals and how Embry-Riddle will assist in attaining those goals.

The university expects all applicants to have completed by high school graduation the following course work, at a minimum:

- Four years of English
- Three years of mathematics, including Algebra I or Applied Math I & II, Formal Logic or Geometry
- Two years of history or social science
- Two years of science in at least two different areas, with at least one lab experience

Applicants will be considered for admission prior to high school graduation. Admitted students will be permitted to enroll in Embry-Riddle Worldwide coursework no sooner than the July term of their graduation year. An official, final high school transcript with all grades posted demonstrating continued academic progress and graduation must be submitted to Embry-Riddle within the first term of enrollment.

Admission into some degree programs may require an applicant to have a higher GPA and/or meet other special requirements.

High School Graduates

Applicants Under the Age of 20

The following documentation is required for consideration of admission for all applicants under the age of 20, who have not served in the United States military and are not a transfer student:

- Official high school transcript or equivalent (GED, HiSET or TASC); home-schooled applicants must show an official document that is equivalent to high school completion and/or may be required to complete the GED, HiSET or TASC
  - Rigor of high school academic program and academic performance will be assessed at a 2.5 Unweighted GPA or higher on a 4.0 scale
- Two letters of recommendation from a school counselor, teacher, or employer
- Official transcripts from all postsecondary, accredited degree-granting institutions, if applicable
- Advanced Placement (AP) scores, if applicable

SAT and ACT scores are strongly recommended for admission. Applicants are also encouraged to submit an essay of 300-500 words outlining career goals and how Embry-Riddle will assist in attaining those goals.

The university expects all applicants to have completed by high school graduation the following course work, at a minimum:

- Four years of English
- Three years of mathematics, including Algebra I or Applied Math I & II, Formal Logic or Geometry
- Two years of history or social science
- Two years of science in at least two different areas, with at least one lab experience

Admission into some degree programs may require an applicant of any age to have a higher GPA and/or meet other special requirements.

Applicants Age 20 and Older

Applicants age 20 and older who are not classified as a transfer student or have not served in the US military must provide the following documentation:

- Official high school transcript or equivalent (GED, HiSET or TASC) with a 2.5 Unweighted GPA or higher assessed on a 4.0 scale
- Official transcripts from all postsecondary, accredited degree-granting institutions attended, if applicable, with a minimum of a 2.0 CGPA on a 4.0 scale
- Resume

(For applicants with schooling outside the U.S., please see International Students (p. 14)**.)**

Applicants with Military Experience

Applicants with United States military experience, but no college transfer credit must provide the following documentation:

- Official military transcripts showing documentation of service
- Additional documentation may be requested for advanced standing credit

Transfer Students

For the purposes of admission, a transfer student is defined as any student who has earned college-level credit from an accredited degree-granting institution after graduating from high school. Embry-Riddle considers each application for transfer admission individually, reviewing the student's academic record, grades received in all college-level courses and the rigor of the student's academic program. College courses completed as dual enrollment while concurrently enrolled in high school do not qualify applicants as transfer students.

To be considered for admission, a transfer applicant must have a minimum of a 2.0 cumulative grade point average (CGPA) on a 4.0 scale from an accredited degree-granting institution. When an applicant has attended more than one institution, a cumulative average for all previous college work attempted will be calculated to determine the overall CGPA.

Transfer students must also have:

- Official transcripts from all accredited degree-granting colleges and universities (post-secondary institutions) attended

- Military transcripts and documents, if applicable
- Official high school transcript, or equivalent (GED, HiSET or TASC) with a 2.5 Unweighted GPA or higher assessed on a 4.0 scale will be required of applicants who have not served in the United States military, if fewer than 12 semester hours of college level credit have been earned

Admission into some degree programs may require an applicant to have a higher CGPA, meet other special requirements, and/or submit additional documentation.

* For both undergraduate and graduate applicants, additional documentation may be required for admission and consideration of credit from military, licensure, or other documented experiential learning.

** All applicants who have educational experience outside the United States are required to provide an official course-by-course evaluation in English, to include the cumulative grade-point average, unless specifically exempted through a qualifying ERAU program. Refer to the International Admissions (http://catalog.erau.edu/worldwide/admissions/international) section of the catalog for details on foreign credential evaluations.

Former Embry-Riddle Students

For Undergraduate Students: A degree-seeking student whose attendance at the University is interrupted will be required to reapply for admission in any of the following circumstances:

- Enrollment at another institution without advanced, written approval
- A matriculated student who fails to enroll within one year from the ending date of their last course
- A student who fails to matriculate within one year of admission
- Academic suspension

A suspended student must satisfy the conditions for readmission as indicated in the letter of suspension before being readmitted. A written petition for readmission, current resume and application fee must accompany the application for consideration of readmission.

For Graduate Students: A new application will be required for students whose attendance at the University is interrupted for any of the following reasons:

- Enrollment at another institution
- A matriculated student who fails to enroll within one year from the ending date of their last course
- A student who fails to matriculate within one year of admission
- Academic dismissal from the University
- Student does not complete the degree requirements of a graduate program within seven years from the date of initial enrollment in the graduate program

A dismissed student must satisfy the conditions for readmission as indicated in the letter of dismissal before being readmitted. A written petition for readmission, current resume and application fee must accompany the application for consideration of readmission.

Undergraduate Conditional Admission

- Students who fail to satisfy the guidelines for full admission may be granted conditional admission under circumstances determined by the Admissions Office or Academic Standards and Admissions Committee (ASAC).
- Students granted standard conditional admission due to academic deficiency should maintain a minimum of a 2.0 CGPA while in this status or risk being placed on warning, put on probation, or suspended, in compliance with university policy.
- Students granted custom conditional admission may have individual terms outlined in their letter of admission. Students will remain on conditional status until they have satisfied the terms of their conditional admission.
- Students with conditional admission questions should contact their academic advisor at their local campus. Students can find information on their campus using the Worldwide Location Finder (http://worldwide.erau.edu/locations/index.html?address=). Academic advisors for the Online Campus can be found on the Online Campus Advisors (http://worldwide.erau.edu/online-learning) page.

Readmission of Service Members: Higher Education Opportunity Act of 2008

In accordance with the HEO Act of 2008, service members will be readmitted to the institution, without penalty for having left because of military service, in order to minimize disruption to the lives of those serving in the uniformed services.

In reference to the Department of Education: Statute and regulations require institutions of higher education that participate in Federal student financial aid programs to promptly readmit with the same academic status a qualifying service member who did not continue to attend because of service in the uniformed services. The readmission requirements apply to service members who perform service in the uniformed services, whether voluntary or involuntary, in the Armed Forces, including service as a member of the National Guard or Reserve, on active duty, active duty for training, or full-time National Guard duty under Federal authority (but not State authority).

Non-Degree Seeking and Transient Students

Undergraduate

Embry-Riddle recognizes that working adults may be interested in furthering their education for professional or self-enhancement purposes without pursuing a degree program. We also recognize that transient students and those pursuing a degree with another institution may wish to take a course or courses with Embry-Riddle. For these reasons, Embry-Riddle allows students who meet full admission requirements to take up to 24 semester hours as a non-degree seeking or transient student. Official or unofficial transcripts must be submitted to the University before the student is allowed to enroll in courses. Non-degree seeking and transient students must meet the same academic standards as degree seeking students. For students who subsequently apply for entry into a degree program, additional documentation may be required.

Graduate

Embry-Riddle recognizes that working adults may be interested in furthering their education for professional or self-enhancement purposes without pursuing a degree program. We also recognize that transient students and those pursuing a degree with another institution may wish to take a course or courses with Embry-Riddle. For these reasons, Embry-Riddle allows students who meet full admission requirements to take up to 12 semester hours as a non-degree seeking or transient student. Official or unofficial transcripts must be submitted to the University before the student is allowed to enroll in courses. Non-degree seeking and transient students must meet the same academic standards as degree seeking students. For students who subsequently apply for entry into a degree program, additional documentation may be required.

Certificate Seeking Students

Undergraduate

Embry-Riddle recognizes that working adults may be interested in furthering their education for professional or self-enhancement purposes without pursuing a degree with Embry-Riddle. For these reasons,

Embry-Riddle allows students who meet full admission requirements to be admitted to an undergraduate certificate program. Undergraduate certificate program students may only enroll in those courses outlined in the certificate program. Official or unofficial transcripts must be submitted to the University before the student is allowed to enroll in certificate courses. Certificate seeking students must meet the same academic standards as degree-seeking students. For students who subsequently apply for entry into a degree program, additional documentation may be required.

First Time and Transfer Students

All graduate applicants must have earned a baccalaureate degree from an accredited degree-granting institution with a cumulative grade point average (CGPA) of 2.5 or higher on a 4.0 scale. Graduate applicants who already possess a master's degree or have completed graduate coursework from an accredited degree-granting institution must also have a 3.0 CGPA or higher at the graduate level.

Applicants with an undergraduate degree and no graduate course work are required to submit the following:

- Official transcript(s) from the accredited degree-conferring institution(s)
- Official or unofficial transcripts from other institutions attended may be requested to verify prerequisite knowledge for certain academic programs

Applicants with an undergraduate degree and graduate-level course work are required to submit the following:

- Official transcript(s) from the accredited degree-conferring institution(s)
- Official transcripts from all accredited degree-granting institutions showing graduate-level course work
- Official or unofficial transcripts from other institutions attended may be requested to verify prerequisite knowledge for certain academic programs

Applicants with a master’s degree are required to submit the following:

- Official transcripts from all accredited degree-granting institutions showing graduate-level course work
- Official or unofficial transcript(s) from the undergraduate degree-conferring institution(s). Additional transcripts from other institutions attended may be requested to verify prerequisite knowledge for certain academic programs

Admission into some degree programs may require an applicant to have a higher CGPA, meet other special requirements, and/or submit additional documentation.

* For both undergraduate and graduate applicants, additional documentation may be required for admission and consideration of credit from military, licensure, or other documented experiential learning.

** All applicants who have educational experience outside the United States are required to provide an official course-by-course evaluation in English, to include the cumulative grade-point average, unless specifically exempted through a qualifying ERAU program. Refer to the International Admissions (p. 14) section of the catalog for details on foreign credential evaluations.

Graduate Conditional Admission

- Students who fail to satisfy the guidelines for full admission may be granted conditional admission under circumstances determined by the Admissions Office or Academic Standards and Admissions Committee (ASAC).
- Students granted standard conditional admission due to academic deficiency will remain on conditional status until they have completed nine hours of graduate coursework. Any course(s) taken in this initial nine hours may not be repeated while on conditional status. During the conditional period students must maintain a 3.0 CGPA or risk being placed on academic warning or being dismissed in compliance with University policy.
- Students granted custom conditional admission may have individual terms outlined in their letter of admission. Students will remain on conditional status until they have satisfied the terms of their conditional admission.
- Students with conditional admission questions should contact the academic advisor at their local campus. Students can find information on their campus using the Worldwide Location Finder (http://worldwide.erau.edu/locations/index.html?address=). Academic advisors for the Online Campus can be found on the Online Campus Advisors (http://worldwide.erau.edu/online-learning) page.

International Admissions

An international student is defined as any non-United States citizen intending to study at campuses located outside the United States, students who live outside of the United States and are enrolled through the Embry-Riddle Worldwide Online Campus, as well as non-residents and non-immigrants planning to study in the United States. This school is authorized under federal law to enroll non-immigrant students.

International applicants must submit the application for admission 90 days prior to their intended term start date. The following items are also required.

Foreign Credential Evaluation

All undergraduate and graduate applicants who have educational experience outside the United States are required to provide an official course-by-course evaluation in English, that includes the cumulative grade-point average, unless specifically exempted through a qualifying ERAU program. A copy of the foreign transcript must accompany the official credit evaluation. The evaluation must be certified by one of the Foreign Credential Evaluation Services (FCE) approved by Embry-Riddle. A fee is charged for the translation service and must be paid by the applicant directly to the FCE.

If a student has graduate-level work (either transfer or advanced standing) that is indicated on the foreign credential evaluation as meeting the requirements for an undergraduate degree, it will not be reviewed for applicability toward an ERAU graduate degree.

Educational systems differ country by country. The following services are versed in providing a comparison of a country’s education system to the system in the United States. This comparison includes education levels, credits, and grades.

The report is considered official only if mailed from the agency directly to ERAU. We prefer all applicants use the foreign credential evaluation services provided by World Education Services. We will also accept evaluations from the following agencies: ECE, IERF, Josef Silny & Associates and ACEI.

World Education Services, Inc.
Bowling Green Station
P.O. Box 5087
New York, NY 10274-5087
Phone: (212) 966-6311
Fax: (212) 739-6100
www.wes.org (http://www.wes.org)

Educational Credential Evaluators (ECE)
P.O. Box 514070
Milwaukee, WI 53203-3470
Phone: (414) 289-3400
www.ece.org (http://www.ece.org)

International Education Research Foundation, Inc.
P.O. Box 3665
Culver City, CA 90231

Phone: (310) 258-9451
Fax: (310) 342-7086
www.ierf.org (http://www.ierf.org)

Josef Silny & Associates, Inc.
International Education Consultants
7101 SW 102 Avenue
Miami, FL 33173
Phone: (305) 273-1616
Fax: (305) 273-1338
Translations: (305) 273-1984
www.jsilny.com (http://www.jsilny.com)

Academic Credentials Evaluation Institute, Inc. (ACEI)
P.O. Box 6908
Beverly Hills, CA 90212
Phone: (310) 275-3530
Fax: (310) 275-3528
www.acei-global.org (http://www.acei-global.org)

English Language Requirements

1. Applicants for whom English is not the primary language must:
   a. Attain a minimum score on the Test of English as a Foreign Language (TOEFL) of 550 (paper based), 213 (computer based) or 79-80 (Internet based) **– OR –**
   b. Attain a minimum score on the International English Language Testing System (IELTS) of 6.0 **– OR –**
   c. Attain a minimum score on the Cambridge English Language Assessment of 170 **– OR –**
   d. Successfully complete a college-level English Composition course with a grade of "C" or better from an accredited degree-granting institution**.**
2. TOEFL, IELTS, and Cambridge Exam scores must be sent directly to Embry-Riddle by the testing agency.
   For testing dates and locations, please use the contact information below:

   TOEFL Services - Worldwide Campus school code 2860
   Educational Testing Service
   P.O. Box 6151
   Princeton, NJ 08541-6151
   1-609-771-7100 (worldwide)
   1-877-0863-3546
   www.toefl.org

   IELTS International Services - Worldwide Campus school code 5190
   825 Colorado Boulevard, Suite 201
   Los Angeles, CA 90041 USA
   Telephone: 323-255-2771
   Email: **ielts@ieltsintl.org**
   www.ielts.org

   Cambridge English Language Assessment
   1 Hills Road
   Cambridge
   CB1 2EU
   United Kingdom
   Tel: +44 1223 553997
   Email: **helpdesk@cambridgeenglish.org**
   www.cambridgeenglish.org/helpdesk

Embry-Riddle Europe

International students interested in attending our Europe Campus (http://berlin.erau.edu) may contact:

Embry-Riddle Aeronautical University Europe
Kurfürstenstraße 56
10785 Berlin
GERMANY
Phone: +49 (0)30 53063549
Email: berlin@erau.edu

Embry-Riddle Asia

International students interested in attending our Asia Campus (http://asia.erau.edu) may contact:

Embry-Riddle Aeronautical University
Asia Campus
75 Bukit Timah Road
#02-01/02 Boon Siew Building
Singapore 229833
Phone: +65 6933 9580
Email: asia@erau.edu

F-1 Student Visas

F-1 Student Visas

For international students intending to study in the U.S. on an F-1 student visa, an official bank letter, loan letter, or scholarship letter must be provided with an affidavit of financial support. Upon acceptance for admission and receipt of financial documentation, the Worldwide Principal Designated School Official (PDSO) will issue the Certificate of Eligibility form (I-20) allowing the student to apply for an F-1 visa. A Designated School Official (DSO) is located at each approved location to assist an F-1 student in maintaining immigration status.

F-1 Visa Process

1. Apply to an F-1 approved location and program at Embry-Riddle Worldwide.
2. Submit documentation for admission as outlined in the current catalog (http://worldwide.erau.edu/degrees-programs/catalogs).
3. Receive admissions decision.
4. Sign the Form I-20 Certificate of Eligibility mailed to you by your International Student Counselor.
5. Submit the Form I-901 SEVIS fee at www.fmjfee.com (http://www.fmjfee.com). To obtain the I-901 receipt, you will need to pay the SEVIS Fee (I-901). This is a $200 fee that can be paid using one of three methods: Online with a credit card (http://www.ice.gov/sevis/i901/faq4.htm#credit_card), check or money order (http://www.ice.gov/sevis/i901/faq4.htm#_Toc81222058), or at a Western Union (http://www.ice.gov/sevis/i901/wu_instr.htm).
6. Contact the nearest U.S. Embassy or U.S. Consulate in your country of residence to apply for an F-1 visa: http://travel.state.gov.
7. Attend your visa interview. The consular officer determines your eligibility for issuance of the F-1 visa.
8. Purchase health insurance to cover you during the duration of your stay in the United States before you arrive.
9. Review your International Student Guide on how to maintain your F-1 status and study at Embry-Riddle Aeronautical University Worldwide.
10. Email the F-1 student agreement to the DSO or PDSO at wwintstc@erau.edu.
11. Secure housing and transportation prior to arriving in the United States.
12. Arrive at the U.S. Port of Entry within 30 days of the term start date.

The PDSO serves as point of contact for all international students with the processing of forms and documentation of status required by foreign governments, sponsors, the U.S. Government, and the University. For further information, contact an International Student Counselor in the Admissions Office toll free at (800) 522-6787 Option 2, or by email at wwintstc@erau.edu.

Department of Homeland Security/Student Exchange Visitor Program

This school is authorized under Federal law to enroll nonimmigrant alien students. The following campuses are approved to enroll students who have obtained an F-1 student visa:

Ft. Lauderdale, Florida (http://worldwide.erau.edu/locations/fort-lauderdale)

Houston, Texas (http://worldwide.erau.edu/locations/houston)

Los Angeles, California (http://worldwide.erau.edu/locations/los-angeles)

Miami, Florida (http://worldwide.erau.edu/locations/miami)

Oakland, California (http://worldwide.erau.edu/locations/oakland)

Oklahoma City, Oklahoma (http://worldwide.erau.edu/locations/oklahoma-city)

Orlando, Florida (http://worldwide.erau.edu/locations/orlando)

Phoenix-Mesa, Arizona (http://worldwide.erau.edu/locations/phoenix-mesa)

Phoenix-Sky Harbor, Arizona (http://worldwide.erau.edu/locations/phoenix-sky-harbor)

Portland, Oregon (http://worldwide.erau.edu/locations/portland)

San Diego, California (http://worldwide.erau.edu/locations/san-diego)

Seattle, Washington (http://worldwide.erau.edu/locations/seattle)

International Student Services

The Worldwide International Student Services Counselors serve as the central point of contact for issues concerning international students. The counselors provide services that include, but are not limited to, advising students on immigration regulations, as well as financial and personal matters.

The counselors also assist international students with the processing of forms and documentation of status required by foreign governments, sponsors, the U.S. government, and the University.

International students should contact the International Counselors toll free at (800) 522-6787 Option 2, or by email at wwintstc@erau.edu.

For additional information, visit the International Student Services website in ERNIE (https://ernie.erau.edu/Departments/international-student-services-worldwide/Pages/Default.aspx) under Departments > Worldwide > Student Resources.

Computer Requirements and Email

Computer Use

Each student must have access to a computer, and any course offered may require computer-based work. Students are also required to have access to a broadband Internet connection to access e-mail, online course materials, library databases, ERAU's Intranet, and the World Wide Web. Productivity software such as word processing and presentation software must be installed and certain courses may require access to spreadsheet or other software. It is the responsibility of each student to ensure his or her access to a computer with the required software.

Review the computer requirements (https://worldwide.erau.edu/-/media/files/Worldwide/computer-requirements-worldwide-courses.pdf) for Worldwide students and faculty.

ERAU Student Email Account

ERAU issues both an email and Embry-Riddle Network for Information Exchange (ERNIE) account to provide access to online services when an application for admission has been submitted. These accounts are made available to students via ERNIE at ernie.erau.edu. Please check your ERAU email frequently, as the University will use this account to send official notification on University matters after a student is admitted. Although the software used to send some of these communications automatically includes an "unsubscribe" link at the bottom of each message, do not unsubscribe since this will hinder the University's ability to provide you with important information.

The University does not provide support for forwarding email from the erau.edu domain to an external service provider (e.g. Gmail, Yahoo!, Outlook.com, etc.), however doing so is not explicitly prohibited by policy. Additionally, employees and students should be cognizant of the security implications associated with submitting or forwarding any sensitive messages via a third-party email service provider. The security of those third-party solutions cannot be assessed, as they are not within the University's administrative control. Students may review ERAU's Email Policy at: http://www.erau.edu/appm/section-7/7-9/index.index

Your ERAU email account will remain active for up to two years after your last ERAU course. If you have not registered for a course, your system access will be terminated one year from your date of admission or one year from your application date if you have not yet been admitted.

Financial Aid and Services

Embry-Riddle participates in a number of federal, state, and University-administered programs that help students and their families meet educational costs.

Embry-Riddle believes the primary responsibility for financing education lies with the student and the student's family. Therefore, the student should apply for financial aid early, save money, look for ways to reduce costs, and become aware of specific program requirements by reading all financial aid publications. Financial aid awards are meant to supplement what the student and family can contribute toward costs and rarely cover all educational expenses. All financial assistance will be limited to Embry-Riddle's established cost of attendance.

Eligibility and Application

Eligibility Requirements

To be considered eligible to apply for most financial programs students must verify your eligibility (https://worldwide.erau.edu/admissions/financial-aid/apply)):

1. Show you're qualified to obtain a college or career school education by
   - having a high school diploma or a recognized equivalent such as a General Educational Development (GED) certificate;
   - completing a high school education in a homeschool setting approved under state law (or—if state law does not require a homeschooled student to obtain a completion credential—completing a high school education in a homeschool setting that qualifies as an exemption from compulsory attendance requirements under state law);
2. Be a U.S. citizen or eligible noncitizen (https://studentaid.ed.gov/sa/eligibility/non-us-citizens). ***PLEASE NOTE:*** *The citizenship status you report on your Free Application for Federal Student Aid* (https://fafsa.ed.gov) *(FAFSA) must match with the Social Security Administration (SSA). If your citizenship does not match with the Social Security Administration you will be required to update your information with the SSA and/or provide original documentation in person to the Financial Aid Office before Federal Aid can be disbursed.*
3. Be accepted in a degree program (Associate's, Bachelor's, Master's or Doctorate).
4. Be enrolled or accepted for enrollment as at least a half-time student in a degree program.
5. Be making satisfactory academic progress (https://worldwide.erau.edu/admissions/financial-aid/academic-eligibility) toward a degree.
6. Be registered with Selective Service (https://www.sss.gov), if required to do so.
7. Not be in default on a loan or owe a repayment on a previous financial aid award received at any institution.
8. Certify that financial aid be used for educational purposes only.
9. Certify that if the student purposely gives false or misleading information, the student may be fined up to $20,000, sent to prison, or both.
10. If you are incarcerated, have a conviction (https://studentaid.ed.gov/sa/eligibility/criminal-convictions) for a drug offense, or are subject to an involuntary civil commitment after completing a period of incarceration for a sexual offense, your eligibility for federal student aid may be limited.

Additional information is available on the Federal Student Aid website. (https://studentaid.ed.gov/sa/eligibility)

The Application Process

After applying for admission to the University, students are encouraged to complete the Free Application for Federal Student Aid (FAFSA) on the web at www.fafsa.ed.gov (http://www.fafsa.ed.gov). The FAFSA must be completed each year. Students should renew their aid application each year through the Internet at www.fafsa.ed.gov (http://www.fafsa.ed.gov).

Academic Eligibility to Maintain Financial Aid Eligibility

In order to maintain Financial Aid eligibility, you must understand all polices pertaining to Federal Financial Aid. Please review the policies below to have a better understanding of the specific requirements to maintain financial aid eligibility.

Standards of Academic Progress

Federal regulations require Embry-Riddle to define minimum standards of satisfactory academic progress to determine your eligibility for financial aid. Embry-Riddle must set certain quantitative and qualitative standards to ensure you are progressing toward degree completion. If you do not meet the **Standards of Academic Progress**, you will not be able to receive financial aid.

- The qualitative standard is your grade point average (GPA).
- This requirement is explained in detail in the University catalog under the Academic Regulations and Procedures section.
- If you are suspended, dismissed, or not permitted to continue your enrollment, you will not be able to receive financial aid.
- There are two quantitative standards. First, you must successfully complete 67% of the courses you attempt. Grades A, B, C, D, and P are considered successfully completed. Second, the overall time it takes to complete your program is considered.
- You are allowed 150% of the length of your program to complete your degree. The maximum number of credits you could attempt depends on your degree program.
- These maximum credit hours may vary depending on your specific program. If you change degrees or are a transfer student, the maximum credit hours may be extended by the number of credit hours required to complete your degree.
- The standards are reviewed once each academic year and are updated at the end of your last term in the academic year. If you are failing the Standards of Academic Progress (http://worldwide.erau.edu/-/media/files/worldwide/financial-aid/standard-academic.pdf?la=en) and have questions please contact a Financial Aid Counselor toll free 866-567-7202.

Consequences of Withdrawal

Students who withdraw, receive an "F" for *non-attendance or *non-participation from **all** of their classes are subject to the **Return of Title IV Federal Financial Aid Programs Policy**. Please review the **Return of Title IV Funds Policy** as it contains important information for students who withdraw or *ceases to attend all registered classes with in a term and receive Financial Aid. The Embry-Riddle **Return of Title IV Funds Policy** and **Standards of Academic Progress,** in accordance with federal regulations, will determine the amount of financial aid funds to be returned.

Scholarship funds will be reversed in their entirety for any student that drops/withdrawals/audits a course associated with a Worldwide Scholarship. Any balance created from the reversal will be the student's responsibility.

***If a student ceases to attend ALL registered classes and/or ceases to participate in an academically related activity at any point during their Term of enrollment the faculty will use their discretion to assign an appropriate grade and supporting last date of attendance. For more

information please review **Student Services & Academic Affairs** policies and procedures.

Repeated Courses and Financial Aid Eligibility

Federal regulation limits the number of times a student may repeat a course and receive financial aid for that course.

- A student may receive financial aid when repeating a course that was previously failed, regardless of the number of times the course was attempted and failed. Also check your campus catalog for academic policies regarding course repeats.
- A student may receive aid for repeating a previously passed course as long it is the first repeat of the course.
- Once a student has completed any course twice with a passing grade, he/she is no longer eligible to receive aid for that course.
- If a student retakes a course that is not aid eligible, those credits will be excluded when calculating financial aid eligibility.
- Please understand that for federal aid eligibility, a passing grade is D or above. Academic requirements may differ.

Examples:

	1st Attempt	2nd Attempt/ first repeat	3rd Attempt/ second repeat	Is the class eligible for Financial Aid?
Course 1	F	D	Enrolled	Yes
Course 2	C	Enrolled	--	Yes
Course 3	D	C	Enrolled	No
Course 4	D	F	Enrolled	No
Course 5	W	F	Enrolled	Yes

Explanation of the Above Examples:

1. Yes-course is eligible. These credits are included in the financial aid enrollment because the student is allowed to repeat any failed or withdrawn course until a passing grade is received. Once a passing grade is received, financial aid can pay for the course again. If a grade of A, B, C, D, or F is made on the third attempt; the course will not count again in the calculation for financial aid enrollment.

2. Yes-course is eligible. These credits may be counted, even though it was previously passed, because it is the first time the class is being repeated.

3. No-course is not eligible. This course was previously passed and this is the third attempt. Two attempts is the maximum attempts these credits can count towards financial aid eligibility, because the course has been passed.

4. No-course is not eligible. The class credits are no longer considered for financial aid eligibility because it has been previously passed and this is the second time it is being repeated.

5. Yes-course is eligible. This course has never been passed so may still be counted towards financial aid eligible credits.

Financial Assistance: Grants, Loans, Scholarships

The major categories of financial assistance programs include grants, scholarships, and loans. Loans from federal or private lenders must be repaid; the interest rate, however, is usually low and the repayment period is extended. Grants and scholarships do not have to be repaid. Most of these programs are based on the student's financial need. For more information visit the Worldwide Financial Aid Website (http://worldwide.erau.edu/finance/financial-aid).

A complete description of financial aid assistance and optional financing programs are available to students and their parents. Types of financial assistance are detailed online in the Finance section at http://worldwide.erau.edu/finance/index.html. This includes information about eligibility criteria, application procedures, and deadline dates.

Grants

- Federal Pell Grant
- Florida Resident Access Grant
- Florida Bright Futures Scholarship Program
- Georgia Hope Scholarship, Zell Miller Scholarship and TEG (Tuition Equalization Grant)
- Kentucky Scholarships and Grants
- Ohio National Guard

Loans

- Federal Direct Loans
- Federal Direct Graduate Plus Loans
- Federal Parent Loan for Undergraduate Students
- Private Educational Loans

Scholarships

Embry-Riddle donor scholarships are funds that are generously donated to help students pay for their education. If you are selected for a scholarship it will be paid in the Fall and Spring semesters of the following academic year. Completing the application does not guarantee that you will receive a scholarship and you must reapply for these awards each year.

The scholarship award amounts vary, ranging from $500 to $5,000, and scholarship criteria also vary. Some scholarships are specific whereas others are more general although most scholarships require a FAFSA application (http://worldwide.erau.edu/finance/financial-aid/applying-for-aid). Completing a FAFSA application does not require you to use Federal aid.

Embry-Riddle Worldwide students are eligible for University Institutional Scholarship Opportunities. Students can apply during the months of January and May each year. The application will open in January and will remain open through 5 p.m. EST on August 31. Recipients are chosen by the Worldwide Scholarship Committee during the months of August and September and notifications will be sent via ERAU email by the end of September for the academic year.

Embry-Riddle Worldwide recognizes the investment students and their families make when choosing a private college so providing financial assistance to aid students who have demonstrated academic achievement is important. By offering scholarship opportunities ERAU Worldwide would like to alleviate some of that burden. Students must be admitted into a degree-seeking program of study to receive any Worldwide scholarship opportunities.

- Project Management
- External Scholarship Opportunities - not sponsored by Embry-Riddle.

Payments

Payments

Payment for tuition charges is due no later than the first day of the respective term. Payment for tuition charges is accepted in the following manner:

- Electronic Check/ACH debit
- Credit Card: MasterCard, Visa, Discover, and American Express
- Third-party Sponsorship
- Payment Plan
- A combination of any of the above payment methods is also acceptable

Third-Party Sponsorship

Students who have a third-party sponsor paying all or a portion of their University tuition charges must provide their campus or advisor sufficient proof of sponsorship prior to the first day of the respective term. Proof of sponsorship may include a military TA, VA documentation, or employer sponsorship documentation. Any portion not covered by a sponsor must also be paid in full by the student prior to the start of the term. All third-party invoices have a net 30 due date.

In the event a third-party sponsor denies payment or has not paid by the end of the term, the tuition balance becomes the responsibility of the student.

Payment Plan

Students who are requesting to defer payment have the option of signing up for a Tuition Payment Plan.

The plan offered requires a $20 set-up fee and one-third of the term's tuition at the time of enrollment. In 30 days, the next one-third payment will be automatically debited via the pay method the student chose at the time of enrollment. The final one-third payment will be automatically debited 30 days later.

Students may enroll in one payment plan at a time. In the event of a late payment, a fee of $25 will be assessed to the student account. Repeated occurrences of late payments will result in the revocation of the use of a payment plan for one year.

The Payment Plan agreement can be accessed online by logging into ERNIE (http://ernie.erau.edu); click on Campus Solutions (under tools) then Student Services tab and choosing Student Center. Once on the student home page, scroll down to Finances and select My Student Account.

The payment plan is intended for the deferment of the cost of tuition only. Payment for the cost of books, course materials, and shipping fees may not be deferred.

Delinquent Accounts

When a student's account is delinquent, registration for any subsequent semesters will be denied. A delinquent student account will result in suspension of all academic procession, and information on class performance, grades, and transcripts will be withheld.

If the delinquent status is not resolved, the University may place the account with a commercial collection agency for further collection and/or litigation action. The student is also subject to the costs of collection, which may be based on a percentage at a maximum of 33.3% of the debt, and all costs and expenses, including reasonable attorney's fees, we incur in such collection efforts.

Delinquent accounts may be reported to one or all three major credit bureaus.

Tuition and Fees

Payment in full or payment arrangements are required on or before the session start date of each month.

Detailed tuition rates are published on the web at http://worldwide.erau.edu/finance/index.html.

User Fees

Application fee (nonrefundable)	$50
Late registration fee	$25
Transcript fee (includes service charge)	$10
Graduation fee (nonrefundable)	$100
Duplicate diploma	$50
Previously earned diploma	$50

University Withdrawal/Refund Schedule

First week	100%*
After first week	0%*

* Unless specified by Memorandum Of Understanding (MOU), contract, or state regulations.

Students who withdraw from a course when the effective date of the withdrawal does not fall under a refund period are responsible for their tuition. Request for refunds due to circumstances clearly beyond the student's control, such as illness, required military service, etc., must be in writing and accompanied by appropriate documentation, such as a physician's statement, military orders, etc.

For nonmilitary students enrolled in Alaska, California, Georgia, Indiana, Kentucky, Maryland, Nevada, North Dakota, Oregon, and Tennessee, refund tables are available at local Worldwide locations or on the State Authorization and Compliance site (http://worldwide.erau.edu/locations/state-authorization).

PhD in Aviation Cancellation and Refund Policy

PhD in Aviation Cancellation and Refund Policy	
First Week	100%*
Second Week	75%*
Third Week	50%*
Fourth Week	25%*
After Fourth Week	0%*

* Unless specified by Memorandum of Understanding (MOU), contract, or state regulations.

PhD in Aviation course terms are offered three times per year and are 12-weeks in length.

Arizona Students Cancellation and Refund Policy

An applicant rejected by the school is entitled to a refund of all monies paid.

An applicant who provides written notice of cancellation within three days (excluding Saturday, Sunday, and federal and state holidays) of signing an enrollment agreement is entitled to a refund of all monies paid. No later than 30 days after receiving the notice of cancellation, the school shall provide the 100% refund.

An applicant requesting cancellation more than three days after signing an enrollment agreement and making an initial payment, but prior to entering the school, is entitled to a refund of all monies paid (minus an administrative or registration fee, not to exceed $200, if applicable).

Georgia Students Cancellation and Refund Policy

Refund Policy: If an institution's refund policy is more beneficial to Georgia students, the institution shall follow its refund policy and provide refunds of tuition to Georgia students as provided in that policy. Georgia refund policy states that the refund percentage shall be computed on a pro rata basis up to 50% attendance.

If a satisfactory resolution cannot be reached through the institution's refund policy, you may contact GNPEC for further assistance. To file a complaint with the state contact the Nonpublic Postsecondary Education Commission at http://gnpec.org/consumer-resources/gnpec-authorized-school-complainant-form/
-or-
Nonpublic Postsecondary Education Commission
2082 East Exchange Place, Suite 220
Tucker, GA 30084
Phone: 770-414-3300

Oklahoma Students Cancellation and Refund Policy

If a student receiving Veterans Administration (VA) funds withdraws from a course, a debt between the student and VA may be created as a result. VA funds remaining in the student's account after a drop, late drop or withdrawal will be returned to the VA. Any credit created by a student payment, Title IV funds, or non-tuition specific scholarship after the VA portion of the student's tuition has been deferred will be refunded to the student after the drop period.

Virginia Students Cancellation and Refund Policy

The minimum refund policy for a school that financially obligates the student for a quarter, semester, trimester or other period not exceeding 4 ½ calendar months shall be as follows:

- A student who withdraws during the add/drop period shall be entitled to 100% refund.
- A student who withdraws during the first ¼ (25%) of the period receive a 50% refund.
- A student who withdraws between ¼ (25%), but less than ½ (50%) of the period receive a 25% refund.
- A student who withdraws after completing ½ (50%) or more than ½ (50%) of the period is not entitled to a refund.

If a satisfactory resolution cannot be reached through the institution's refund policy, you may contact SCHEV for further assistance. Students will not be subject to adverse actions by any school officials as the result of initiating a complaint. To file a complaint with the state, contact the State Council of Higher Education in Virginia http://www.schev.edu/index/students-and-parents/resources/student-complaints .

Department of Education Withdrawal/Refunds Policy

Standards of Academic Progress for Federal Financial Aid Recipients

Federal regulations require ERAU to define minimum standards of satisfactory academic progress (SAP) to determine your eligibility for financial aid. ERAU must set certain standards to ensure you are progressing toward degree completion. If you do not meet the standards, you will not be able to receive financial aid.

How is SAP measured?
The following measurements will be reviewed to determine good standing for continued financial aid eligibility:
Qualitative: College level grade point (Cumulative GPA)
Quantitative (Pace): College credits completed and time frame needed to complete the degree

What are the standard requirements?
Qualitative:
- Undergraduate students: Minimum cumulative GPA of 2.0
- Graduate students: Minimum cumulative GPA of 3.0

Quantitative /Pace:
- College credits hours completed: required to complete 67% of total credit hours attempted.

How to calculate PACE
Cumulative number of credit hours student successfully completed
Cumulative number of credit hours student attempted

Application of Grades and Credit Hours
Credit hours attempted are all course credit hours for which you are enrolled as of the end of add/drop period.
For calculating credit hours, grades of "F" (failure), "I" (incomplete), "IP" (in progress), "W" (withdrawn), "WP" (withdrawn passing), "WF" (withdrawn failing), "U" (unsatisfactory), AU (audited), FX (ceased attendance) and repeated courses, are counted as hours attempted but not as credit hours completed.

For example, a sophomore that has attempted 60 credit hours and has satisfactorily completed 48 of those credit hours would have completed 80% of attempted credits hours.

- Time frame needed to complete the degree: You are not allowed to attempt more than 1.5 times, or 150%, of the number of hours in your degree program of study.

A sample of the maximum allowable attempted hours is noted below:

No. Credit Hours in Degree Program		150% of Degree Program Credit Hours		Maximum Allowable Attempted
120	x	1.5 (150%)	=	180 hours
129	x	1.5 (150%)	=	194 hours

These maximum credit hours may vary depending on your specific program.

Repeat Courses
For courses repeated during your program of study, both the original and repeated credit hour will be counted as attempted hours in rate of progress calculations.

Transfer Credit Hours/Change of Degree Program
Transfer credits that are accepted toward your educational program count as both attempted and completed credits.

Withdrawing from courses
Withdrawing from courses may impact your financial aid awards. Before withdrawing from class, you should contact the Financial Aid Office to determine the consequences.
Withdrawing from the university or dropping all courses in a term
Students who totally withdraw or drop all courses in a term, and receive aid may owe the university money. Before withdrawing from the university, you should contact the Financial Aid Office to determine the consequences

When are these standards reviewed?
The standards are reviewed once each academic year at the end of the spring semester. Email notifications will be sent to your ERAU email account, if you fail to meet the SAP standards.

What happens if I'm not meeting the standards?

Financial Aid Suspension
Students who fail to meet satisfactory academic progress are placed on financial aid suspension. You will not receive federal or institutional aid during this suspension.

Can I appeal my suspension?
You have the option to appeal the suspension. An appeal must be based on extenuating circumstances that seriously affected academic performance such as student or parent injury or illness, death of a relative or other special circumstances.

The Appeal Process
Contact the Financial Aid Office to begin processing an appeal. We will supply you with the appeal form and required steps. You will need to explain what type of circumstances contributed to the academic problem and what plans you have to eliminate those problems in the future. We realize that sharing personal information can be difficult. Be assured that your statement will remain confidential. An academic plan approved by an academic advisor may be required.

Financial Aid Probation
For students who are successful in their appeal, aid will be reinstated; however, placed on probation for one payment period/term. At the conclusion of the probation term, you must be meeting the school's SAP standard in order to qualify for further Federal Title IV Funding. If you are academically suspended, dismissed, or not permitted to continue your enrollment, you will not be eligible to receive financial aid.

Reinstatement

You may reestablish your eligibility for financial assistance by achieving the satisfactory academic progress standards. Keep in mind this will be at your own expense as you are ineligible for aid. Once you have earned the required grade point average or completed the required credit hours, you must contact Financial Aid to request the reinstatement of your financial aid eligibility

Do these standards apply to every financial aid program?
These standards are related directly to the Federal Financial Aid programs. However, state, institutional and private sources of aid have other standards that must be considered. Refer to your state web sites to review the specific criteria for each program. Contact the Financial Aid staff to determine the specific requirements of each type of aid that you receive.

Return of Federal Financial Aid Funds

Students who withdraw, receive an "F" for *non-attendance or *non-participation from all of their classes are subject to the Return of Title IV Federal Financial Aid Programs Policy.

*If a student ceases to attend ALL registered classes and/or ceases to participate in an academically related activity at any point during their Semester or Term of enrollment the faculty will use their discretion to assign an appropriate grade and supporting last date of attendance. For more information, please review your campus catalog for grading and academic policies.

How does ERAU determine the Return of Title IV Funds amount?

Students earn a percentage of their federal financial aid each day they are enrolled. When a student withdraws from all their courses or ceases attendance or non-participation in all courses in a semester/term, this percentage is calculated by the number of days attended divided by the number of days in the semester/term.

The amount of federal aid you received and your institutional charges will also be used to determine the amount of federal funds to be returned.

Students withdrawing beyond 60% of the semester/term will have 100% of Title IV programs funds earned.

Who is responsible for the Return of Funds?

Both the university and/or the student could be responsible for the return of funds. The financial responsibility is determined as part of the Return of Title IV funds calculations. If the university is responsible, the funds are returned to the appropriate program.

If the student is responsible, direct loans are returned according to the promissory note. If any portion of the return of funds is due to a grant program, the university will return the funds, on behalf of the student. In some cases, the student may have a balance owed to the university.

How will the money be returned?

The money will first be returned to the loan and/or grant programs that you received during the semester. ERAU must follow a specific order in returning the money. The order is:

1. Federal Unsubsidized Direct/Stafford Loan
2. Federal Subsidized Direct/Stafford Loan
3. Federal Parent PLUS Loan for Undergraduate Students
4. Federal Perkins Loan
5. Federal Pell Grant
6. Federal Supplemental Educational Opportunity Grant (SEOG)
7. Other Federal Programs

Is there anything else I should know if I withdraw from the university?

Yes, if you must withdraw from ERAU, you should contact your campus or online advisor who will guide you through the process.

In addition to the Return of Title IV Funds Policy, the Bursar's Office will apply an institutional Refund Policy as defined in the catalog, to determine if you are eligible for a tuition credit. For more information concerning the Institutional Refund Policy, contact the Bursar's Office.

***Circumstances may necessitate withdrawal from the University for a semester or term in which you are already registered. Withdrawal from all sites and locations impacts your financial aid differently depending on when the withdrawal is initiated and the type of financial aid you received. However, in all cases, your financial aid must be recalculated.

Student Services & Academic Affairs

Mission Statement

Our mission is to provide comprehensive student services that are coordinated and personalized for financial, academic, and career needs. These resources are geared toward addressing specific academic needs and contribute to the quality of each student's overall University experience. We strive for continuous improvement that extends through a culture of caring with the highest educational practices and professional standards. We are here to serve you.

Academic Advisement

A student's Academic Advisor is responsible for orientation and continued guidance, which includes advising students of University regulations and procedures. These regulations and procedures include:

- Discussing academic programs to help students understand what each offers
- Discussing possible credit transferability for incoming students
- Prior learning assessment
- Course prerequisite requirements
- Enrollment, textbooks, financial assistance, and payment requirements
- Class attendance
- General student support and services

A student's primary point of contact is the Campus Director at their Worldwide Campus home location (http://worldwide.erau.edu/locations/index.html?address=). For Online students not associated with a Worldwide Campus location, their primary contact is their Online Academic Advisor at the Online Campus (https://worldwide.erau.edu/online-learning/advisors).

Books, Library and Supplies

Textbook Purchase

Students may search for textbook information by term on the Worldwide Master Textbook & Materials List site. This list should be checked first when searching for course materials. Online, EagleVision Home, and certain classroom books may be purchased through the Worldwide Bookstore (http://www.bkstr.com/erauworldwidestore/home) site. The Worldwide Bookstore does not carry all materials for all courses at this time. Please consult your advisor, campus or the Worldwide Bookstore directly at supportb@erau.edu for any questions when ordering materials.

Identification Cards

Applying for a student identification card, known as the EAGLEcard, is done through your ERNIE (http://ernie.erau.edu) login under Student Services (https://webforms.erau.edu/private/eagle-card/eagle-card-application/daytona). These identification cards may be required to use the library facilities of other universities and might be used for student discounts wherever a student identification card is honored.

Hunt Library: Bringing the Library to You

The Hunt Library, located on the Daytona Beach Campus, is the library for all Worldwide students, faculty, and staff, regardless of location. The mission of the Hunt Library is to provide information resources and services to students, faculty, and staff in support of the University's commitment to excellence in teaching, learning, and research. The Hunt Library slogan, "Bringing the Library to You," defines our commitment to the Worldwide community.

The Hunt Library's website is huntlibrary.erau.edu.

The library offers 24/7 online access to EAGLEsearch (http://library.erau.edu/find/eaglesearch.html), which allows researchers to search much of Hunt Library's collection simultaneously, including the library's catalog, Voyager (http://voyager.db.erau.edu:7008/vwebv/searchAdvanced), and many of our subscription databases (http://guides.erau.edu/databases) (which include many full-text resources). Hunt Library users will find resources in a variety of formats: online journal articles, books and eBooks, government documents, conference proceedings, streaming videos, and more.

Research Help

The Hunt Library is the researcher's primary resource provider. Regardless of their location, members of Embry-Riddle's Worldwide community have check-out privileges, online help opportunities, and access to a web-based document delivery system.

Research Librarians are also available via telephone at 800-678-9428 or 386-226-7656, by chat (http://huntlibrary.erau.edu/Assets/huntlibrary/data/chat.html), by texting us at 386-968-8843, or by emailing us at library@erau.edu. Research Librarians will provide detailed advice on research strategies, referrals to relevant reference sources, assistance with literature searches, and help navigating the library's databases.

An overview of the Hunt Library's help features and tutorials is available from:
http://huntlibrary.erau.edu/help/.

How to Contact the Hunt Library

Phone: 800-678-9428 or 386-226-7656
Email: library@erau.edu
Text: 386-968-8843
Chat (http://huntlibrary.erau.edu/Assets/huntlibrary/data/chat.html)
Website (http://huntlibrary.erau.edu)

Embry-Riddle Asia Students

Students participating in academic programs offered through Embry-Riddle Asia may be subject to variations in academic program content or University regulations, as appropriate to individual locations.

Please consult the Executive Director, Enrollment & Campus Operations for any specifics regarding ERAU Asia.

Visit asia.erau.edu to learn more about the Embry-Riddle Asia Campus.

Student Responsibilities

All Embry-Riddle Aeronautical University students are responsible for knowing and abiding by the academic regulations and procedures required for continued attendance at the University.

Academic regulations and procedures are detailed in University publications. A student who requires clarification of any policy or regulation should seek help from his/her academic advisor at their local campus (local campuses can be found on the Worldwide Locations page (http://worldwide.erau.edu/locations)) or their advisor in the Online Campus (http://worldwide.erau.edu/online-learning/advisors).

University regulations will not be waived because a student is unaware of established policies and procedures. The University reserves the right to change curricula and academic regulations and procedures without notice or obligation.

Registration

Students are responsible for initializing enrollment each term by contacting their home location/campus. For contact information, find your location on the Worldwide Locations (http://worldwide.erau.edu/locations) page.

At all campus locations, students are allowed to register online if they meet the required criteria. Registration must be completed according to instructions published by the Office of Enrollment Management.

Payment in full or payment arrangements are required on or before the session date of each month. Students are not officially enrolled until they complete all phases of registration, including financial requirements.

Enrollment may be restricted by the Campus Director, the Vice Chancellor - Online Education, or the Office of the Registrar for reasons including, but not limited to, students on a conditional admission status, on an academic probationary status, or who have outstanding incompletes or a history of incompletes.

EAGLET Communication Lab

EAGLET (Electronic Access to Grammar, Language, and Essay Tutoring) is an online communication lab for Embry-Riddle students. It provides assistance with writing and presenting via two- to five-minute videos, infographics, and short articles. EAGLET covers all aspects of the writing process, from brainstorming through organizing and drafting, to editing and proofreading. It also contains advice on presentations including content, delivery, and design.

Access EAGLET in ERNIE (https://ernie.erau.edu).

Articulations & Educational Academic Agreements

Articulation and Educational Academic Agreements are two distinct types of cooperative agreements that facilitate the transfer of students from other institutions to Embry-Riddle Aeronautical University.

Articulation Agreements provide for formal evaluation and guaranteed acceptance of courses within specific degree programs from other institutions to ensure that their content and course objectives are equivalent to those at the University. The primary benefits of an Articulation Agreement for the student are guaranteed acceptance of courses completed at the other institution to satisfy specified degree requirements at the University, and locking students into curriculum requirements specified in the catalog at the time of enrollment. As long as the student has completed and signed the Articulation Agreement Enrollment Form, he/she is assured that the courses taken will apply, even though the curriculum may have undergone significant change before the student has transferred to the University (subject to matriculation and continuous enrollment requirements).

Educational Academic Agreements seek to link specific programs for transfer into the University, but without the same level of evaluation and guaranteed, program-specific, credit acceptance under a specific catalog year.

For more information regarding either of these types of curricular agreements, please contact the Worldwide Campus location (http://worldwide.erau.edu/locations/index.html?address=) that you plan to attend. For online students, contact the Vice Chancellor, Online Education.

Credit: Transfer, Military, Time Limits, and Advanced Standing

Unit of Credit

Semester credits are used throughout the University system.

Transferred quarter hours will be converted to semester credit hours on the following basis: A quarter hour equals two-thirds of a semester hour. Converted credit totals are not rounded to the nearest whole credit.

Release of Student Transcripts From Previous Institutions

Student transcripts from previous institutions that were provided for consideration become the property of ERAU. ERAU does not release copies of transcripts from other institutions that are part of a student's education record. A student must contact the originating school for a copy of any transcript.

Transferability of ERAU Credit to Other Institutions

The acceptance of transfer credit earned with ERAU by any other institution is solely at the discretion of the receiving institution.

Veterans Transfer Credit

Prior academic work and courses taken at other institutions by veteran students and/or eligible students receiving Veterans Education Benefits will be evaluated and credit granted as appropriate and reported to the U.S. Department of Veterans Affairs (VA) as required by law.

Transcribing Transfer and Advanced Standing Credit

Students are eligible for an Embry-Riddle transcript showing credit awarded from other sources toward their degree after they have matriculated.

Matriculation occurs when an applicant has been officially accepted for admission, has enrolled in an Embry-Riddle course within one year of the date of admission, and has maintained that enrollment beyond the drop period. If an applicant fails to maintain enrollment beyond the drop period, he/she will need to reapply for admission.

Continuing-student status is maintained through enrollment beyond the drop period in at least one course within a one-year period. If a student fails to maintain enrollment beyond the drop period, he/she will forfeit active-student status, will need to reapply for admission, and the matriculation process will begin again.

Courses previously taken with ERAU will not immediately matriculate a returning student.

Undergraduate Students:

Once admitted to the University as degree candidates, students are expected to complete all work to be applied toward their degrees with the University unless advance written authorization is granted.

After initial matriculation, students may not earn more than a total of 18 semester credit hours, or that equivalent, at other institutions. It is required that the last 30 credits of a bachelor's degree, or the last 15 credits of an associate degree, be completed in residence with ERAU.

Active-duty undergraduate military students may transfer more than 18 credits after matriculation and can complete academic residency requirements at any time, to include the last 15 credits of an associate degree and last 30 credits of a bachelor's degree.

When an undergraduate military student with a Servicemembers Opportunity Colleges (SOC) student agreement is unable to take a required course at Embry-Riddle Aeronautical University – Worldwide, they should follow the process as detailed in SOC Degree Network System-4 Handbook (http://www.soc.aascu.org/pubfiles/dphandbk/DNS-4_Handbook_Fall-2014.pdf) and/or the Guaranteed-Transfer Courses tool (http://www.soc.aascu.org/socdns/GrntdTransfCrs.html) to find a current course from another DNS member institution that is guaranteed to transfer to Embry-Riddle Worldwide.

If a course from another institution is listed in the transferability table in the current SOC DNS-4 Handbook as transferable for an Embry-Riddle Worldwide course, and which satisfies a degree requirement, then the student does not require prior approval before taking that course.

Students should submit transcripts upon completion of the course for credit application. If a course from another academic institution is not listed in the DNS-4 handbook as having guaranteed transferability, students are advised to take the course at Embry-Riddle Worldwide, if possible. If the course cannot be taken from Embry-Riddle, students should obtain prior approval from Embry-Riddle for a specific course that will satisfy the degree course requirement and transfer to Embry-Riddle Worldwide.

Embry-Riddle Aeronautical University limits academic residency to no more than 25 percent of the degree requirements for all undergraduate degrees for active-duty service members (no more than 30 percent for completely online delivery). Per state regulations, for undergrad degree completion, all Virginia Campus students are required to complete a minimum of 30% coursework at Embry-Riddle Aeronautical University in order to achieve residency.

Academic residency can be completed at any time while active-duty service members are enrolled. Reservists and National Guardsmen on active duty are covered in the same manner.

Students applying prior academic work toward their Embry-Riddle degree program requirements must submit appropriate documentation for such credit as part of the admission process.

Previous academic credit is evaluated on a course-by-course basis. Acceptable transfer work will be recorded on the Embry-Riddle transcript. Embry-Riddle does not accept life-experience credit as transferrable credits towards degree completion.

If courses are not applicable to the student's degree program at Embry-Riddle, they will be considered as electives in excess of minimum degree requirements. The level of credit (upper- or lower-division) is determined by evaluation of the course at Embry-Riddle.

It is the student's responsibility to have official transcripts sent to Embry-Riddle Aeronautical University. Transcripts that have been in the possession of a student are not considered official.

Transfer credit may be granted under the following conditions:

1. Appropriate coursework completed with a grade of A, B, C, pass, satisfactory (or equivalent) will be accepted.
2. Credits earned at institutions listed as degree-granting institutions in the Accredited Institutions of Postsecondary Education (AIPE) as recognized by the Council for Higher Education Accreditation (CHEA) will be considered for transfer credit. Undergraduate academic credit is generally accepted without regard to the date the course was completed. Embry-Riddle has sole discretion in determining which and how many transfer credit hours will be accepted toward degree requirements.

Consideration for transfer credit is available only to degree-seeking students. Certificate-only or non-degree-seeking students are not eligible for transfer credit. The only exception to this policy is for specific established corporate agreements. Transfer credit is not included in GPA/CGPA calculation for any purpose.

Embry-Riddle may, at its discretion, require an evaluation examination for any course submitted for transfer credit if there is doubt concerning the equivalency of the transfer course with a similar course offered at Embry-Riddle.

Embry-Riddle cannot guarantee that courses are transferable unless otherwise established by any contract or memorandum of understanding/agreement currently in effect. Courses are accepted at the discretion of the University.

The transfer student's records (transcripts, etc.) will be evaluated according to the rules and regulations as described in the catalog and in accordance with University policies in effect at the time of the student's admission to a degree program.

After evaluation, the student will be notified that an official evaluation has been completed, which details all applicable transfer credit that has been accepted by the University.

Advanced Standing Credit

Advanced standing credit for prior learning may be awarded for postsecondary education, work and/or training experience, or from programs completed before enrollment at Embry-Riddle. Embry-Riddle does not accept life-experience credit as transferrable credits towards degree completion.

It is the student's responsibility to ensure that all documentation of previous course work, military learning experiences, credit by examination, and all FAA certificates are submitted for evaluation, along with the formal application for admission as a degree-seeking student.

Just as official transcripts are required to transfer credit from one university to another, documentation of prior learning through professional training and experience must be official.

1. Embry-Riddle will accept the minimum scores recommended by the American Council on Education (ACE) on all exams offered by CLEP, DSST/DANTES, and Excelsior College Examinations-ECE (formerly REC or ACT-PEP) for the award of undergraduate academic credit. In addition, the amount of academic credit and the academic level (upper- or lower-level) designation recommended by ACE for a passing score on each of the exams will be accepted by the University. As per University policy, credit earned by examination (including CLEP, DSST/DANTES, etc.) must be completed prior to the time the student reaches the last 30 credits of a bachelor's degree, or the last 15 credits of an associate degree. The number of credits accepted via exam (including CLEP, DSST/DANTES, etc.) is limited by ERAU to 15 credit hours. Active-duty undergraduate military student exceptions are noted below. University issued challenge exams (not including CLEP, DSST/DANTES, etc.) were discontinued at ERAU-Worldwide as of June 30, 2013.
2. Embry-Riddle will generally follow the recommendations of ACE for courses listed in the National Guide to Educational Credit for Training Programs (http://www2.acenet.edu/credit/?fuseaction=browse.main) and the Guide to the Evaluation of Educational Experiences in the Armed Forces (http://www.acenet.edu/news-room/Pages/Military-Guide-Online.aspx).
3. Credit may be granted on the basis of certain FAA licenses with appropriate rating.
4. Advanced placement may be granted, based upon the existence of earned credit at a postsecondary institution that is determined by the University to demonstrate a higher level of competency than a particular English, math, or accounting course requirement. Under the advanced placement ruling, a course may be waived and considered for the purpose of student advisement to be "met"; however, the student must make up the credit deficit. The deficit may be made up in electives unless otherwise specified by the Department Chair. An advisement report will be maintained in the student information system.

Course Equivalency Exams

As per University policy, exams (including CLEP, DSST/DANTES, etc.) must be completed prior to the time the student reaches the last 30 credits of a bachelor's degree, or the last 15 credits of an associate degree.

Active-duty undergraduate military students may complete national exams (CLEP, DSST/DANTES, etc.) at any time while pursuing their undergraduate degree and are not restricted to applying exam credits within their last 15 credits for associate degrees or 30 credits for bachelor's degrees.

Graduate Students:

Credits earned at institutions listed as degree-granting institutions in the Accredited Institutions of Postsecondary Education (AIPE) as published by the Council for Higher Education Accreditation (CHEA) will be considered.

Credit may be received for certain graduate courses taken as non-degree graduate work or as part of another (completed or incomplete) Embry-Riddle graduate degree program. Only relevant coursework will be applied to an applicant's graduate degree program at Embry-Riddle. Transfer credit is not included in GPA/CGPA calculation for any purpose.

The content of the applicable course or other program will be used to determine the nature of the credit to be applied to the student's degree requirement. The appropriate department chair and program chair will make these determinations.

When transferring from one Embry-Riddle graduate program to another, this credit may include prior work on a Graduate Capstone Project (GCP). The combined total credit applied to an Embry-Riddle graduate degree for most programs is 12 credit hours.

Specifics regarding transferring from a completed Embry-Riddle master's program to the MBAA program are detailed in the Graduate Academic Programs (p. 86) section of the catalog.

Transfer credit will be granted only if the student demonstrates academic performance expected of a graduate student at Embry-Riddle, meaning that the course was completed with a "B" or better (3.0 on a 4.0 system). Credit for academic work used to satisfy the requirements of an ERAU undergraduate degree will not be accepted toward the requirements of a graduate degree, unless in a program designed to facilitate shared credit.

Seven Year Degree Completion Time Limit

Graduate students are expected to complete their ERAU program of study within seven years to assure course and program currency. All requirements for an Embry-Riddle master's degree must be completed within seven years from the date of initial course enrollment following admission to the University regardless of degree change, catalog change, or campus changes. If a student must reapply for admission, the seven years commences from the start date of the first course enrollment after the most recent admission to the University. A student who completes an ERAU master's degree and still maintains continuing student status may add another ERAU graduate degree program. The seven-year degree completion time limit for this student will begin with the start date of the first course enrollment after the add-a-program request date.

Exceptions to this policy are not permitted, other than those considered for military students readmitted under the provisions of the Higher Education Opportunity Act. The seven-year time limit will not be applied to advanced standing credit for academic work at eligible senior military service schools if the service member is on active duty when accepted for admission. The seven-year limit for such applicants commences on the date the service member separates from active military service.

Seven Year Graduate Course Currency

Prior graduate credit earned with ERAU, as well as any transfer credit, is permitted to satisfy program requirements only if courses were completed within the seven-year period immediately preceding the date the most recent application for admission is received at Worldwide Headquarters. Credit awarded on the initial evaluation after admission is generally applied to a new program or catalog curriculum version when students request a change of program/catalog, however, courses over seven years old at the time of the request are generally ineligible to satisfy degree programs requirements.

Validated Advanced Placement (VAP)

Graduate students who believe their knowledge and prior learning experience qualify them for master's level credit for a specific Embry-Riddle graduate course may submit the Petition for Award of Validated Advanced Placement (VAP).

To be eligible for an award of VAP credit, students must be admitted to an ERAU graduate degree completion program and have received the completed evaluation of previous credit. Students may petition for VAP credit only once, and this must be done within one year of the first term of enrollment.

The student must submit a VAP petition form, a detailed comparison of the training to the learning outcomes in the outline of the course(s) in question, and creditable supporting documentation to substantiate the petition, which is then retained by the University in the student's academic file.

ERAU chairpersons will review the petition and make the determination of credit.

There are eligibility maximums established for VAP credit awards. Credits awarded through the VAP process are generally minimal.

Contact the Office of the Registrar at worldwide.registrar@erau.edu or (866) 393-9046 to request additional information regarding the Validated Advanced Placement process.

Courses: Add/Drop, Load, Classification, Withdrawal, GPA

Course Load

Undergraduate Students: Due to compressed term length at the Worldwide Campus, six semester hours constitute the minimum load for full-time student status. Students carrying less than the minimum full-time load are classified as part-time students.

The maximum load for students is 12 hours per term. A student whose cumulative GPA is 3.00 or higher may enroll for an overload of three credit hours with advance approval from the Campus Director or Director of Undergraduate Advising for Worldwide Online students. Requests for overloads in excess of three credits must be approved by the College Dean or designee.

Graduate Students: The maximum course load for graduate students is nine credit hours per term. Three semester credit hours constitute a full-time load for courses of nine weeks or less; six semester credit hours constitute a full-time load in courses of 10-15 weeks. If a student demonstrates exceptional academic performance, a maximum of a one-course overload may be approved by the Campus Director or Director of Graduate Advising for Worldwide Online students.

A student's enrollment may be restricted when deemed in the best interest of the student.

Classification of Undergraduate Students

Students are classified at the end of each term based on the number of credit hours earned in accordance with the following schedule:

Freshman	fewer than 28 hours
Sophomore	28-57 hours
Junior	58-87 hours
Senior	88 hours or more

Repeating a Course

Undergraduate Students: With the exception of flight courses, which may be repeated only once, a student may attempt a course only three times, including the initial grade, and repeat grades. Students who fail to successfully complete a course on a third attempt are subject to suspension from the University.

In determining the Cumulative Grade Point Average (CGPA), the grade for a second course attempt replaces the first, and the grade for a third course attempt replaces the second. The grade(s) and credit hours for the third and any approved subsequent attempts will be used in calculating the CGPA.

All course attempts are recorded on the University transcript.

Graduate Students: A graduate student may repeat any University course without limit.

All course attempts are included in the computation of the Cumulative Grade Point Average (CGPA), with one exception. Graduate students may petition to repeat one course in which a grade of less than "B" was earned for the purpose of maintaining academic standards. Both grades earned are recorded on the University transcript, but, in this instance, only the replacement grade is included in the calculation of the grade point average.

Additional repeated coursework beyond that approved petition will not be used to revise the student CGPA.

All course attempts are recorded on the University transcript.

Dropping a Course

Students may drop a course with no notation of course enrollment on their transcripts or financial penalty during the drop period only. Due to the compressed term schedules at Worldwide locations, the drop period extends through the first week of each term. Tuition is not refunded after the conclusion of the drop period, unless required by state law or via an approved exception.

A late drop is defined as any drop after the completion of add/drop week and prior to the mid-point of the course, and is reviewed as an exception to policy. Students petitioning for a late drop from a course must provide a written petition along with third-party documentation explaining their extenuating circumstances, such as military assignment, medical emergency, etc. Each petition is considered individually; not all petitions are approved, nor all waivers granted.

Students are not permitted to drop a course while an academic integrity violation is pending.

Withdrawal from a Course (W) / Failure to Withdraw from a Course (FX)

The authorized withdrawal period extends to the middle of the term, unless otherwise established by any contract or memorandum of understanding/agreement currently in effect. Students may withdraw and receive a "W" grade up to the middle of the term. Tuition is not refunded for course withdrawals, as they occur after the conclusion of the drop period, unless required by state law or via an approved exception.

A late withdrawal is defined as any withdrawal after the mid-point of a course, and is reviewed as an exception to policy. Students petitioning for a late drop or withdrawal from a course must provide a written petition along with third-party documentation explaining their extenuating circumstances, such as military assignment, medical emergency, etc. Each petition is considered individually; not all petitions are approved, nor all waivers granted.

If a student fails to complete the formal withdrawal process during the allowed withdrawal period (after add/drop week concludes up to the course mid-point), a grade of "F" will be assigned for the course.

Students who do not participate in a course, but do not drop or withdraw from the course will be issued a grade of "FX" by their instructor, which designates failure due to non-attendance. Students who initially participate in a course, but who then cease to participate and do not withdraw from the course will be issued a grade of "FX" by their instructor, which designates failure due to non-attendance. Students are charged for courses in which they earn an "FX" grade, as they have not fulfilled their obligation to either complete the course, or complete the necessary steps to drop/withdraw from the course. "FX" grades are noted on the official transcript as "F" grades.

Students are not permitted to withdraw from a course while an academic integrity violation is pending.

Late Drop/Late Withdrawal Requests for Active Duty Military Students

Personnel covered under this section of the catalog are uniformed members of the U.S. Armed Forces who do not exercise a military withdrawal option through their military service, who are registered or enrolled in a class at Embry-Riddle Worldwide, and who must drop or withdraw from a class for reasons related to their military service.

Drop or withdrawal requests will be reviewed and if approved, will be processed based on the type of request and the information submitted.

The student submits the request for a late drop or late withdrawal **within 30 days of receiving notification of the deployment or the start of service related travel** which prevents continued enrollment in courses.

All requests will be reviewed on a case by case basis.

Auditing a Course (AU)

Academic credit is not granted toward degree requirements for audited courses.

Students may change their registration from audit to credit during the "add" period only. They may change from credit to audit until the last day of the withdrawal period.

When a student auditing a course fails to maintain satisfactory attendance, as determined by the instructor, a grade of "W" will be assigned.

All audited courses are added to courses taken for credit in determining the student's course load for a term.

Incomplete Grades (I)

Students who are unable to complete course requirements due to extenuating circumstances may complete and submit a written request to their instructor for an incomplete grade. An incomplete grade must be completed no later than 30 days after the end of the term in which the course was taken. An incomplete grade does not extend the end date of a course. A student working to complete an incomplete grade is not granted continuing enrollment status for the period of time given to complete the course.

The instructor may require a student to complete the course requirements earlier than 30 days following the end of the term.

If the student fails to complete the course and government tuition assistance (TA) funding was used, the government will determine if the funds expended must be repaid by the student. If Department of Veterans Affairs (VA) funds were used, similar restitution of Veterans Educational Benefits may have to be made to the VA if a course is not completed.

Students not completing their courses within the time limit will receive a failing grade (F) in the course.

Grade Point Averages (GPA, CGPA)

Undergraduate Students: A term grade point average (GPA) and cumulative grade point average (CGPA) are computed for each student after every term.

The GPA is calculated by dividing the number of grade points earned during the term by the number of credit hours attempted in that term. The CGPA is determined by dividing the total number of grade points by the total number of hours attempted at the University.

For undergraduate students, grade points and hours attempted are accrued in courses graded A, B, C, D, F and WF.

Graduate Students: A term grade point average (GPA) and cumulative grade point average (CGPA) are computed for each student after every term.

The GPA is calculated by dividing the number of grade points earned during the term by the number of credit hours attempted in that term. The

CGPA is determined by dividing the total number of grade points by the total number of hours attempted at the University.

For graduate students, grade points and hours attempted are accrued in courses graded A, B, C, F, and WF. For graduate students, the following grades are issued by the graduate faculty: A, B, C, F, and Incomplete.

The GPA is computed each semester on the 4-point scale: A = 4.00, B = 3.00, etc. The Graduate Capstone Course is given a letter grade and is calculated into the GPA.

A graduate student must maintain a 3.00 GPA to graduate.

Dean's List, Honor Roll, Warning, Probation, Suspension, and Dismissal

Dean's List and Honor Roll

For Undergraduate Students: Any full-time student who demonstrates academic excellence is recognized by being named to the Dean's List or Honor Roll and is notified in writing by the Office of the Registrar, via ERAU email.

Students who are enrolled at a full-time status and earn a GPA of 3.500-4.00 for a term and maintain a minimum 2.0 cumulative GPA will be named to the Dean's List. Students who are enrolled at a full-time status and earn a GPA of 3.200-3.499 for a term and maintain a minimum 2.0 cumulative GPA will be named to the Honor Roll.

Academic Warning, Probation, Undergraduate Suspension, and Graduate Dismissal

Undergraduate Students:

Warning: A Worldwide Campus student whose cumulative GPA falls between 1.00-1.99 for a term will be placed on academic warning. Any student whose term GPA falls below 2.00 may be placed on warning.

Probation: A student on academic warning whose cumulative GPA remains between 1.00-1.99 for an additional term will be placed on academic probation. Any student whose term GPA falls below 1.00 may be placed on probation.

Suspension: A student on academic probation whose cumulative GPA remains between 1.00-1.99 for an additional term will be suspended from the University. Any student whose cumulative or term GPA falls below 1.00 may be suspended from the University.

When a change of grade or the conversion of the grade "I" changes a student's academic status, the previous academic status of warning, probation, or suspension is removed and does not become part of the student's permanent record.

All ERAU coursework taken at the undergraduate level applies to a student's CGPA, whether applicable to the current degree plan or not.

For students who have been academically suspended from the University, a written petition for readmission detailing the existence of any exceptional mitigating circumstances must accompany the application for readmission and fees. Suspended students are eligible to reapply for admission **after** completing a minimum of 15 semester hours of academic credit with a CGPA of 2.500 on a 4.00 scale or higher from an accredited degree-granting institution. A suspended student who wishes to be readmitted to another ERAU campus should apply for readmission to that campus through its Office of the Registrar or the equivalent office. Unless readmitted to the University, suspended students will not be permitted to take any further courses with the University. Questions regarding undergraduate suspension procedure should be directed to the Office of the Registrar, at worldwide.registrar@erau.edu

Undergraduate students returning to the University on conditional-admission status who are placed on warning, probation, or suspension should speak with their academic advisor, who will work with the Office of the Registrar if status adjustments are necessary. A student on conditional-admission status who fails to satisfy the conditions of his/her admission may be suspended.

Undergraduate students on conditional-admission status should refer to the Undergraduate Conditional Admission section (p. 13) of the catalog for further information.

Graduate Students:

Warning: Students whose cumulative grade point average (CGPA) falls below 3.00 are placed on academic warning. Students with a term GPA below 3.0 may be placed on academic warning. Students on academic warning must raise their cumulative grade point average (CGPA) to 3.00 within the next term of graduate work.

Dismissal: Students will be dismissed from their graduate program whenever any of the following conditions occur:

1. Student is on conditional status and fails to satisfy the conditions of his/her admission.
2. Student earns less than a "B" in three graduate courses.
3. Student earns an "F" in any two graduate courses.
4. Student is on academic warning and fails to earn a 3.00 CGPA within the next term of graduate work.
5. Student earns less than a 2.500 CGPA.
6. Student whose term GPA falls below 1.00.

All ERAU coursework taken at the graduate level applies to a student's CGPA, whether applicable to the current degree plan or not.

Students may appeal their academic dismissal from the University by submitting a petition in writing detailing the existence of any exceptional mitigating circumstances to the Office of the Registrar within 30 days of receipt of the dismissal notice. A dismissed student who wishes to be readmitted to another ERAU campus should apply for readmission to that campus through its Office of the Registrar or the equivalent office. Unless readmitted to the University, dismissed students will not be permitted to take any further courses with the University. Questions regarding graduate dismissal procedure should be directed to the Office of the Registrar, at worldwide.registrar@erau.edu

Graduate students hoping to return to the University on conditional-admission status who are on warning or dismissal should speak with their academic advisor, who will work with the Office of the Registrar if status adjustments are necessary. A student on conditional-admission status who fails to satisfy the conditions of his/her admission may be dismissed.

Graduate students on conditional-admission status should refer to the Graduate Conditional Admission section (p. 14) of the catalog for further information.

Suspension and Dismissal for Cause

The University reserves the right to suspend or dismiss a student at any time and without further reason if the student exhibits the following undesirable conduct:

1. Actions that pose a risk to the health, safety, or property of members of the University community, including, but not limited to, other students, faculty, staff, administrative officers, or the student himself/herself.
2. Conduct that disrupts the educational process of the University.
3. Any other just cause.

Academic Integrity

Embry-Riddle is committed to maintaining and upholding intellectual integrity.

All students, faculty, and staff have obligations to prevent violations of academic integrity and take corrective action when they occur. The adjudication process will involve imposing sanctions that may include, but are not limited to, a failing grade on the assignment, a failing grade in a

course, suspension, or dismissal from the University, upon students who commit the following academic violations:

1. **Plagiarism:** Presenting the ideas, words, or products of another as one's own. Plagiarism includes use of any source to complete academic assignments without proper acknowledgement of the source. Reuse or resubmission of a student's own coursework, if previously used or submitted in another course, is considered self-plagiarism and is also not allowed under University policy.
2. **Cheating:** A broad term that includes, but is not limited to, the following:
   a. Giving or receiving help from unauthorized persons or materials during examinations.
   b. The unauthorized communication of examination questions prior to, during, or following administration of the examination.
   c. Collaboration on examinations or assignments expected to be, or presented as, individual work.
   d. Fraud and deceit that include knowingly furnishing false or misleading information or failing to furnish appropriate information when requested, such as when applying for admission to the University.

Review the ERAU Worldwide Campus Honor Code. (https://ernie.erau.edu/Departments/student-affairs-worldwide/Documents/ERAU-Worldwide-Campus-Honor-Code.pdf)

Transfer or Change in Degree Program

Change of Degree Program

Students may apply to change their degree program if they meet academic qualifications.

When a student elects to change a program or minor, the requirements of the catalog in effect at the time the request was initiated apply. When a student elects to change a specialization/concentration or undergraduate level (AS to BS or BS to AS) within a degree program, the catalog year remains the same.

Students considering such changes should contact the Campus Director at their campus location (campuses can be found on the Worldwide Locations (http://worldwide.erau.edu/locations) page), or for online students, Online Advising (http://worldwide.erau.edu/online-learning/advisors), to determine how they will be affected.

Transfer Between Graduate Degree Programs

Only relevant coursework will be applied to an applicant's graduate degree program at Embry-Riddle. The content of the applicable course or other program will be used to determine the nature of the credit to be applied to the student's degree requirement. The appropriate department chair and program chair will make these determinations.

When transferring from one Embry-Riddle graduate program to another, this credit may include prior work on a Graduate Capstone Project (GCP). The combined total credit applied to an Embry-Riddle graduate degree for most programs is 12 credit hours.

Specifics regarding transferring from a completed Embry-Riddle master's program to the MBAA program are detailed on the Graduate Academic Programs (p. 86) page.

Earning Multiple Degrees and Minors

Two Degrees of the Same Rank

To earn a second baccalaureate degree, students must complete a minimum of 30 non-duplicating, degree applicable credit hours of course work over and above that required for the declared primary degree. At least 60 credit hours must be completed in residence at the University, and at least 20 of the 30 additional credit hours must be courses at the 300-400 level.

To earn a second associate degree, students must complete a minimum of 15 non-duplicating, degree applicable credit hours of course work over and above that required for the primary degree. At least 30 credit hours must be completed in residence.

Students may not simultaneously pursue degrees of different levels (such as a bachelor's and master's) at ERAU Worldwide.

Declaration of a Concurrent Second Undergraduate Degree or Minor

Students must declare their intention to seek an associate's degree concurrently with a bachelor's degree as early as possible, preferably at the time of admission.

Students may declare their intention to seek an associate's degree later in their baccalaureate studies with ERAU, but not after the date on which their application for graduation in the bachelor's degree program is received by the Office of the Registrar.

For university policy regarding earning a second degree at the same academic level, please refer to the catalog section titled: "Two Degrees of the Same Rank".

Students must declare their intention to seek their minor(s) as early as possible, preferably at the time of admission.

Students may declare their intention to seek a minor later in their academic career with ERAU, but not after the date on which their application for graduation is received by the Office of the Registrar.

The student is subject to the requirements of a second degree track or minor as stated in the catalog in effect at the time the request is made. Students must complete each degree or minor with a 2.0 GPA or higher.

Both degree programs will be reflected on the student transcript, and each will generate an individual diploma. A minor is reflected on the student transcript but is not noted on the diploma.

At least six hours in each minor must be completed with ERAU courses. Of the six hours completed at ERAU, three hours must be from an upper-level course.

Students may request a substitution of one course for another in the minor, however; the maximum number of course substitutions allowed in minors is two, regardless of the number of minors pursued.

When a student is pursuing multiple minors and the same course is required in both or all, the course may apply to all, and the student does not have to make up additional hours for the shared course.

Additional Graduate Degrees

A graduate student is allowed to apply up to 12 applicable credit hours from one graduate degree program to meet the requirements of another graduate degree program. In order to pursue a second graduate degree, the student must satisfy all the requirements of the first degree sought.

Specifics regarding transferring from a completed Embry-Riddle master's program to the MBAA program are detailed in the MBAA degree program (p. 86).

Matriculation, Continuous Student Status, Catalog Applicability

Matriculation

Matriculation is the process by which an applicant becomes an Embry-Riddle student. This occurs when an applicant has been officially accepted for admission, has enrolled in an Embry-Riddle course within one year of the date of admission, and has maintained that enrollment beyond the drop period.

If an applicant fails to maintain enrollment beyond the drop period within that year, he/she will need to reapply for admission. Students are eligible

for an Embry-Riddle transcript showing credit awarded from other sources toward their degree after they have matriculated.

Continuous Student Status

Continuous student status is maintained through enrollment beyond the drop period in at least one course within a one-year period. If a student fails to maintain enrollment beyond the drop period, he/she will forfeit active-student status, will need to reapply for admission, and the matriculation process will begin again. Courses previously taken with ERAU will not immediately matriculate a returning student.

Students remain in continuous student status unless they:

1. Enroll at another institution without advance written approval. Once admitted to Embry-Riddle as degree candidates, students are expected to complete all work with the University unless advance written authorization is granted. If applicants fail to disclose on their applications for admission that they are currently attending another school, or if they decide to take courses outside of Embry-Riddle after they have applied and been admitted, that credit won't be considered for transfer unless they have obtained prior written authorization from Embry-Riddle.
2. Fail to enroll and maintain enrollment beyond the add/drop period, in at least one course at Embry-Riddle in any one-year period from the end date of last course.
3. Have been suspended or dismissed from the University.
4. Have completed an Embry-Riddle bachelor's, master's, or Ph.D. degree. Students who pursue an additional degree of the same rank (undergraduate/graduate) may be permitted to do so without reapplying.
5. Are graduate students who do not complete the degree requirements of a graduate program within seven years from the date of initial course enrollment or seven years from the start date of first course enrollment after readmission.

Students failing to maintain continuous enrollment for any reason are required to reapply for admission under the catalog in effect at the time of their readmission. An exception to this policy may apply to active duty servicemembers. These exceptions will be considered on a case-by-case basis.

Continuous Student Status For Active Duty Military Students

Active-duty military students must maintain continuous student status as detailed above; however, active duty undergraduate military students may also maintain continuous student status by submitting National Exam results, or transcripts within a one-year period showing that the student has done one of the following to maintain continuous student status:

1. Enrolled in a course at a Degree Network System-4 member school that can be applied toward degree completion
2. Passed a nationally recognized exam (ie. CLEP, DSST/DANTES) that can be applied toward degree completion
3. Completed any non-traditional education (military course or updated occupational skill as listed on the service transcript and reviewed by the American Council on Education) that can be applied toward degree completion
4. Completed a course at another institution to be used toward an ERAU degree after receiving prior written approval

*Active duty military students may complete a waiver to establish continuous student status.

Catalog Applicability

The academic provisions of the catalog in effect at the time of a student's initial academic evaluation remain applicable as long as the student remains in the original degree program, major, or area of concentration and maintains continuous enrollment status. Revisions to university policies, rules, and regulations are in immediate effect for all students with the publication or revision of each new catalog.

Students enrolled through an active-duty military degree completion program or Servicemembers Opportunity Colleges are under the catalog upon which the applicant's evaluation and letter of acceptance were based.

If a student does not maintain continuous enrollment at the University, the student must apply for readmission. The provisions of the catalog in effect at the time of readmission then become applicable to the student.

Course prerequisites are catalog-year specific from the implementation date forward.

Curricular requirements stated in the applicable catalog will not be affected by subsequently published addenda to that catalog or by later catalogs unless the student elects to graduate under the provisions of a later catalog. Students electing to graduate under the provisions of a later catalog must meet all requirements (admission, transfer, graduation, etc.) contained in that catalog.

Transcript Requests

Embry-Riddle transcripts are provided through the Credentials Solutions TranscriptsPlus® service.

- Current students may request an official transcript via the ERAU Online Student Services Portal at ERNIE (http://catalog.erau.eduHTTP://ernie.erau.edu). To access portal services, a student will need a current username and password. As logging into ERNIE satisfies federal requirements for establishing identity, students may then complete the Credentials Solutions TranscriptsPlus® online request form; there is no need to submit an additional signed request. Unofficial transcripts are available to current students only and may be obtained directly through ERNIE at no cost.
- Prior students and alumni may request an official transcript by visiting the Credentials Solutions TranscriptsPlus® website (https://www.credentials-inc.com/CGI-BIN/DVCGITP5.pgm?ALUMTRO666089) and completing the consent form that will allow its release. The consent form must be completed only the first time the service is used; it will be maintained by TranscriptsPlus® for future requests. Unofficial transcripts are not available to prior students and alumni who no longer have a current username and password for ERNIE.

Transcripts are available for delivery either in traditional paper form or electronically. The format must be selected by the student during the ordering process.

There is a fee for either official paper or electronic transcripts. The fee is the same regardless of the format in which the transcript is issued.

The Office of the Registrar does not provide unofficial transcripts. Electronic transcripts may be obtained through the TranscriptsPlus® service only. Transcripts are not available via fax.

Skills Assessments

The purpose of the English and Mathematics Skills Assessments is to ensure that students are initially enrolled in English and Mathematics courses where they can successfully learn required concepts while simultaneously preparing for subsequent courses.

There is no pass or fail on these assessments, only proper placement in the appropriate English or Mathematics course. Additionally, completion of a skills assessment does not guarantee admission to the university. To be admitted, students must meet the full terms of admission which include submitting all required documentation needed to render an official decision.

ERAU Worldwide English and Mathematics Skills Assessment policies are as follows:

All undergraduate students seeking to register for Worldwide courses starting with any of the following prefixes will need to complete the indicated skills assessment prior to registering for those courses. Placement exams may be taken one time only; there will be no opportunity to retake an examination after the first time it is completed and scored.

- ENGL courses require the English Skills Assessment.
- ENGR and ESCI courses require both the English Skills Assessment and the Mathematics Skills Assessment.
- PHYS 150/160/250/253 (Engineering Physics) and MATH courses require the Mathematics Skills Assessment.

English

After completing the English Skills Assessment, the course(s) for which a student should register will be displayed in their Campus Solutions Student Center To-Do list.

1. For students who do not possess transfer credit equivalent to ENGL 106 or more advanced ENGL courses, the following placement criteria apply:
   a. Students who score 70% or above on the Skills Assessment may enroll in ENGL 123.
   b. Students who score at least 50% but less than 70% on the Skills Assessment must take ENGL 106.
   c. Students who score less than 50% on the Skills Assessment must take both GNED 104 and ENGL 106.
2. Students who possess transfer credit equivalent to ENGL 106 or above and score less than 70% on the Skills Assessment *should* take ENGL 106. Likewise, students who score less than 50% on the Skills Assessment *should* take both GNED 104 and ENGL 106.
3. ENGL 106 cannot be used to satisfy General Education Communication Theory and Skills requirements.

Mathematics

After completing the Mathematics Skills Assessment, the course(s) for which a student should register will be displayed in their Campus Solutions Student Center To-Do list.

1. Students who do not possess transfer credit equivalent to GNED 103 (p. 29), MATH 106 (p. 29) or more advanced MATH courses are required to complete the recommended courses listed in the Student Center To-Do list.
   a. The Mathematics Skills Assessment consists of four blocks of questions covering algebra and trigonometry. Students will be presented with three of the four based on the proportion of correct responses to the first block.
   b. Course recommendations combine the results of the assessment with the student's degree program listed in Campus Solutions at the time of the assessment.
2. Students who place into GNED 103 (p. 29), MATH 106 (p. 29) or above and yet possess transfer credit equivalent to GNED 103 (p. 29), MATH 106 (p. 29) or above *should* take the recommended course(s) listed in the Student Center To-Do list.
3. MATH 106 (p. 29) cannot be used to satisfy General Education Mathematics requirements.

Privacy of Student Records (FERPA)

The University respects the rights and privacy of students in accordance with the Family Educational Rights and Privacy Act (FERPA). The University may disclose certain items of directory information without the consent of the student, unless the student submits a written non-disclosure request, verified by University personnel or a notary.

Students are required to file requests for non-disclosure with the Office of the Registrar. Non-disclosure requests remain in place permanently, unless the office is notified otherwise. Students may grant online access to select individuals via the student information system; requests to grant online access cannot be processed by the Office of the Registrar.

Directory information consists of:

- Student name
- Permanent or local mailing addresses and telephone numbers*
- ERAU e-mail or box address
- Non-ERAU email addresses or account information*
- Date of birth*
- Major courses of study and areas of specialization
- Dates admitted, attended, and graduated
- Enrollment and class status
- Campus, school, or college attended
- Degrees sought or earned, and dates received or anticipated
- Awards, honors, and special programs or recognitions
- Most recent previous school attended
- For student-athletes and scholarship recipients, the ERAU ID and photograph
- Information from public sources

* Though directory information may be released without student consent, information of this nature is only released for compelling reasons.

The University shall obtain written consent from students before disclosing any personally identifiable information from their education records with the exception of the directory information.

The receipt of a written request to release an education record electronically satisfies this requirement. Such written consent must specify:

1. The records to be released
2. The purpose of the disclosure
3. Identify the party or class of parties to whom disclosure may be made and their address
4. Do not designate a recipient fax number for requests, including academic transcripts; transcripts are not available via fax. If urgency exists, students are advised to request the delivery of an electronic transcript, via the Scrip-Safe® Transcripts on Demand™ (TOD) (http://iwantmytranscript.com) service
5. Must be signed and dated by the student or former student

An institution may release personally identifiable information from a student's educational record without the student's written consent as required under federal law if the disclosure meets one or more of the conditions as defined under the *Exceptions to Written Consent Requirement (*§99.31).

The law authorizes students and former students the right to inspect and review information contained in their education records.

Students can submit written requests to the Office of the Registrar. Once a request is received, The Office of the Registrar is required to make the records available for inspection and review within 45 days.

FERPA allows disclosure of educational records or components thereof under certain conditions. Students desiring additional information regarding FERPA may review the ERAU Worldwide FERPA Notification in ERNIE (http://ernie.erau.edu) or contact the Registrar's Office (worldwide.registrar@erau.edu).

Grades

Grading System

Undergraduate indicators below are used on grade reports and transcripts.

Letter Grade	Student Performance	Grade Points Per Credit Hour
A	Superior	4
B	Above Average	3
C	Average	2
D	Below Average	1
F	Failure	0
FX	Failure due to non-attendance (notated on official transcript as “F” grade)	0
WF	Withdrawal from the University Failing	0
W	Withdrawal from a course	N/A
AU	Audit	N/A
I	Passing but incomplete	N/A
P	Passing grade (credit)	N/A
S	Satisfactory (noncredit)	N/A
T	Transfer credit	N/A
N	No grade submitted by instructor/No grade required	N/A
X	Credit by means other than course equivalency exam	N/A
XP	Credit by course equivalency exam	N/A

Graduate indicators below are used on grade reports and transcripts.

Letter Grade	Student Performance	Grade Points Per Credit Hour
A	Excellent	4
B	Satisfactory	3
C	Passing	2
F	Failure	0
FX	Failure due to non-attendance (notated on official transcript as “F” grade)	0
WF	Withdrawal from the University Failing	0
W	Withdrawal from a course	N/A
AU	Audit	N/A
I	Passing but incomplete	N/A
N	No grade submitted by instructor/No grade required	N/A
P	Passing grade (credit)	N/A
IP	In Progress	N/A
S	Satisfactory (noncredit)	N/A
T	Transfer credit	N/A

Grades

Final grades are issued at the end of each term. Students can access their grades immediately after they are posted by the faculty, via ERAU Online Services (Log in to ERNIE (http://ernie.erau.edu), click on the Student Services tab in the upper right, then click on the Campus Solutions Student Center under Academics.)

The University is prohibited by federal law (FERPA) from releasing grade information without the express written authorization of the student. Students may grant online auxiliary access to any designated individuals via the student information system.

Grade Appeals

Students who wish to appeal the final course grade must first communicate with the instructor to discuss and attempt to resolve the issue. The meeting must be arranged as soon as possible after final course grades have been issued.

The grounds for appeal may include suspected mathematical errors in computing the final grade or interpretation of the weighing of course performance elements. Except for the most unusual of circumstances, appeals challenging the academic judgment of the faculty are not acceptable.

If the dispute cannot be resolved within 30 days between the student and instructor, the student may initiate a written appeal to the Campus Director for students taking courses at Worldwide campuses, or the Executive Director of Online Learning for online students. The Campus Director will then follow applicable University policy to render a final decision.

Graduation

Graduation Requirements

Undergraduate students are required to complete at least 25% of semester credit hours through ERAU instruction to achieve residency. Per state regulations, for undergrad degree completion, all Virginia Campus students are required to complete a minimum of 30% coursework at Embry-Riddle Aeronautical University in order to achieve residency. Students pursuing any undergraduate degree must earn a minimum cumulative grade point average (CGPA) of 2.00 for all courses completed at the undergraduate level at the University.

Graduate students are required to complete all graduate course work with Embry-Riddle with a maximum of 12 credit hours of transfer work permitted for most programs. Students pursuing any graduate degree must earn a minimum cumulative grade point average (CGPA) of 3.00 for all courses completed at the graduate level at the University.

All students must complete the general graduation requirements as prescribed by the University, as well as all degree requirements specified in the degree program being pursued. Graduation requirements are not subject to petition or waiver.

Students must initiate an application for graduation online by accessing Campus Solutions and selecting “Apply for Graduation” from the drop down area under Academics. A qualified student will not be graduated by ERAU until a graduation application has been received and processed by the University, and the graduation fee has been remitted. Undergraduate students must be within 12 credit hours of program completion before submitting a graduation application; masters students must be within 6 credit hours of program completion before submitting a graduation application. Graduation applications are canceled after one year if all program requirements are not met. Graduation application fees are non-refundable.

Graduation Honors

Undergraduate Students:

Graduation honors status recognizes students who have demonstrated excellent performance throughout their academic careers. Statuses are only awarded to students who complete bachelor’s degree programs. In order to be eligible, the student must have completed at least 45 credit hours in residence at ERAU. The level of graduation honors will be based on the cumulative grade point average for all undergraduate courses taken at Embry-Riddle at the time the degree is conferred. The honors level will appear on the student’s diploma and academic transcript with the degree information.

Graduation honors (baccalaureate only) will be awarded in accordance with the following criteria:

Honors Level	CGPA
Summa cum laude	3.900-4.000
Magna cum laude	3.700-3.899
Cum laude	3.500-3.699

Graduate Students:

Graduate students are recognized through inclusion of the notation “With Distinction” on diplomas and transcripts. To be eligible, students must

have completed their graduate studies with a CGPA of 4.0, based on grades received in **all** ERAU graduate coursework.

Diplomas

Diplomas are issued upon successful fulfillment of all academic and financial requirements. Diplomas will be mailed to the student at the address specified on the graduation application. Diplomas will not be forwarded if the address is incorrect but will be returned to the Office of the Registrar.

Diplomas are mailed weekly from the Office of the Registrar, and are not distributed at the graduation ceremony.

Graduation Ceremony

Any eligible student may participate in the Worldwide graduation ceremony held annually in Daytona Beach, FL.

Eligible students may also choose to attend the formal graduation ceremony held at the residential campus in Prescott, AZ. Additionally, select Worldwide campuses conduct regional graduation ceremonies. Ask your Campus Director about the graduation ceremony nearest you. Worldwide students are not permitted to participate in the Daytona Beach residential campus student ceremony.

Undergraduate students must be within 12 credit hours of degree completion to participate. Graduate students must be degree complete to participate. Any applicable honors status will not be awarded or recognized in a program or ceremony unless the candidate is degree complete. Students who petition to participate in a graduation ceremony prior to degree completion are not permitted to wear honor cords/ distinction medallions, regardless of their in-progress GPA. Honor cords/ distinction medallions are awarded to graduation ceremony participants at the time of the ceremony.

The cost of regalia for any Worldwide student who attends a Worldwide graduation ceremony in Daytona Beach, Prescott, or at a recognized regional ceremony is paid through the Worldwide Office of the Registrar. Students are responsible for ordering their regalia via the Project Graduation website, and it is shipped to the campus hosting the ceremony they select. Students who wish to participate in the Prescott ceremony must notify the Worldwide Office of the Registrar of their intent via the graduation application and must work with the Prescott campus bookstore to obtain appropriate graduation regalia. Students may be subject to additional graduation fees for participation in the Prescott ceremony.

The Worldwide student ceremony, held in Daytona Beach, is generally about a week prior to the Daytona Beach residential campus student ceremony. Please consult ERNIE (http://ernie.erau.edu) for graduation ceremony schedules.

Graduation ceremony deadline dates are:

Ceremony	Location	Deadline
Spring	Worldwide @ Daytona Beach	February 28
Spring	Prescott	March 01
Winter	Prescott	November 01

Classroom Rules and Regulations

Classroom Facilities

Classes are held at a variety of locations on military installations and at civilian sites. You should confirm where your class will be held when registering for a course.

Class Attendance

Regular attendance, and punctuality are expected in all classes. Worldwide instructional staff members determine the attendance policy that is appropriate for their individual class, and must share the criteria for attendance/participation with their students. Student's physical attendance is required for classroom based face-to-face instruction, EagleVision Classroom, and any modality that has a classroom element with specific meeting days and times. Attendance is also required in EagleVision Home and any modality that has a specific meeting day and time. Watching playbacks is not considered class attendance. For students taking classes via online or asynchronous modalities, attendance may include criteria such as class participation, postings in discussion threads and responses to classmate postings in discussion threads. Faculty may weigh these elements as they feel appropriate to achieve their final grades. Faculty will record the last date of attendance for each student in each class.

- **Academic Calendar** (Holidays that Embry-Riddle Aeronautical University – Worldwide is Closed)

  Christmas Eve/Christmas Day/New Year's
  Martin Luther King Day
  President's Day
  Memorial Day
  Independence Day
  Labor Day
  Veterans Day
  Thanksgiving

Student Class Participation

Students enrolled in any class modality are expected to log in to their courses through the Worldwide Learning Management System (LMS) beginning the first day of the term and frequently throughout the term, up to and including the last day of the term.

On the first day of the term, students are expected to log in to review course materials, including the syllabus, as well as any announcements from the instructors. Instructors may post updates during the term. Posting on discussion threads, responding to other students' posts, and other criteria may be counted for participation in any or all modalities. Log in on the last day of the term for review of final assignments, and to review any final changes/announcements from the instructor.

Flexible Classroom Instruction

Class times vary according to local students' needs. At many teaching locations, classes meet once a week in the evenings; however, other scheduling arrangements, such as meeting weekends or twice a week, are not uncommon.

To enhance learning in the regular classroom, some courses are offered through a blend of classroom and online delivery. While the majority of the instruction occurs in the classroom, a portion of the course takes place online through activities such as guided discussion, group projects, and online assignments. Students have expressed high praise for the flexibility, reflection, and interaction that this instruction affords.

Classroom Rules

For classes held on military installations and at most civilian sites, the general rule is no eating, drinking, or tobacco use in the classroom. Please abide by rules posted in the classroom, conveyed by the instructor, or communicated by your local campus staff.

Bringing children or guests to class is not permitted.

Classroom Security

Because classroom security conditions vary from location to location, students should be aware of their surroundings at all times. Please check with your local campus staff for any known security issues in the area. All security or safety issues and/or incidents should be reported immediately to your instructor or the campus location staff. Worldwide Emergency Preparedness Plans are posted in ERNIE (https://ernie.erau.edu). Information pertaining to the Jeanne Clery Disclosure of Campus Security Policy and Campus Crime Statistics may be found on the ERAU-Worldwide website (https://erau.edu/administration/consumer-information/worldwide-campus-crime-statistics-reports).

Late Policy

Each instructor is entitled to post and enforce their own late policy.

Student Affairs

The Student Affairs Office is comprised of the following student services: Management and oversight of Student Grievances, Career Services, Coops/Internships, Alpha Sigma Lambda National Honor Society, Disability Support Services, Counseling Support, Ombudsman, Study Abroad, Student Conduct, Students Rights and Responsibilities, Students of Concern, and Title IX Coordinator.

Student Affairs Contact:
wwstuaff@erau.edu
386-226-6396 or 888-292-5727

- Alumni Services (p. 36)
- Surveys (p. 38)
- Military (p. 38)
- Veteran Student Services (p. 38)

National Honor Society and Social Networking

Social Networking

The Student Affairs Office provides Worldwide students with the opportunity to enhance their academic learning experiences through development of, exposure to, and participation in social, cultural, and intellectual programs. Students are encouraged to become a member of the Worldwide Campus Facebook Pages, to follow ERAU Worldwide Campus on Twitter (@ERAUWorldwide), and join the ERAU Worldwide Career Services (https://www.linkedin.com/groups/ERAU-Worldwide-Career-Services-5190837?trk=groups_career_discussion-h-dsc&goback=%2Egna_5190837) LinkedIn which connect students, faculty and staff.

Alpha Sigma Lambda National Honor Society

We highly recommend that qualified students apply to become a member of the Alpha Sigma Lambda National Honor Society (ASL) Nu Kappa Chapter. Alpha Sigma Lambda's purpose is to recognize the achievements of adults who accomplish academic excellence while facing the competing interests of home and work. Alpha Sigma Lambda is the premier National Honor Society created exclusively for nontraditional undergraduate students. To learn more about the benefits of Alpha Sigma Lambda, other Honor Societies, and scholarship opportunities, visit the website via ERNIE at ernie.erau.edu.

Disability Support Services

Embry-Riddle Aeronautical University recognizes its responsibility under the mandates of Section 504 of the Rehabilitation Act of 1973 and Title III of the Americans with Disabilities Act of 1990 to provide equal access to its programs and services for students with a documented disability. To assure nondiscrimination, the University is prepared to make reasonable accommodations to promote students' effective participation in their academic and co-curricular objectives.

Disability support services for Worldwide students are coordinated through the Worldwide Student Affairs Office and needs are addressed on an individual basis. The Student Affairs Office will collaborate with the University Disability Support Services Office to identify resources, examine and clarify academic issues, and develop a strategy to deliver optimum student service. All information is confidential and not for inclusion in the students' University records.

Students interested in learning more are encouraged to visit the Disability Support Services website via ERNIE at ernie.erau.edu, or contact the Student Affairs office by telephone at (1-888-292-5727) or by e-mail at wwdss@erau.edu, for information on eligibility concerns or campus-specific services.

Students may access the Disability Support Services Form (https://cm.maxient.com/reportingform.php?EmbryRiddleWorldwide&layout_id=5) as needed.

Student Grievance

It is the policy of Embry-Riddle Aeronautical University to administer its educational programs both on and off campus in a manner that is fair, equitable, academically sound and in accordance with the appropriate regulations and criteria of its governing board, accrediting association, and federal and state laws and regulations. To this end, Worldwide students are provided an opportunity to express any complaints, grievances, or disputes.

Students are encouraged to first address any issues with the faculty or staff member for which the grievance is based. If unresolved, the student should complete the Grievance (Complaint) form (https://cm.maxient.com/reportingform.php?EmbryRiddleWorldwide&layout_id=2). The Student Affairs Office will review the grievance and ensure that it is forwarded to the appropriate department or college if necessary for their review and action. The department or college will communicate back to the Student Affairs Office their decision, or recommended action. The Student Affairs Office will communicate with the student and provide further guidance if appropriate.

If a satisfactory resolution cannot be reached through the Institution, please see the State Authorization (https://worldwide.erau.edu/locations/state-authorization) page for your State's specific process for filing a grievance. Students will not be subject to adverse action by the Institution as a result of filing a grievance.

At any time, students may contact the Student Ombudsman to gain advice and specific direction in seeking a resolution.

Student Ombudsman

The Worldwide Student Ombudsman is available to listen to concerns, clarify issues and offer assistance in defining options by referring students to the appropriate services within the Worldwide Campus. The Ombudsman is a confidential source of information and assistance to students concerning university policies and procedures. For additional information visit ERNIE at ernie.erau.edu. The Ombudsman may also make recommendations to the appropriate authorities about changes to University policy and procedures.

How the Ombudsman can help you

The Ombudsman provides confidential and informal assistance to the student body and is responsible to:

- Discuss any university-related issue
- Determine what attempts have already been made to resolve the issue
- Listen, clarify issues and offer assistance in defining options
- Define university policies and procedures.
- Refer students to the appropriate student services within the campus such as:
  - Local campus staff
  - Colleges
  - Admissions
  - Financial Aid
  - Veterans' Affairs
  - Student Affairs
  - Career Services
- Define and offer options for resolution; it is the student's responsibility to take action.
- Identify and report trends, while maintaining the confidentiality of individual communications.

- Communication with the Ombudsman is confidential unless permission is granted from the student or the Ombudsman feels there appears to be imminent risk of serious harm to self or others.

When the Ombudsman does not get involved

- When you want legal advice or legal representation. The Ombudsman can advise you of your rights within the University, but will not provide legal advice or represent you in a legal matter.
- When you have a disagreement or problem not related to the University.
- When you want someone to represent you in a University grievance procedure. The Ombudsman will discuss the process and clarify the options available before and after the proceedings.

Student Conduct

If an enrolled or continuing student is found to be responsible for an infraction of any of the following rules or regulations, they will be subject to disciplinary action through the University Judicial System. Any applicant found to violate the Student Code of Conduct during the application process may be denied admission. Any student who leaves the University prior to the disposition of an alleged violation(s) will not be allowed to register for future semesters until the matter has been adjudicated through the normal judicial process. Sanctions imposed will depend on the severity of the violation(s) and/or the student's previous disciplinary record. The following is a list of violations:

Student Code of Conduct

1. **Abusive/Threatening Behavior:** Any conduct that threatens or endangers the health and/or safety of a member of the University community (including oneself) on or off University property; any place that the University conducts business, or at a University sponsored or supervised activity. Behavior including but not limited to threats, intimidation, profanity, discrimination, harassment, coercion, bullying, cyberbullying, blackmail, sexual misconduct, and/or stalking.
    a. **Verbal:** Communications made in person, over the phone, left on voicemail, or other auditory means.
    b. **Physical:** Includes but not limited to assault, battery, fighting, false imprisonment, alcohol poisoning, prohibiting a person from freely entering or departing a room, car, event through physical force or presence or otherwise confining a person and any unwanted physical contact between individuals or attempts of physical threat.
    c. **Written:** Includes but not limited to instant messaging, internet usage, email, cell phone (texting, etc.), social networking sites, letters, signs, chalkboards, whiteboards, discussion boards.
    d. **Retaliation:** Action taken against another member of the community who has been identified as a reporter (complainant), victim or University representative alleging misconduct.
    e. **Implied:** Includes but not limited to gestures, taunting comments, intimidation, or any behaviors that are deemed to create a threatening environment.
    f. **Harrassment:** Willful, intentional or a persistent act that knowingly and maliciously harms or annoys another individual. Bullying, intimidating and stalking may be considered forms of harassment and under Abusive/Threatening Behavior.
    g. **Sexual Misconduct:** Includes but is not limited to, sexual harassment, sexual discrimination, non-consensual sexual contact, nonconsensual sexual intercourse, sexual exploitation, stalking, dating violence, domestic violence, intimate partner violence.
2. **Alcohol/Drugs/Tobacco Use:** Use and/or possession of alcohol, illegal drugs, or tobacco on University owned property with the exception of approved designated areas or events is prohibited. Policies may differ regarding tobacco usage on military installations and on property that ERAU leases. It is advisable to check directly with those facilities
3. **Computer Use & Security Violations (including attempted violations):** Any misuse of computing facilities, software, hardware; unauthorized use of another individual's computer account; misuse of one's own computer account to include but not limited to giving/providing passwords to unauthorized persons to access courses, assignments, etc.; or any violation of the policies for using University computers, equipment or computing network resources at ERAU or through the ERAU system.
4. **Criminal Violation:** Violation of any State or Federal Criminal Code while on or off University owned or leased property.
5. **Disorderly Conduct:** Behavior that can be deemed inappropriate for a University setting to include but not limited to excessively loud, lewd, indecent, obscene, disruptive or disrespectful conduct and/or disturbing the peace, or inciting others.
6. **False Information:** Knowingly providing false information or withholding information.
7. **False Representation & Forgery:** Forging, altering, falsifying, destroying, misuse, or unauthorized use of reproduction of a University document, the signature or computer login of university personnel, record or identification; or using Embry-Riddle stationary, business cards, or logo.
8. **Military Installations**: Students taking courses on a U.S. military installation must adhere to the Department of Defense and base regulations and requirements, as applicable, concerning standards of conduct on the installation and access to the base. The university must report all disruptive behavior to the U.S. Government, and students may be barred from access to a military installation.
9. **Theft:** Theft or attempted theft, unauthorized possession, misuse or wrongful appropriation of property, vandalism or malicious destruction, or sale of property not belonging to oneself.
10. **Unauthorized Entry or Use:** Unauthorized entry or attempted entry or use of University facilities and/or equipment, including unauthorized possession, duplication, or use of University keys, access codes, or unauthorized access to information, property, or person.
11. **Vandalism:** Includes but not limited to the misuse, attempted or destruction of University owned or leased equipment, building, or emergency equipment.
12. **Weapons Possession:** The possession of weapons or replicas including but not limited to firearms, BB guns, air guns, knives, swords, machetes, blow darts, spears, compound bows/arrows, Tasers, brass knuckles, sling shots, martial arts devices, dangerous chemicals, incendiary devices or other explosive substances, including fireworks, or any device capable of firing or launching a projectile or other objects classified or used as weapons with potential for danger or harm.**
13. **Other:** Any other just cause, including behavior deemed inappropriate, unethical, or not conducive to the learning environment.

Important Notes

* Because the safety of our students and employees is paramount, all employees and students have an affirmative duty to immediately report to local or military police agencies should a student or other employee exhibit behavior at any University-sponsored activity that is deemed to threaten or endanger the health or safety of others.

** All employees and students have an affirmative duty to immediately report to local or military police agencies the presence of dangerous weapons on any premises owned or controlled by ERAU.

Sanctions

Disciplinary sanctions may be imposed for violations under the Student Code of Conduct. All disciplinary sanctions are noted in the student's non-

academic student file and may be kept indefinitely, including those of suspended or dismissed students.

1. **Warning:** A disciplinary warning is a verbal or written notice given to a student whose behavior is in violation of University policy.
2. **Probation:** University Conduct Probation is an intermediate sanction imposed for a specific period. The probationary period allows a student to demonstrate acceptable behavior in order to continue enrollment at Embry-Riddle. Guidelines for a student's behavior may be included as conditions of the probation. If an offense is committed during the probation period, actions may be instituted that result in suspension or dismissal.
3. **Suspension:** Suspension is an involuntary separation of the student from the University for a specific period. Readmission to the University may be granted after the suspension period or after conditions have been satisfactorily met.
4. **Dismissal:** Dismissal is the involuntary and permanent separation of the student from the University.

Criminal Convictions and Violations

Unless specifically exempted from disclosure by law or order of court, students and applicants have an affirmative duty to immediately disclose any criminal convictions or charges against them for violent offenses, offenses against minors, and/or offenses that are punishable as a felony, as well as any drug related convictions, or any arrests.

The presence on campus or on any property where Embry-Riddle Aeronautical University conducts business (to include parking lots associated with doing business at ERAU), of students or applicants who commit serious violations of University rules, regulations, and procedures, or have unacceptable character, academic or behavioral record, criminal record, or other aspects may be inconsistent with the safety and other business and academic interests of the University.

Accordingly, the University may, in the University's sole discretion, deny an applicant admission, temporarily or permanently bar an applicant or student from all or any part of University-owned or University-controlled property (to include parking lots at our WW campuses).. The University may also impose reasonable conditions upon any student or applicant who violates University rules, regulations, and procedures, or whose character, academic or behavioral record, or criminal record is determined by the University to pose an unreasonable risk to the interests of the University, its students, employees, or visitors.

No adverse action based on conduct shall under normal circumstances be taken against admitted students until the student has been afforded due process consistent with applicable policies and procedures. Nonetheless, the University reserves the right to take immediate reasonable action to protect the health or safety of people or property.

The applicable rules and regulations may be modified or updated from time to time, and shall be binding as of the date published. Students and applicants are bound by the terms in effect at the time of any event or occurrence. The electronic version of applicable rules, regulations, and procedures shall be the official current version.

Applicants and students should report information directly to Student Affairs at wwstuaff@erau.edu or 386-226-6396 and to their home campus location.

Alumni Services

Take Advantage of Alumni Benefits and Services:

Network with Eagles

Embry-Riddle's Alumni Association Networks are organized by city/geographical location and meet several times a year. Virtual networks are also available. These online communities provide an avenue for ongoing communication and are centered on shared professional interests and university affiliations, such as college majors. Alumni Networks offer graduates opportunities to:

- Connect for professional and social purposes
- Make an impact in their communities through service projects
- Stay informed about their alma mater and news in the aviation/aerospace industry

Find out which networks are ideal for you: alumni.erau.edu/networks. Alumni may join as many networks as they wish. Membership is free.

Be a Card-Carrying Eagle

All Embry-Riddle Alumni are eligible to receive a "Forever an Eagle" card. Card-carrying alumni enjoy the following exclusive privileges: free parking on campus for up to 30 days; access to the campus recreational facilities and library; and a 10 percent discount at the campus bookstore (online discounts available at http://alumni.erau.edu/discounts).

To obtain your card, visit the Alumni Relations office on any campus, or sign up on the alumni website: http://alumni.erau.edu/eagle_card

Come 'Home' to Embry-Riddle

Alumni Homecoming Weekend in Daytona Beach, Fla.

Reconnect with your friends and your alma mater at homecoming! Highlights include: Alumni Return to Classes, fly-in breakfast, athletic events, alumni awards and the traditional eagleNIGHT celebration.

Wings & Waves Air Show

Embry-Riddle's Wings & Waves Air Show over Daytona Beach and combined Alumni Weekend event is held every other year. Performances include Embry-Riddle's aerobatic pilot Matt Chapman, civilian and military demonstrations.

OctoberWest Alumni Homecoming Weekend and Wings Out West Air Show in Prescott, Ariz.

Join fellow alumni in Prescott for OctoberWest! In addition to the eagleNIGHT celebration and awards dinner, alumni can participate in the annual golf tournament, attend athletic events, and view aircraft at the fly-in/static display and pancake breakfast. The Wings Out West air show features demonstrations by a number of aerobatic performers.

Alumni are encouraged to attend any and all homecoming activities.

Learn more at alumni.erau.edu/homecoming.

Get Connected

- **The ERAU Alumni website,** alumni.erau.edu, is the information hub for upcoming events and university news.
- Sign up to receive **eagleNEWS**, the monthly electronic newsletter for alumni, and submit an update or proposed article highlighting your recent achievements or advancement. Manage your subscriptions through your alumni profile at alumni.erau.edu/join.
- Request a **free subscription to *Lift***, the alumni magazine for Embry-Riddle. Contact eralumni@erau.edu. View the online edition at lift.erau.edu.
- Get social with fellow alumni on **Facebook**: facebook.com/ERAUAlumni (https://www.facebook.com/ERAUAlumni), **LinkedIn:** linkedin.com/groups/EmbryRiddle-Aeronautical-University-Official-Alumni-46617 (https://www.linkedin.com/groups/46617/profile), **Twitter**: twitter.com/erau_alumni (https://twitter.com/erau_alumni), and **YouTube:** youtube.com/ERAUAlumni (https://www.youtube.com/user/ERAUalumni).

Career and Networking Opportunities

Join the EagleHire Network: careerservices.erau.edu to receive news of current job openings; and take advantage of CareerShift, a job hunting resource offered free to Embry-Riddle Alumni: alumni.erau.edu/careershift.

Don't forget to join us for the Annual Industry/Career Expo & Virtual Hiring Events!

Mentor a Peer

The Alumni Mentorship program (http://alumni.erau.edu/s/867/landing.aspx?sid=867&gid=1&pgid=2110) is provided to all Embry-Riddle alumni who have registered and updated their profile on the online alumni community.

It is a free service that benefits alumni who want to network with their peers. Mentors can also share their expertise with students or other alumni interested in their profession.

Add to the Legacy

The University Archives is the official repository for the historical records and artifacts for all three Embry-Riddle campuses and its predecessor bodies. The holdings document the history of Embry-Riddle from its origins to present. Visit erau.edu/administration/archives to search Embry-Riddle's archives and to learn more about the university's formative years. To make a donation of historic Embry-Riddle memorabilia and/or original photos, contact the archivist: erau.edu/administration/archives.

Honor Excellence

Nominate an Embry-Riddle alumnus for an award at alumni.erau.edu/awards. The Embry-Riddle Alumni Awards Program recognizes alumni and their achievements in their careers, their service to the university and community, and/or in the aviation and aerospace industries.

A formal awards ceremony is held annually at each residential campus, in conjunction with Alumni Weekend/Homecoming celebrations. Alumni award recipients may attend the ceremony at the Daytona Beach or Prescott campuses.

Visit alumni.erau.edu/awards to nominate a fellow Eagle(s) for an award.

Get Active

The excellence of any educational institution depends heavily on the quality, interest, and participation of its alumni.

We urge you to reach out to current students by serving as a mentor and/or encouraging prospective students to explore continuing their education at Embry-Riddle. You can also help fellow alumni advance in their professions, when you are in a position to do so.

As you move on in your careers and lives, we invite you to stay involved with your alma mater by remembering the Embry-Riddle acronym: E-R-A-U.

E = ENGAGE

Stay engaged by sharing your career and family updates with *Lift*, the alumni magazine for Embry-Riddle, and the monthly electronic eagleNEWS. Email updates to eralumni@erau.edu.

R = REPRESENT

Represent your alma mater proudly and return to campus for our homecoming activities: OctoberWest Alumni Homecoming Weekend and Wings Out West Air Show in Prescott, Ariz., and Alumni Homecoming Weekend and Wings & Waves Air Show in Daytona Beach, Fla. Also, don't forget to wear your alumni pin with pride!

A = ACT

Act now by joining an alumni network close to you and updating your contact and employment information on our website community. Alumni networks host exceptional events across the United States and throughout the world. Join here: alumni.erau.edu.

U = UNITE

You and your fellow graduates are forever united through your shared Embry-Riddle passion and experience. Stay connected; stay united. You are "Forever an Eagle"

The Alumni Association values the active participation and feedback of our alumni. To get involved, contact the Alumni Association at (800) 727-3728;eralumni@erau.edu.

Event(ful) Times Ahead

Embry-Riddle and the Alumni Association participate in several air shows and conferences throughout the year. Special alumni receptions are held at a number of these events. To view and RSVP to attend an alumni reception near you, visit alumni.erau.edu/events. Following is a listing of typical events attended by the Alumni Association. Event participation is subject to change.

- EAA Air Venture, Oshkosh, Wis.
- Farnborough Airshow, England
- Heli-Expo
- National Business Aviation Association
- Paris Airshow, France
- Singapore Airshow
- Sun n' Fun, Lakeland, Fla.
- Women in Aviation International Conference
- Association of Unmanned Vehicle Systems International
- American Association of Airport Executives
- American Institute of Aeronautics and Astronautics
- Human Factors and Ergonomics Society
- National Society of Black Engineers
- Organization of Black Aerospace Professionals
- National Gay Pilots Association
- Society of Hispanic Professional Engineers

Supporting Next-Generation Eagles

Alumni Legacy Scholarship

Sons and daughters of Embry-Riddle graduates are automatically eligible for this $1,500 award. The scholarship may be renewed annually for full-time students attending Embry-Riddle. Make sure to check the "*Parents attend ERAU option,"* when completing the application for admission.

Alumni Endorsement Grant

As an alumnus/a, you have the opportunity to assist students with an Alumni Endorsement Grant. Your endorsement is worth $4,000 over a four year period to an incoming student attending either the Prescott or Daytona Beach campus. Each eligible incoming student referred by an alumnus/a can receive up to $1,000 off their tuition and fees each school year. For information visit alumni.erau.edu/endorse.

Alumni Association Endowed Scholarship

The Alumni Association Endowed Scholarship was established in 2011 to celebrate Embry-Riddle's milestone achievement—reaching 100,000 alumni. The scholarship benefits students attending Embry-Riddle's three campuses. Join in the celebration! Make a contribution online today (https://securelb.imodules.com/s/867/giving/index1.aspx?sid=867&gid=1&pgid=1761&cid=3271&bledit=1&dids=5).

Fostering Success: Student Alumni Ambassadors

Student Alumni (SA) Ambassadors are student liaisons between the office of Alumni Relations and the entire student body. They promote awareness of Alumni Relations programs and support a culture of philanthropy on campus through community service activities. They also work to establish and safeguard Embry-Riddle traditions for current and future Eagles.

Surveys

Student surveys provide essential information in assessing the effectiveness of Embry-Riddle academic programs and services. Four basic types of student surveys are administered to most or all students: end-of-course evaluations, an Alumni Survey, a student satisfaction survey, and participation in national surveys.

The end-of-course evaluations are completed at or near the end of each course, the alumni survey is sent to all graduates approximately one year after graduation, a student satisfaction survey is typically conducted every two years, and periodically the University will participate in national student surveys such as: The National Survey of Student Engagement, the Adult Student Priorities Survey, and the College Senior Survey.

Additionally, some degree programs or departments will survey certain students periodically for the purposes of planning and assessment. The survey information you provide is essential for continuous quality improvement and increased institutional effectiveness.

Military

Servicemembers Opportunity Colleges (SOC)

Servicemembers Opportunity Colleges (SOC) was created in 1972 to provide educational opportunities to servicemembers who, because they frequently moved from place to place, had trouble completing college degrees. SOC functions in cooperation with the Department of Defense, and Active and Reserve Components of the Military Services to expand and improve voluntary postsecondary education opportunities for servicemembers worldwide. Additional SOC information can be found at the SOC website (http://www.soc.aascu.org).

Degree Network System (DNS)

Embry-Riddle Aeronautical University – Worldwide is a core member of the SOC Degree Network System-4 for bachelor's degrees. The SOC Degree Network System consists of institutions selected by the Military Services to deliver specific bachelor's degree programs to service members and their families.

As a member of the DNS, we have agreed to adhere to academic policies intended to support military students in their academic endeavors toward degree completion.

Additional DNS information can be found at the SOC website (http://www.soc.aascu.org).

Residency Requirement For SOC Students

Embry-Riddle Aeronautical University – Worldwide limits academic residency to no more than 25 percent of the degree requirements for all undergraduate degrees for active-duty service members (no more than 30 percent for completely online delivery). Per state regulations, for undergrad degree completion, all Virginia Campus students are required to complete a minimum of 30% coursework at Embry-Riddle Aeronautical University in order to achieve residency.

Academic residency can be completed at any time while active-duty service members, Reservists or National Guardsmen on active-duty are enrolled.

Veteran Student Services

Embry-Riddle degree programs are approved by the appropriate State Department of Veterans Affairs (State Approving Agency) for enrollment of persons eligible to receive education benefits from the Department of Veterans Affairs (VA).

Students must be admitted into an approved degree or certificate program to be eligible to receive benefits. Admission procedures for veterans and other eligible persons are the same as those for other students.

The VA will be appropriately notified of the unsatisfactory progress. The student must submit a written request to reinstate education benefits. The request must include proof of academic counseling and the conditions for continued enrollment or re-entrance. The VA will determine eligibility for reinstatement of benefits, based in part on the school's recommendations.

Veterans' progress will be measured according to University standards as published in the catalog, and the rules and regulations of the VA apply. The criteria used to evaluate progress are subject to change. Application and interpretation of the criteria are solely at the discretion of Embry-Riddle. Students using VA Education Benefits to pursue a certificate program who do not maintain a minimum GPA of 2.0 are permitted one probationary term to raise their GPA before VA benefits are terminated.

Students are responsible for notifying the Veterans Certifying Official of any change in their enrollment or change in personal information affecting their eligibility. Students also must remain in compliance with University and Department of Veterans Affairs requirements.

Students may receive education benefits only for courses that are required for their designated degree or certificate program. Students who receive VA benefits are subject to strict academic regulations and should be aware of how auditing courses, repeating a course, changing degree programs or enrollment status, and other actions may affect their eligibility to receive benefits.

Air University Associate-to-Baccalaureate Cooperative (AU-ABC)

Embry-Riddle Aeronautical University, Worldwide has partnered with the Community College of the Air Force (http://www.au.af.mil/au/barnes/ccaf) (http://www.au.af.mil/au/barnes/ccaf)(CCAF) (http://www.au.af.mil/au/barnes/ccaf) to offer active duty Air Force, Air Force Reserve, and Air National Guard members who have completed an AAS degree in specified, approved CCAF degree programs which map to specified, approved ERAU-WW degree programs which are eligible for participation in AU-ABC. Please see our AU-ABC landing page (http://worldwide.erau.edu/admissions/military-students) for more information.

General Education Mobile (GEM)

Embry-Riddle Aeronautical University, Worldwide has partnered with the Community College of the Air Force (CCAF (http://www.au.af.mil/au/barnes/ccaf)) to provide online general education courses for active duty Air Force, Air Force Reserve, and Air National Guard members who want to complete the CCAF Associate in Applied Science (AAS) degree requirements through the General Education Mobile (GEM) Program.

As a GEM partner, we offer online courses to meet all five general education disciplines required in a nine week format to complete CCAF's 15 semester hours of general education — Oral Communication, Written Communication, Mathematics, Social Science, and Humanities. Please see our GEM landing page (http://worldwide.erau.edu/admissions/military-students) for more information.

For further information concerning approved programs of study and the application process, eligible persons should contact the Worldwide Military & Veteran Student Services Office (http://worldwide.erau.edu/admissions) in Daytona Beach, Florida.

Worldwide Military & Veteran Student Services
Embry-Riddle Aeronautical University
600 S. Clyde Morris Blvd.
Daytona Beach, FL 32114-3900
Telephone: 1-855-785-0001
Fax: 386-323-8816
Email: wwva@erau.edu

For additional information concerning Veterans Education Benefits administered by the Department of Veterans Affairs, go to www.gibill.va.gov (http://www.gibill.va.gov).

Co-ops, Internships, Study Abroad and Career Services

Co-Op/Internship (COIN) Program

Embry-Riddle's Cooperative Education program provides students with an important link between theories and concepts learned in the classroom and the practical application of the acquired knowledge and skill in industry. This program bridges the gap between student life and the work world, combining students' academic and career interests with work experiences in business, industry, and government.

Co-op/Internship experiences are only available to degree-seeking students. For students seeking University credit, the work experience must be relevant to the student's academic degree program. The work experience will help promote self-reliance and the development of a personal style in a productive and professional environment. A student's current employment is not eligible for Co-op/Internship credit. Not all degree programs have Open Electives or they may already be satisfied. Therefore, if a co-op/internship is found to be in alignment with the degree program curriculum or meet the requirements of a specific course, a course substitution may be possible. Students may receive University credit in excess of degree requirements if a co-op/internship meets the standards for credit but is not degree applicable. Any course substitutions must be approved prior to the start of a qualifying Co-op/Internship.

Undergraduate students must be active full-time students who have a cumulative GPA of 2.5+ and have completed 30 credit hours of college credit. If a transfer student, you must have completed 30 credit hours of college credit with at least 12 credit hours with ERAU. No more than three consecutive terms of co-op/internships will be considered. At the undergraduate level a student may earn a maximum of 12 semester hours toward their degree program if applicable.

Graduate students must be active full-time students who have a cumulative GPA of 3.0+ and have completed 6 credit hours with ERAU. Nine credit hours must be completed before starting the actual coop/internship. No more than three terms of co-op/internships will be considered at the graduate level for a maximum of 3 semester hours.

*Due to state authorization requirements, Co-ops/Internships must be conducted in approved states only.

International students

International students studying on an F1 visa must meet the above requirements plus the following: International students studying on an F1 visa must have the approval of the Principal Designated School Official, PDSO. If approved, the PDSO updates the student's I-20 with the start and end dates of the training experience and the number of hours allowed each week (part or full-time). The I-20 will reflect Curricular Practical Training. International students are required to be enrolled as a full-time student. The coop/internship must be an integral part of the student's field of study and must be in exchange for academic credit. According to SEVP "There is no set limit to the amount of time a student may engage in CPT. However, if a student engages in full-time CPT for 12 months or more, the student becomes ineligible for post-completion OPT. Engaging in part-time CPT (20 hours or less) does not affect eligibility for post-completion OPT."

Study Abroad

Study Abroad is an academic program which embraces and provides the unquestionable benefits of cultural exposure through international travel in today's increasing globalization. Embry-Riddle offers its students a wealth of opportunities to study abroad with unique experiences which enhance their academic, professional, and personal lives. Motivated students in good academic standing who meet the qualification criteria have unique opportunities to take a variety of two to six week summer programs throughout the world. In addition, students may be able to participate in a semester or year-long student exchange program through partner schools that will be directly applicable to their degree programs at Embry-Riddle.

Career Services

Worldwide Career Services provides Embry-Riddle students and alumni around the globe with access to a network of career resources and limited personal assistance through scheduled phone appointments. From individualized reviews of resumes submitted through EagleHire Network (http://careerservices.erau.edu/opportunities/eaglehire), the ERAU career services management system, to interviewing tips and development of networking skills, the Worldwide Career Services Office (http://worldwide.erau.edu/career-services) provides immediate access to a wealth of career information. Students may also take advantage of co-op/internship (COIN) opportunities by earning academic credit while working to gain industry experience from current job listings, hiring events and CareerShift (http://www.careershift.com/?sc=embry), a comprehensive job search engine sponsored by Embry-Riddle.

Career events are held annually at the Daytona Beach and Prescott residential campus locations as well as various Worldwide U.S. campus locations. All ERAU students and alumni (regardless of campus affiliation) are invited to attend all career fair events. Students are encouraged to contact Worldwide Career Services or their local campus early in their degree program to become familiar with available career resources and develop a career strategy which maximizes career options. For more information, visit the ERAU Worldwide Career Services website (http://worldwide.erau.edu/career-services) or contact the Worldwide Career Services office directly at wwcarser@erau.edu.

Title IX

Title IX of the Education Amendments of 1972 ("Title IX")

Title IX of the Education Amendments of 1972 ("Title IX") is a Federal civil rights law that prohibits colleges and universities that receive federal funds, from discrimination on the basis of sex. Discrimination under Title IX can include sexual harassment or sexual violence, such as rape, sexual assault, sexual misconduct, sexual battery, sexual coercion, and stalking.

Title IX requires that any school receiving federal funding have a designated Title IX coordinator. Any incidents of sexual violence should be reported to the Title IX coordinator immediately, even if a complaint was initially filed with another individual or office. Title IX requires that a school take prompt and effective steps to reasonably end sexual harassment and sexual violence that creates a hostile environment.

Title IX complaints should be directed to wwtitle9@erau.edu or dammerl@erau.edu or to 888-292-5727 or 386-226-6396.

Principles of Good Practice

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Embry-Riddle Aeronautical University

(3) Principles of Good Practice for Distance Education

(a) Curriculum and Instruction

(i) A distance education program shall be established and overseen by qualified faculty

Online adjunct faculty are carefully selected to ensure that they are academically qualified and have recent (within the past seven years) experience in the course content area. The screening process begins with the prospective adjunct submitting an online application through our Human Resources application portal, Taleo. Applicants provide demographic information, earned degrees, any professional certifications, work history, and references. They also have the opportunity to upload attachments, such as a resume/CV, unofficial transcripts, copies of certifications, etc.

The applications are then reviewed by the Director of Online Faculty. An initial evaluation is conducted, based upon the information on the application and resume if provided, to make an initial determination if an applicant may meet the requirements for any of our posted online adjunct positions. If they do not meet the requirements, the application is canceled in the system. Applicants who appear they may meet the requirements then receive a request to send in official documentation, which includes a resume/CV, official transcripts for graduate degrees earned, third-party documentation to verify work experience, and courses taught at other institutions, if applicable. In addition, applicants are asked to provide any professional certifications indicated on their application and copies of publication abstracts and title pages if scholarly activity will be used as a qualifier.

Once all the documents have been received, the Director of Online Faculty conducts a more intensive review. If it appears the applicant does meet the requirements for one of our posted adjunct positions, a Faculty Course Clearance Application (FCCA) is submitted. The FCCA provides a summary of the earned graduate degrees, which degree(s) are relevant to the course and a summary of the documentation provided. Once the FCCA is submitted, it is routed using the protocol below.

College Administrator → Program Chair/Discipline Chair → Department Chair → Dean → Chief Academic Officer

Any individual in the approval process can send the FCCA back for more information, deny the FCCA, or approve the FCCA, which sends to the next approver. Any FCCA sent back for more information is updated to reflect the requested information and then resubmitted. If an FCCA is denied, it is then routed to the next reviewer to either confirm it should be denied or to override the previous denial. The Chief Academic Officer has final approval/denial authority for FCCAs.

From July 1, 2016 through June 30, 2017, there were a total of 1,020 adjunct faculty applications submitted to be considered for an online adjunct position. Out of the 1,020 applications, 665 were asked to provide official documentation. Out of the 665 who submitted documentation, 345 had an FCCA submitted for formal review. A total of 165 applicants had an FCCA approved and were hired as an online adjunct instructor. This is a 16.1% conversion rate of applicant to hired online adjunct instructor.

(ii) A program's curriculum shall be coherent, cohesive, and comparable in academic rigor to programs offered in traditional instructional formats.

All courses at the Embry-Riddle Worldwide Campus are based on the systematically designed online courses which ensure learning outcomes are met and are consistent amongst educational modalities. Colleges use a mix of artifacts from all modalities for program assessment. Courses are benchmarked against courses throughout the University as well as through external entities. Examples include 19 Blackboard Course Design Awards as well as review from Quality Matters which we will be going through again in 2017-2018.

(iii) A program shall result in learning outcomes appropriate to the rigor and breadth of the program.

Course outcomes are the same across all delivery modalities. The online course is the basis for all educational modalities which ensures the learning outcomes are met consistently. Additionally, Faculty and staff attend/present at conferences to make certain we are aware of and utilizing the most effective approaches in Online Education. Additionally, many of our academic leaders are on the advisory boards of national councils/steering committees for online education which helps us stay current in Online learning options for specific disciplines. Faculty are also active in researching the most engaging methods to ensure content is delivered in the most effective way for student success.

(iv) A program shall provide for appropriate real-time or delayed interaction between faculty and students.

In order for instructors to have the most successful teaching experience possible, please note the following expectations and obligations of Embry-Riddle Aeronautical University Worldwide instructors regarding interaction between faculty and students.

During the Term

6. Be active and present in your course at least once every 48 hours. To be visible to your students, you can:

- *Post announcements for your students.*
- *Grade assignments.*
- *Participate in discussions. Note: If you must be away from your course for longer than 48 hours, notify your class by posting an Announcement. Also, alert your assigned Faculty Quality Manager.*

7. Utilize the Announcements' area weekly by summarizing what will be covered each week and reviewing the prior module. Remind students of any upcoming assignments or exams.

- *Provide students with supplemental materials and additional websites that can assist them in the learning process and the content to be covered in the module.*

8. Use the Discussion as a place to expand upon the course material by sharing your expertise and experience.

- *Provide insights, feedback, and critical thinking questions to the students to further engage them.*
- *The discussion area is a great way to share your professional experiences and how the discussion topic is applicable to real-world situations.*
- *A summary comment at the end of each forum provides an opportunity for review and closure of that topic, and a preview of the upcoming lesson.*

9. Spur student-to-student discussion by encouraging students to post comments, thoughts, and questions to others' comments in the Discussions.

- *Address students by name when posting a reply in the Discussion. This makes students feel more comfortable and welcome.*
- *Students will look to you for examples of the kinds of posts they should be making. Assist in their learning by asking probing questions. When you respond to the very best and worst posts, students will learn your expectations without you having to respond to every posting.*
- *Discourage students from building up unnecessary traffic with empty "Great post" and "I agree" posts.*
- *Redirect the discussion if it begins to wander from the topic at hand.*
- *Respond to your students' introductory discussion postings and draw connections from your everyday life.*

10. Provide frequent, constructive, and prompt feedback to students on the Discussions, emails, assignments, and assessments. Post grades and qualitative feedback within a week of the due date. Students need timely feedback to progress through the course.

- *Provide feedback in the Gradebook in the Assignment Comments' area, using Canvas DocViewer, and/or utilizing the audio and video feedback tools available in Canvas.*
- *If your course has rubrics, you must use the rubrics and provide qualitative feedback to the students as well.*

11. Respond to student emails in Canvas within 48 hours. For other work related emails, use only your ERAU email.

- *Course email communications should be done through the Canvas mail tool. If you must communicate outside of Canvas, use your ERAU email.*
- *Check your ERAU email on a regular and consistent basis.*

(v) Faculty members in appropriate disciplines in collaboration with other instructional personnel shall participate in the design of courses offered through a distance education program.

Embry-Riddle uses a centralized template model where a course is created by faculty in collaboration with instructional designers and that course is used as the basis for all delivery modalities. A systematic process is followed for development that ensures course learning outcomes are met with the appropriate level of academic rigor.

Online courses go through an extensive review process from both the instructional design department and appropriate college administrators, culminating in a final academic approval by the chair. Colleges

review their offerings periodically and updates are made as necessary. Courses are selected by the colleges for redevelopment to ensure quality and relevancy of content.
Faculty, both full time and adjunct, are contracted for course development to ensure timelines and responsibilities are well defined.

(b) Role and Mission

(i) A distance education program shall be consistent with the institution's mission.

At Embry-Riddle, our mission is to teach the science, practice and business of aviation and aerospace, preparing students for productive careers and leadership roles in service around the world.
Our technologically enriched, student-centered environment emphasizes learning through collaboration and teamwork, concern for ethical and responsible behavior, cultivation of analytical and management abilities, and a focus on the development of the professional skills needed for participation in a global community. We believe a vibrant future for aviation and aerospace rests in the success of our students. Toward this end, Embry-Riddle is committed to providing a climate that facilitates the highest standards of academic achievement and knowledge discovery, in an interpersonal environment that supports the unique needs of each individual.
Embry-Riddle Aeronautical University is the world's leader in aviation and aerospace education. The University is an independent, non-profit, culturally diverse institution providing quality education and research in aviation, aerospace, engineering and related fields leading to associate, bachelor, master and Ph.D. degrees.
The strength of our university is firmly rooted in our values. We expect that our students, faculty and staff share and demonstrate the values of student success, a positive learning environment and mind-set, safety first in all situations, personal growth, integrity, honesty, trust, diversity, open communication, teamwork, character, change for progress, fiscal soundness, healthy investments, and a can-do attitude.

(ii) Review and approval processes shall ensure the appropriateness of the technology being used to meet a program's objectives

Embry-Riddle Aeronautical University demonstrates the appropriate use of technology to support its assessment efforts. The university's Academic Policy AP-08 governs expectations of technological support of assessment efforts, requiring that academic programs and certificate programs "document outcomes, assessment efforts and improvements in the university's online assessment management system, Taskstream." Degree-granting programs and certificate programs predominantly employ one of two technology solutions to collect assessment data: 1) instructor use of interactive rubrics in the Canvas Learning Management System to assess student work that has been aligned to program outcomes, or 2) secondary reviewer use of Foliotek to assess selections from ePortfolio collections via assessment rubrics. Once data have been collected, programs archive their efforts in Taskstream every year.

(c) Faculty Support

(i) An institution shall provide training for faculty who teach with the use of technology in a distance education format, including training in the learning management system and the pedagogy of distance education.

Online faculty members are required to complete three faculty development courses through the Center for Teaching and Learning Excellence prior to beginning to teach online for ERAU:

- *FACD 101 – Teaching at ERAU-Worldwide*
  Course description: This is an introductory course for all prospective instructors at ERAU Worldwide, regardless of modality. The course covers the responsibilities of new ERAU instructors, best practices for course preparation and course delivery, required training, and provides perspectives for teaching in aerospace and military environments.
- *FACD 300 – Teaching within an LMS*
  Course description: This is an introductory course for all prospective instructors at ERAU's Worldwide teaching centers, Worldwide online courses, or both. The course covers the features of ERAU's learning management system (LMS) and its instructional use, including best practices.

- *FACD 302 – Supporting Online Learners*
  Course description: FACD 302 Supporting Online Learners is an introductory course for all prospective online instructors for Worldwide. It also has application for any ERAU instructor using a blended format. The course covers best practices in online learning, student-centered approaches to teaching, and instructional applications of web-based tools for collaboration.

Each FACD course is four weeks in length and takes between 2-4 hours of work per week; this means that the average online faculty member has completed 24-48 hours of required training prior to teaching their first online course. These faculty development courses are all offered online in our Canvas Learning Management System, thus providing new online faculty an invaluable opportunity to work hands-on within the Learning Management System both from the student and instructor perspective.

- ***Faculty are proficient and effectively supported in using the course management system;***
  - *Prior to becoming certified to teach online, one of the required faculty development courses that faculty members must complete is FACD 300 – Teaching with an LMS. This faculty development course addresses all of the major technical skills faculty members must be able to successfully do within our Canvas learning management system in order to teach. Skills addressed include:*
    - *Creating Canvas profile*
    - *Identifying how to get help with technical issues.*
    - *Setting up and utilizing personal notifications.*
    - *Utilizing the Canvas Conversations tool to send and receive messages.*
    - *Creating a welcome video using the Canvas Video option.*
    - *Creating a course announcement.*
    - *Modifying a page within the course.*
    - *Creating a post within a discussion.*
    - *Identifying the external tools available in Canvas.*
    - *Identifying different ways of creating an assignment in Canvas.*
    - *Utilizing the built-in rubrics.*

- *Utilizing the "SpeedGrader" tool to provide effective quantitative and qualitative feedback.*
- *Utilizing the mark-up tools option to annotate student submissions.*

This course is designed to be very hands-on and practical in nature, so the faculty participants in the FACD course actually complete the major tasks within Canvas and receive feedback, support, and guidance from their course facilitator as needed. Faculty are not able to "pass" this course and thus be eligible to move on to the next faculty development course until they have successfully completed all course activities.

(ii) Principles of best practice for teaching in a distance education format shall be developed and maintained by faculty.

The Worldwide Faculty Senate serves as an advisory role to administration and functions as a key voice of the faculty. The Faculty Senate works with various departments, offices, and administration throughout the Embry-Riddle Aeronautical University network to create a successful teaching and learning environment. The Senate works in collaboration with administration in creating and updating academic policies to support the mission of ERAU-Worldwide. The Embry-Riddle Aeronautical University Faculty Handbook was developed by joint efforts of representatives of the three faculty entities, ratified by the three Faculties of the University, and approved by the President. This document is to be considered as the authoritative source for policies and procedures pertaining to the rights, responsibilities, duties, honors, and privileges of the ERAU Faculty. The Faculty Handbook is organized into four parts. Part I contains overall University policies pertaining to the faculty. Parts II, III and IV contain the procedures for implementation of these policies at the Daytona Beach Campus, the Prescott Campus, and the Worldwide Campus, respectively. The Constitution of the Faculty provides for Faculty participation in the governance of the University and the Worldwide Campus. The Faculty shall take a fundamental leadership role in the affairs of the University and ERAU-W by establishing and maintaining policies and procedures that ensure academic excellence through the delivery of quality teaching, scholarly activity, and service.

(iii) An institution shall provide faculty support services specifically related to teaching through a distance education format.

All newly hired online adjuncts are required to complete our new faculty training courses before they can be considered for a teaching assignment. FACD 101 and FACD 300/300L are completed concurrently. Upon successful completion of FACD 100 and FACD 300/300L, the adjunct is enrolled in FACD 302. All FACD courses are delivered asynchronously and last four weeks. Approximately two to four hours a week are spent in each FACD course completing the assigned activities.

***FACD 101 – Teaching at ERAU Worldwide**: This is an introductory course for all prospective instructors at ERAU Worldwide, regardless of modality. The course covers the responsibilities of new ERAU instructors, best practices for course preparation and course delivery, required training, and provides perspectives for teaching in aerospace and military environments.*

***FACD 300/300L – Teaching with an LMS:** his is an introductory course for all prospective instructors at ERAU's Worldwide teaching centers, Worldwide online courses, or both. The course covers the features of ERAU's learning management system (LMS) and its instructional use, including best practices.*

FACD 302 – Supporting Online Learners: *FACD 302 Supporting Online Learners is an introductory course for all prospective online instructors for Worldwide. It also has application for any ERAU instructor using a blended format. The course covers best practices in online learning, student-centered approaches to teaching, and instructional applications of web-based tools for collaboration.*

(d) An institute shall ensure that appropriate learning resources are available to students including appropriate and adequate library services and resources.

Due to the global nature of our Institution there are no library materials housed at the local campus. We strive to provide library resources through a digital platform. The Hunt Library, located on the Daytona Beach Campus, is the Library for all Worldwide students, faculty and staff, regardless of location. The Hunt Library slogan, "Bringing the Library to You," defines our commitment that the Worldwide community has access to all library resources and services.

The mission of the Hunt Library is to provide materials, services, and facilities to students, faculty, and staff in support of the University's commitment to excellence in teaching, learning, and research for both the Daytona Beach and Worldwide campuses. Hunt Library users will find resources in a variety of formats: books, government documents, periodicals, microforms, conference proceedings, videos, DVDs, and electronic resources. The Hunt Library is the researcher's primary resource provider. Regardless of their location, members of Embry-Riddle's Worldwide community have circulation (check-out) privileges, online quick-help opportunities, and access to a web-based document delivery system.

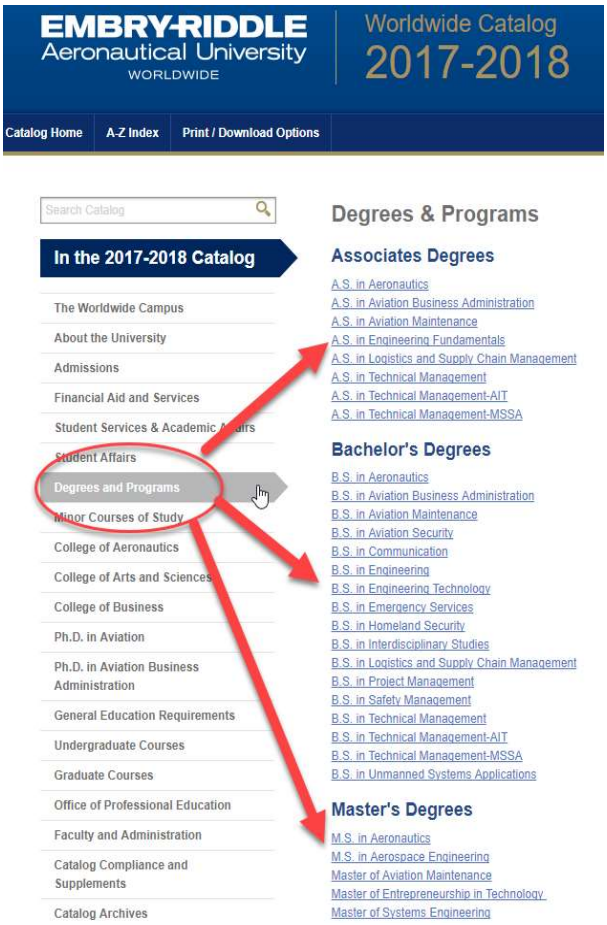
An overview of the Hunt Library's help features is available from http://library.erau.edu/help/.

(e) Students and Student Services

(i) A distance education program shall provide students with clear, complete and timely information on the curriculum, courses and degree requirements, nature of faculty/student interaction, assumptions about technology competence and skills, technical equipment requirements, learning management system, availability of academic support services and financial aid resources and costs and payment policies.

Course and program information, including course and program descriptions can be found within the ERAU-Worldwide Catalog under Degrees and Programs (1a-c). This information is detailed and outlines the specific requirements of each program in addition to prerequisites and other requirements that may be needed. Students can easily see the course description for each course from this area as well (1d).

1a.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A.S. in Aviation Maintenance
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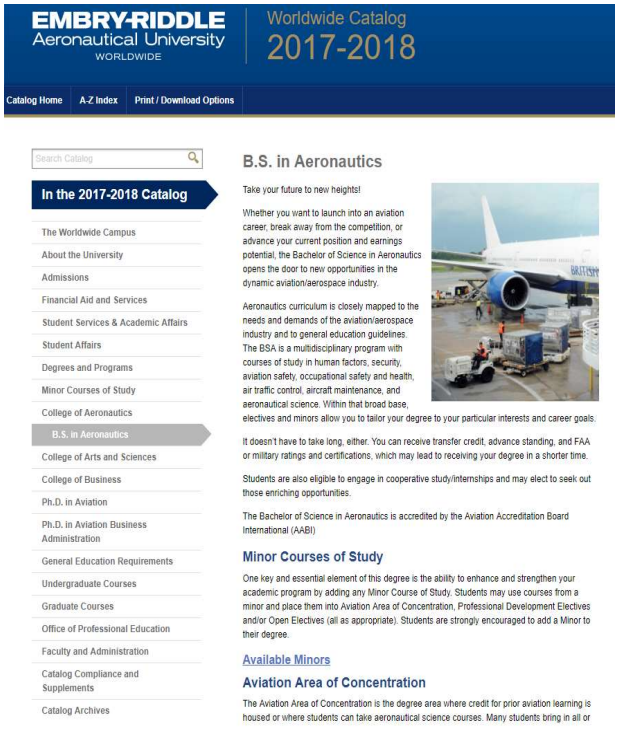
A.S. in Technical Management
A.S. in Technical Management-AIT
A.S. in Technical Management-MSSA
Bachelor's Degrees
B.S. in Aeronautics
B.S. in Aviation Business Administration
B.S. in Aviation Maintenance
B.S. in Aviation Security
B.S. in Communication
B.S. in Engineering
B.S. in Engineering Technology
B.S. in Emergency Services
B.S. in Homeland Security
B.S. in Interdisciplinary Studies
B.S. in Logistics and Supply Chain Management
B.S. in Project Management
B.S. in Safety Management
B.S. in Technical Management
B.S. in Technical Management-AIT
B.S. in Technical Management-MSSA
B.S. in Unmanned Systems Applications
Master's Degrees
M.S. in Aeronautics
M.S. in Aerospace Engineering
Master of Aviation Maintenance
Master of Entrepreneurship in Technology
Master of Systems Engineering

1b.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General Education Requirements
Undergraduate Courses
Graduate Courses
Office of Professional Education
Faculty and Administration
Catalog Compliance and Supplements
Catalog Archives
B.S. in Aeronautics
Take your future to new heights!
Whether you want to launch into an aviation career, break away from the competition, or advance your current position and earnings potential, the Bachelor of Science in Aeronautics opens the door to new opportunities in the dynamic aviation/aerospace industry.
Aeronautics curriculum is closely mapped to the needs and demands of the aviation/aerospace industry and to general education guidelines. The BSA is a multidisciplinary program with courses of study in human factors, security, aviation safety, occupational safety and health, air traffic control, aircraft maintenance, and aeronautical science. Within that broad base, electives and minors allow you to tailor your degree to your particular interests and career goals.
It doesn't have to take long, either. You can receive transfer credit, advance standing, and FAA or military ratings and certifications, which may lead to receiving your degree in a shorter time.
Students are also eligible to engage in cooperative study/internships and may elect to seek out those enriching opportunities.
The Bachelor of Science in Aeronautics is accredited by the Aviation Accreditation Board International (AABI)
Minor Courses of Study
One key and essential element of this degree is the ability to enhance and strengthen your academic program by adding any Minor Course of Study. Students may use courses from a minor and place them into Aviation Area of Concentration, Professional Development Electives and/or Open Electives (all as appropriate). Students are strongly encouraged to add a Minor to their degree.
Available Minors
Aviation Area of Concentration
The Aviation Area of Concentration is the degree area where credit for prior aviation learning is housed or where students can take aeronautical science courses. Many students bring in all or

1c.

DEGREE REQUIREMENTS

General Education

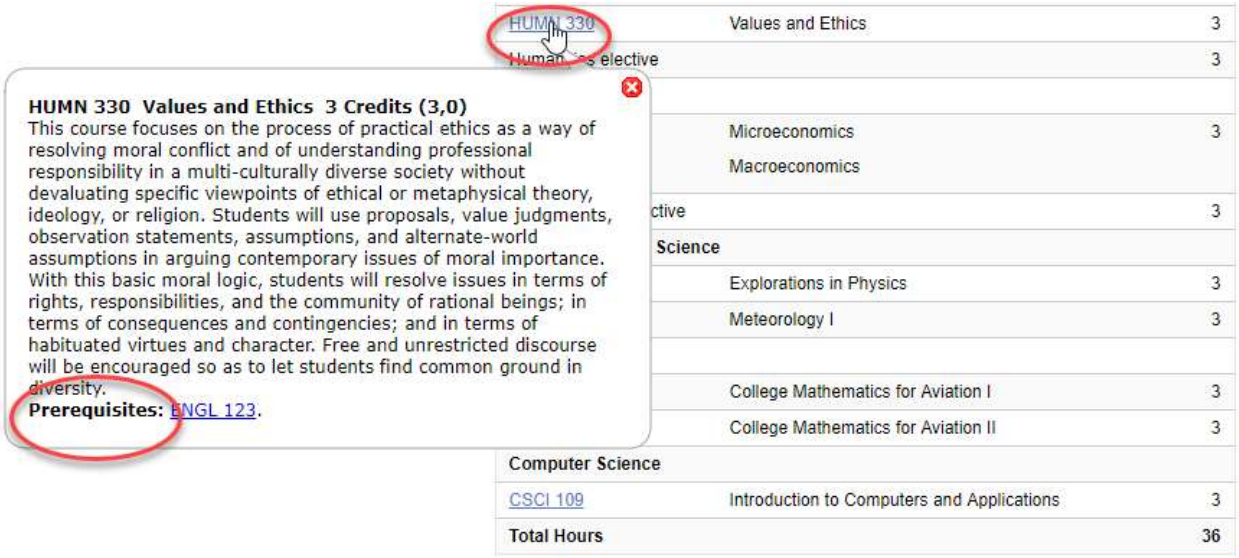
General Education		
Embry-Riddle courses in the general education categories of Communication Theory and Skills, Humanities, Social Sciences, Physical and Life Science, Mathematics, and Computer Science may be chosen from this list, assuming prerequisites are met. Courses from other institutions are acceptable if they fall into these broad categories and are at the level specified.		
Communication Theory and Skills		
ENGL 123	English Composition	3
Speech/English		6
Humanities*		
HUMN 330	Values and Ethics	3
Humanities elective		3
Social Sciences		
ECON 210	Microeconomics	3
or ECON 211	Macroeconomics	
Social Science elective		3
Physical and Life Science		
PHYS 102	Explorations in Physics	3
WEAX 201	Meteorology I	3
Mathematics		
MATH 111	College Mathematics for Aviation I	3
MATH 112	College Mathematics for Aviation II	3
Computer Science		
CSCI 109	Introduction to Computers and Applications	3
Total Hours		**36**

Core/Major

Aviation Area of Concentration		**18**
Make up shortages with non-duplicating courses from the following disciplines: Aeronautical Science, Aviation Maintenance, and related aviation/aerospace coursework in Transportation, Safety, Security, History, Engineering, and Unmanned Systems..		

Program Support		**24**
ASCI 202	Introduction to Aeronautical Science	3
ASCI 254	Aviation Legislation	3
ASCI 404	Applications in Aviation/Aerospace Law	3
MATH 211	Statistics with Aviation Applications	3

1d.

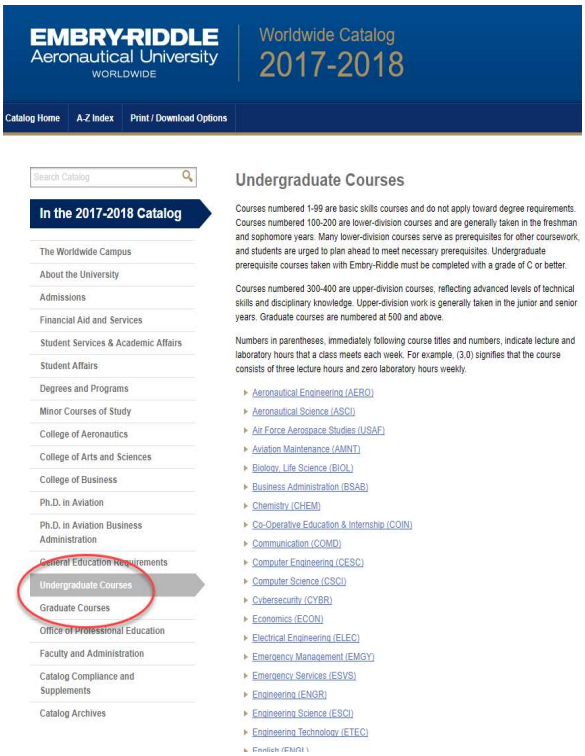


HUMN 330	Values and Ethics	3
Human[illegible]s elective		3
	Microeconomics	3
	Macroeconomics	
ctive		3
Science		
	Explorations in Physics	3
	Meteorology I	3
	College Mathematics for Aviation I	3
	College Mathematics for Aviation II	3
Computer Science		
CSCI 109	Introduction to Computers and Applications	3
Total Hours		**36**

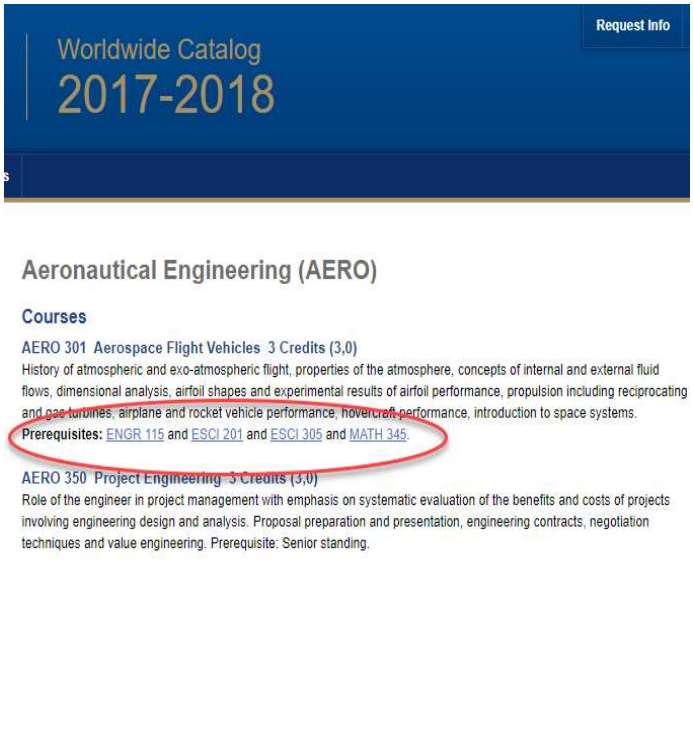
HUMN 330 Values and Ethics 3 Credits (3,0)
This course focuses on the process of practical ethics as a way of resolving moral conflict and of understanding professional responsibility in a multi-culturally diverse society without devaluating specific viewpoints of ethical or metaphysical theory, ideology, or religion. Students will use proposals, value judgments, observation statements, assumptions, and alternate-world assumptions in arguing contemporary issues of moral importance. With this basic moral logic, students will resolve issues in terms of rights, responsibilities, and the community of rational beings; in terms of consequences and contingencies; and in terms of habituated virtues and character. Free and unrestricted discourse will be encouraged so as to let students find common ground in diversity.
Prerequisites: ENGL 123.

Course information/descriptions can also be found in the catalog under the Undergraduate Courses and Graduate Courses sections (2a). Courses are broken down by subject area and course prefix for easy reference (2b) and also lists any prerequisite or co-requisite requirements needed in addition to the full course description (2c).

2a & 2b.

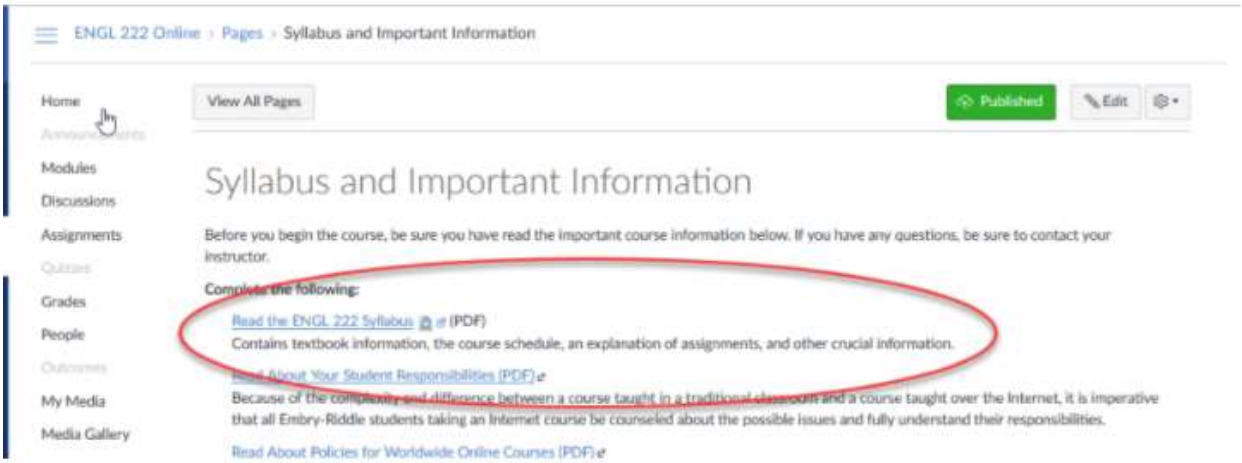


2c.

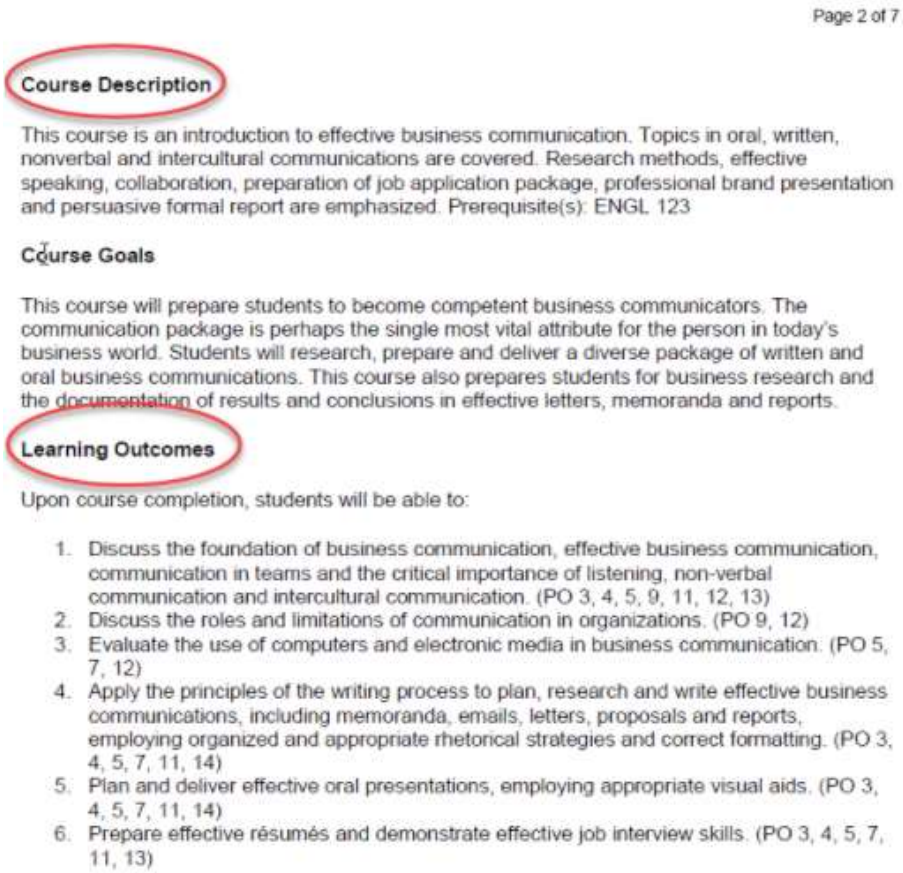


Syllabi for each online course is accessible by students on the first day of the term via Canvas online. Within each online course, students are expected to read the course syllabus which outlines the course learning outcomes, course requirements, course description, and other important information (3a-b).

3a.



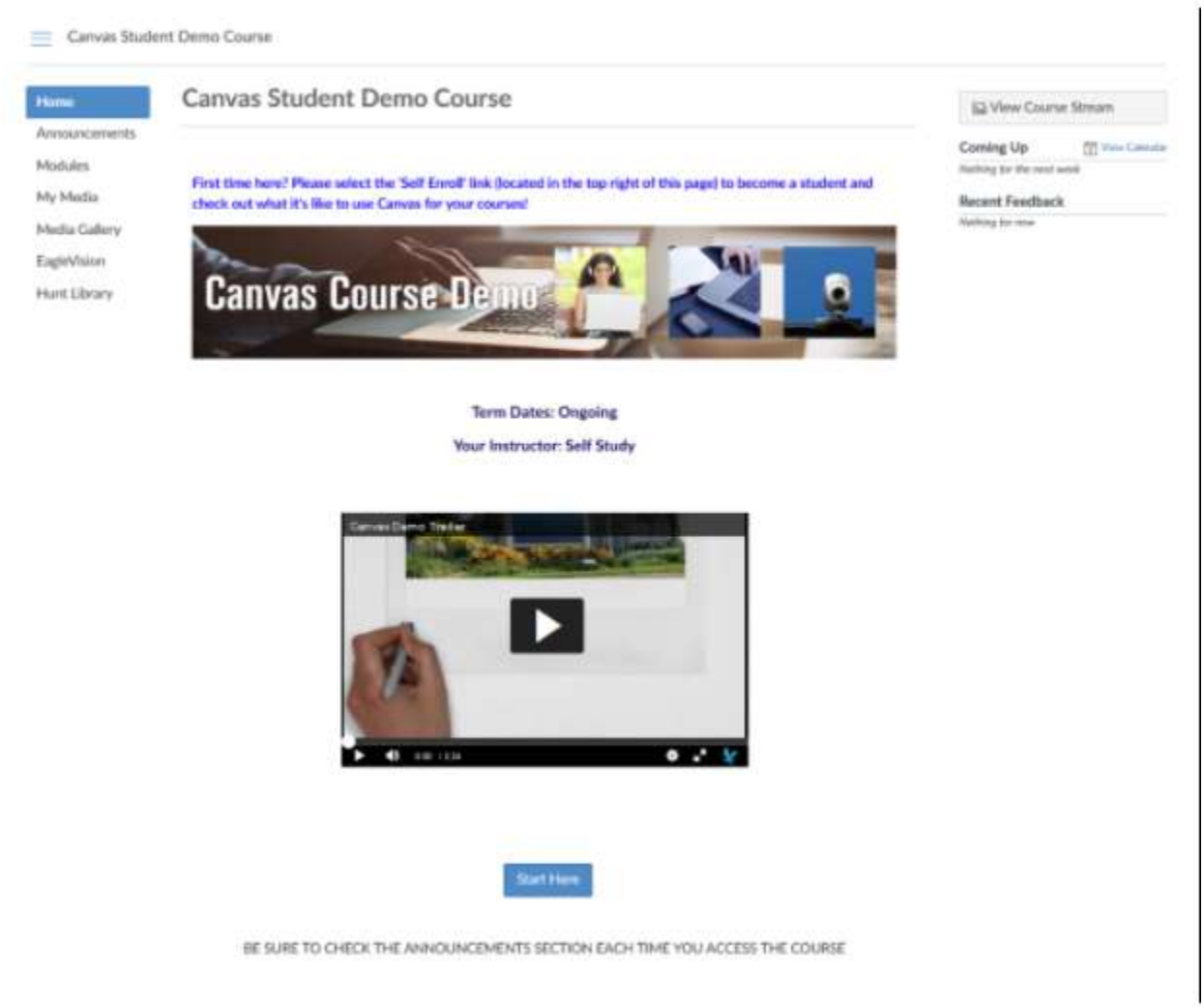
3b.



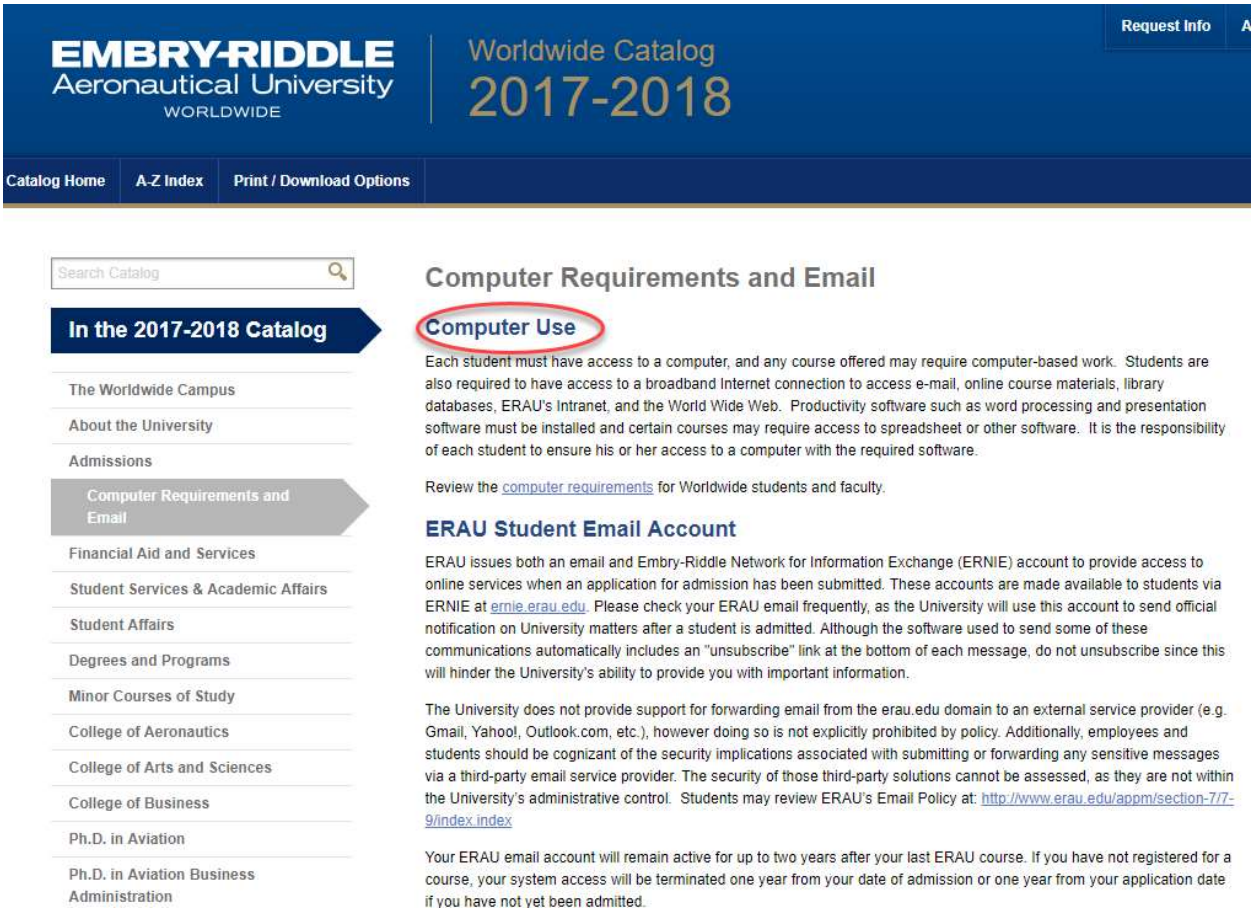
The Canvas Student Demo course (5a) is available to all students and provides an orientation to the Canvas LMS and online learning in general. This course provides information about the following topics:

- *How to navigate a course within Canvas*
- *How to set up notifications*
- *Communicating with the instructor*
- *Explanation of course modules – what they are, how to navigate and use them*
- *Page and file navigation*
- *Quizzes*
- *Overview of Respondus*
- *Course Discussion Boards*
- *Assignments – how to upload, how to view feedback, plagiarism, etc.*
- *Course grading*
- *Group assignments*
- *Technology tools and resources*
- *How to get assistance*

5a.



To provide a consistent high quality online experience, Embry-Riddle Worldwide requires every student to meet the following hardware and software technology requirements. To support your academic success Embry-Riddle Worldwide recommends purchasing a new computer at the start of your program.



Hardware:

	Minimum Requirements	Recommended Requirements
Operating System	Windows 7, *Mac OS 10.7	Windows 10, *Mac OS 10.9
Processor	1.8 GHz	2.5 GHz or higher
Ram	4 GB	8 GB or more
Monitor Resolution	1024 x 768, 32 bit color	1280 x 1024, 32 bit color
Video	On board video	1 GB video card
Hard Drive	120 GB	250 GB or more
Optical Drive	CD-ROM	DVD Writable
Sound	16 bit sound card and speakers	32 bit sound card and speakers
Internet Connection	1.5 Mbps download and 512 Kbps upload Note: EagleVision courses require use of a wired internet connection.	3 Mbps download and 1 Mbps upload
Web camera	Built in Web camera	External Web camera: Logitech HD Pro C920 or similar model
Headset with microphone	Required for EagleVision Home courses	

ERAU-Worldwide provides many resources and support services to students utilizing online courses. These include but are not limited to:

- *Assigned academic advisor*
- *Canvas Course Demo/Orientation for students (in Canvas)*
- *New Student Orientation (in Canvas)*
- *Math and English assessment exams (online format)*
- *24/7 IT support via email, phone and live chat*
- *Hunt Library Online*
- *Tutor.com – free, online, one-on-one tutoring available in all MATH and some English, Physics and Engineering courses*
- *Free technology tools – Skype, Office 365, Lynda.com for video tutorial library, free computer diagnostics test, etc.*
- *Online bookstore*
- *Eaglet Writing Lab (online)*

All students have access to the following student services:

- *Financial Aid – extended hour service center available to answer questions and provide assistance. Students may also contact their assigned financial aid counselor via phone and email for additional assistance during regular business hours.*
- *Registration – students may web-register online (without holds) at any time, or may register through their Academic Advisor at any time. Students may register up to 365 days in advance.*
- *Student Affairs*
    - *Career Services – available to assist students with career planning, resumes, job interviews, internships and other career related items.*
    - *Ombudsman – available for students to get assistance with grievances and other issues.*
    - *Disability Support Services – assistance for students to make accommodations for academic activities.*
    - *National Honor Society – available to recognize those who accomplish academic excellence.*
    - *Coops and Internships – provides students assistance with co-op and internship opportunities.*
- *Academic Resources*
    - *APA Guides*
    - *Capstone Resources*
    - *Master Materials and Textbook list*
    - *Professional Education Programs*
- *Veterans and Military - support for our veteran and military students is available via the Military &Veteran Student Services Department. The VA office processes all VA Enrollment Certifications and offer additional support with tuition assistance, military portals, grades, special military programs, etc.*

(ii) Enrolled Students shall have reasonable and adequate access to the range of student services to support their distance education activities.

ERAU-Worldwide provides many resources and support services to students utilizing online courses. These include but are not limited to:

- *Assigned academic advisor*
- *Canvas Course Demo/Orientation for students (in Canvas)*
- *New Student Orientation (in Canvas)*
- *Math and English assessment exams (online format)*
- *24/7 IT support via email, phone and live chat*
- *Hunt Library Online*
- *Tutor.com – free, online, one-on-one tutoring available in all MATH and some English, Physics and Engineering courses*
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- *Eaglet Writing Lab (online)*

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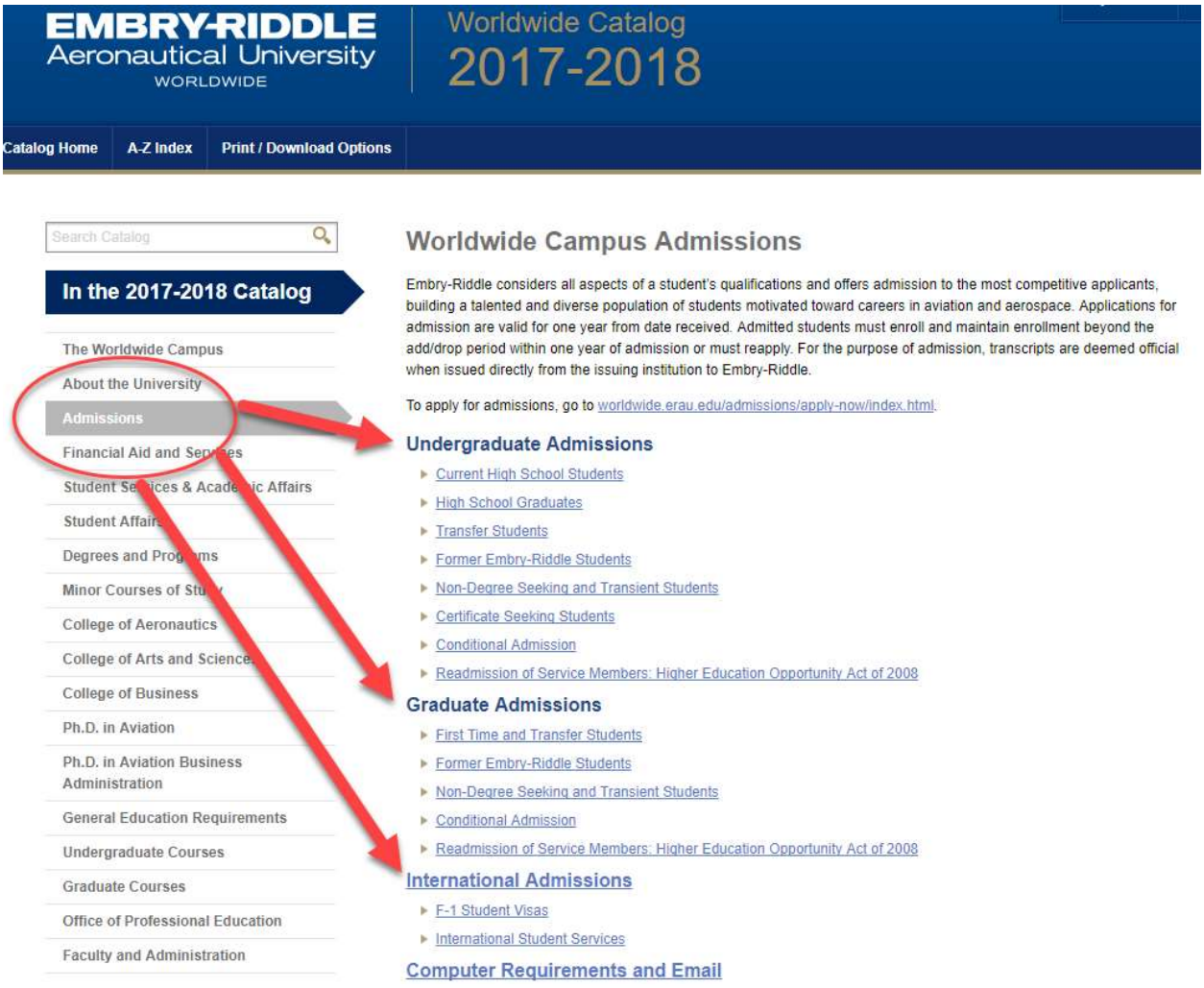
    - *Professional Education Programs*
- *Veterans and Military - support for our veteran and military students is available via the Military &Veteran Student Services Department. The VA office processes all VA Enrollment Certifications*

and offer additional support with tuition assistance, military portals, grades, special military programs, etc.

(iii) Accepted students shall have the background, knowledge and technical skills needed to undertake a distance education program.

Embry-Riddle considers all aspects of a student's qualifications and offers admission to the most competitive applicants, building a talented and diverse population of students motivated toward careers in aviation and aerospace. Applications for admission are valid for one year from date received. Admitted students must enroll and maintain enrollment beyond the add/drop period within one year of admission or must reapply. For the purpose of admission, transcripts are deemed official when issued directly from the issuing institution to Embry-Riddle. http://catalog.erau.edu/worldwide/admissions/



(iv) Advertising, recruiting and admissions materials shall clearly and accurately represent the program and services available.

Embry-Riddle Aeronautical University's combined Communications and Marketing teams work in cooperation with Web Strategy, Admissions and Enrollment, Creative Services, and Events and Sponsorships to serve the communications and marketing needs of the entire university.

The Communications team handles media relations, crisis communications, and university messaging to internal and external audiences. The Marketing team handles university branding standards, advertising, promotional materials, video and photo production, and oversight of ERAU.edu content with student recruitment at its core, but also in service of the university's colleges, departments, and programs.

The creative design team offers award winning designs for Worldwide and residential campuses. A link to a portfolio of some of the work that this department has done is below.

http://marketing.erau.edu/worldwide/portfolio/index.html

(f) Commitment to Support

(i) Policies for faculty evaluation shall include appropriate consideration of teaching and scholarly activities related to distance education programs.

Any time an instructor teaches an online course, they are assigned a dedicated Faculty Quality Manager (FQM). The Faculty Quality Manager assists instructors as they teach an online course for Embry-Riddle Aeronautical University – Worldwide. The assigned FQM assists the instructor with preterm course setup, clarify procedures relating to online courses, and serve as a concierge to identify the correct resource to answer any questions an instructor may have regarding your course.

Throughout the term, all faculty are monitored to ensure they are participating in their course at least once every 48 hours. Any instructor identified to be out of contact with their course for more than 48 hours are contacted directly by the FQM to identify the reason for nonparticipation, direct the instructor to any technical assistance needed, and to remind them of the requirement to be present in their course at least once every 48 hours. Online instructors are also monitored to ensure that student assignments are evaluated and returned to the students within seven days of the end of the module week. This monitoring also verifies that students are receiving qualitative feedback on their assignments, in addition to a numerical/letter grade. If an instructor is not adhering to these guidelines, they are contacted by their assigned Faculty Quality Manager. The Program/Discipline Chair and Department Chair are involved, as needed.

Online faculty are formally evaluated at least once annual. The faculty evaluation, developed by Faculty Senate, incorporates adherence to online faculty expectations and obligations, best practices for teaching online courses, student engagement, and meeting the preterm and post-term requirements. The Faculty Quality Manager completes the initial evaluation form, including a rating for each category listed on the evaluation and any qualitative feedback needed. Any rating of exceeds expectations or below expectations does require qualitative feedback be entered. A summary general comment is used to provide an overall summary of the evaluation. The initial evaluation is then routed to the assigned department chair for review, additional comments, and the assignment of an overall rating.

The evaluation form is then routed to the online faculty member for review. The faculty member can request a phone call with the department chair if there are questions or concerns about the evaluation or to discuss the evaluation. The faculty member has the opportunity to provide their own written feedback and electronically sign the evaluation form. The evaluation form is then routed back to the department chair to review any comments from the instructor and finalization of the evaluation. Once the evaluation is finalized, the faculty member receives a completed copy via email and an electronic copy is added to the instructor's file.

(ii) An institution shall demonstrate a commitment to ongoing support, both financial and technical, and to continuation of a program for a period sufficient to enable students to complete a degree or certificate.

Our Institution follows our accreditor's guidelines regarding program discontinuance.

SACSCOC Program Discontinuance Policy

If an institution decides to close an educational program, it must choose one of the following options:

1. The institution teaches out currently enrolled students; no longer admits students to programs; and terminates the program, after students have graduated. (Teach-out plan)
2. The institution enters into a contract for another institution or organization to teach out the educational programs or program. (Teach-out agreement)

Teach-out plans and teach-out agreements must be approved by SACSCOC prior to implementation.

Teach-out Plans

A teach-out plan is a written plan developed by an institution that provides for the equitable treatment of students if an institution, or an institutional location that provides fifty percent or more of at least one program, ceases to operate before all students have completed their program of study, and may include, if required by the institution's accrediting agency, a teachout agreement between institutions.

To be approved, a teach-out plan must include the following information:

1. Date of closure (date when new students will no longer be admitted)

2. An explanation of how affected parties (students, faculty, staff) will be informed of the impending closure
3. An explanation of how all affected students will be helped to complete their programs of study with minimal disruption
4. An indication as to whether the teach-out plan will incur additional charges/expenses to the students and, if so, how the students will be notified
5. Signed copies of teach-out agreements with other institutions, if any
6. How faculty and staff will be redeployed or helped to find new employment
7. If closing an institution, arrangement for the storing of student records, disposition of final financial resources and other assets

Following review and approval of a teach-out plan that includes a program that is accredited by another accrediting agency, the Commission will notify that accreditor of its approval.

Teach-out Agreements

A teach-out agreement is a written agreement between institutions that provides for the equitable treatment of students and a reasonable opportunity for students to complete their program of study if an institution, or an institutional location that provides fifty percent or more of at least one program offered, ceases to operate before all enrolled students have completed their program of study. Such a teach-out agreement requires SACSCOC approval in advance of implementation.

For approval by SACSCOC, the agreement must be between institutions that are accredited by a nationally recognized accrediting agency, be consistent with applicable standards in the Principles of Accreditation and with SACSCOC policies, and provide for the equitable treatment of students by ensuring that:

> *1. The teach-out institution has the necessary experience, resources, and support services to provide an educational program that is of acceptable quality and reasonably similar in content, structure, and scheduling to that provided by the closed institution; and*
> *2. The teach-out institution demonstrates that it can provide students access to the program(s) and services without requiring them to move or travel substantial distances.*

(g) Evaluation and Assessment

(i) An institution shall evaluate a distance education program's educational effectiveness, including assessments of student learning outcomes, student retention, student faculty satisfaction, and cost-effectiveness.

Embry-Riddle is committed to quality thereby continually improving its culture of planning, assessment of outcomes, and evaluation. Consequently, the university's systematic and ongoing planning and evaluation processes and systems are integrated throughout all aspects of the institution in a systematic way, supported by robust data-driven support systems. Attention to outcomes, assessment of those outcomes, and usage of assessment results to ensure that the university is progressing toward its stated mission permeate all aspects of the institution. The evaluation processes focus on accomplishing the university mission by addressing student learning outcomes and program outcomes in both academic and administrative units. The planning processes, on the other hand, focus on implementing the university strategic plan by addressing the university goals and tracking measurable performance outcomes related to each goal.

The University Institutional Effectiveness Committee (UIEC) provides extensive guidance into the processes and direction of institutional effectiveness across the campus. The UIEC is comprised of administrative and academic representatives across the campus and colleges, plus the directors and coordinators of the Office of Institutional Effectiveness. The committee serves as an advisory group to the Office of Institutional Effectiveness.

Program Assessment Processes

The university implemented the current assessment processes in policy and practice over ten years ago, integrating both academic and administrative units from all sectors of the university into that process as appropriate.

For assessment of academic programs, University Policy AP-08 applies:

The university requires an annual academic assessment process in which degree-program faculty identify expected learning and performance outcomes, assess the extent to which they achieve the outcomes, and provide evidence of improvement based on analysis of the results. Every program is afforded a mechanism by which to make a request for financial resources through the university budgeting process to facilitate needed improvements.

For assessment of administrative units, Policy APPM 4.3 applies:

The university requires an annual research-based assessment process in which administrative offices and academic and student support departments identify expected outcomes, assess the extent to which they achieve the outcomes, and provide evidence of improvement based on analysis of the results. Every unit is afforded a mechanism by which to request university financial resources to facilitate needed improvements.

The university's assessment system employs the "five column method" for both academic and administrative assessments. Each year the assessment units of the university do the following:

1. *Review the appropriateness of their statement of purpose relative to the university's mission*
2. *Update the outcomes for their unit and identify the outcomes they will assess in the present cycle*
3. *Describe their approach to the assessment of these selected outcomes, identifying targets, roles and timelines*
4. *Report the finding of their assessments at the end of the annual cycle*
5. *Identify improvements to their program that were a product of the evaluation of the assessment results*

The university used the Blackboard Outcomes assessment module and now currently the Canvas platform and Taskstream software to track both academic and administrative assessment processes across the university.

When a department discovers through its assessments that it needs additional financial resources to implement improvements, the department submits a "Mission Critical Budget Request" (MCBR) to the Office of Institutional Effectiveness. The Office of Institutional Effectiveness then reviews the request, prioritizes it in consultation with the vice president for Academics and Research and the executive vice president/chief academic officers, then forwards the request to the president's Cabinet for consideration in preparation of the annual budget.

The university supports the assessment process through the Office of Institutional Effectiveness (with three full-time employees) and the Office of Institutional Research (with nine full-time employees),

including the university assessment coordinator who has an operational budget of over $20,000. The university also annually provides resources to fund an assessment mini-grant program for improvements in assessment processes across the university. Finally, the university encourages and supports departments across the university in their use of Industry Advisory Boards to give an added external dimension and perspective to the assessment of student learning.

Academic Program Review

In addition to the annual assessment of student-learning outcomes, each academic program completes a Program Review every seven years. The Program Review is a comprehensive examination of the program's curriculum, its relevance, climate survey of faculty and staff, industry advisory board minutes and suggestions, and its performance in comparison to other programs, both internal and external to the institution. Steps in the program review process are:

1. The Office of Institutional Effectiveness provides the faculty with information for the review.

2. The program faculty review the data and make their initial report.

3. A Program Review Committee (PRC) of peers makes recommendations based on the faculty report.

4. The faculty respond to the PRC recommendations

5. The chief academic officers (CAOs) review the completed report with the PRC recommendations and faculty responses and prepare a formal Memorandum of Understanding, or MOU between the administration and the program faculty outlining the improvement actions to be taken.

(ii) An institution shall demonstrate an evidence – based approach to best online teaching practices

As Embry-Riddle Aeronautical University continues to evolve and mature online degree offerings as well as technology enhanced delivery modalities, we must also adapt to meet the needs of the modern student. We will always maintain a rich tradition with military students serving our country, but our student population is changing. Our modern students seek an advanced, engaging education that provides accessibility from any location and any time of the day. A flawless experience is not an option but an expectation from the modern student. As many of our students are working professionals, active duty in the military, or seeking options that provide more flexibility than a local college experience, we must provide technology and student services that are integrated into the learning and student life experience. Our strategic plan will ensure online education can maintain its rightful place as a globally respected educational provider, innovative and forward thinking institution, and vital growth engine for Embry-Riddle's future. The Department of Online Education serves as the central agent for online learning at Embry-Riddle, providing leadership in distance learning policies, strategies, and practices for all three campuses. The online education strategic planning process has become an annual department exercise which allows for reflection on past objectives, evaluates current performance, and identifies new goals and initiatives. The plan also provides transparency for our various stakeholders who have a keen interest in successful completion of our initiatives. Online education was once a specialized service or second-tiered educational approach but has now become common place and an expectation of our

entire Embry-Riddle community. Given the wide spread consumption of online education at all three Embry-Riddle campuses, we are positioned to achieve more significant accomplishments than ever before. During the past two years, we have taken on additional responsibilities for our residential campuses consumption of virtual education while also maintaining our commitment to the strategic direction of the Worldwide Campus. Our goal is to provide an exceptional online environment for our students, staff, faculty, and industry while fostering creativity and imagination in support of continued innovations.

(iii) An institution shall provide for assessment and documentation of student achievement of learning outcomes in a distance education program.

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Course Descriptions and

Educational Need

Embry-Riddle Aeronautical University

13B.02.01.06

(1) The degree to be awarded

Associate of Science

(2) The area of specialization

Aeronautics

(3) The purpose or object of the program or course of study to be offered

The Associate of Science in Aeronautics (ASA) curriculum is closely mapped to the needs and demands of the aviation/aerospace industry as well as to general education guidelines. The ASA is a multidisciplinary program with courses of study in human factors, security, aviation safety, occupational safety and health, air traffic control, aircraft maintenance, and aeronautical science. Within this broad base, electives and minors allow students to tailor their degrees to particular interests and career goals.

The program's objectives are to:

- Strengthen a student's aviation knowledge in line with the student's specific area of interest.
- Give students the option to broaden their credentials by pursuing the Aviation Area of Concentration.
- Help students craft a program of study that will make them highly competitive and marketable in the aviation industry.

(4) Specific academic content of the program or course of study

General Education

Communication Theory and Skills		
ENGL 123	English Composition	3
Speech/English		6
Humanities		
HUMN 330	Values and Ethics	3
Humanities elective		3

Social Sciences		
ECON 210	Microeconomics	3
or ECON 211	Macroeconomics	
Social Science elective		3
Physical and Life Science		
PHYS 102	Explorations in Physics	3
WEAX 201	Meteorology I	3
Mathematics		
MATH 111	College Mathematics for Aviation I	3
MATH 112	College Mathematics for Aviation II	3
Computer Science		
CSCI 109	Introduction to Computers and Applications	3
Total Credits		**36**

Core/Major

Aviation Area of Concentration		**9**
Make up shortages with non-duplicating courses from the following disciplines: Aeronautical Science, Aviation Maintenance, and related aviation/aerospace coursework in Transportation, Safety, Security, History, Engineering, and Unmanned Systems.		
Program Support		**9**
ASCI 202	Introduction to Aeronautical Science	3
ASCI 254	Aviation Legislation	3
MATH 211	Statistics with Aviation Applications	3

Electives

Open Electives (Upper or Lower-Level)		**6**
Total Degree Requirements		**60**

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

All courses at Embry-Riddle Aeronautical University are based on the systematically designed online courses which ensure learning outcomes are met and are consistent amongst educational modalities. Our Institution's three academic colleges, Aeronautics, Arts and Sciences and Business, use a mix of artifacts from all modalities for program assessment. All online courses are benchmarked against courses taught throughout the Institution as well as those taught through external entities. Our Instructional Design and Development department has been awarded 19 Blackboard Course Design Awards which identify and disseminates best practices for designing high quality courses. Our Institution also participated in a review from Quality Matters, a nonprofit that works with Institutions to help measure and guarantee the quality of online courses.

(6) *The analysis of the market for the program*

Boeing recently reported that the aviation market will need 558,000 new commercial airline pilots and 609,000 new commercial airline maintenance technicians between 2015 and 2034. Production of new commercial aircraft alone is forecasted by Boeing, Airbus and other experts to reach 35,500 over the next 20 years with approximately 60% of the aircraft produced required to meet commercial air travel industry growth. The new aircraft will be more complex in not only in composition but technologically. In recent years, as airlines and manufacturers realize record revenues the obligation to move the industry forward is not merely a good idea but a vital factor for sustainable growth of the industry.

(7) *The State's equal education opportunity obligations under State and federal law*

In compliance with federal laws and regulations, Embry-Riddle Aeronautical University does not discriminate on the basis of race, color, gender, creed, national, and ethnic origin, age, or disability in any of its policies, procedures, or practices. An Equal Opportunity institution, the University does not discriminate in the recruitment and admission of students, in the recruitment and employment of faculty and staff, or in the operations of any programs and activities.

(8) *Meets a critical and compelling regional or statewide need*

Maryland's industry clusters are at the forefront of innovation and technology, fueling economic growth and opportunity. Certain industries complement Maryland's economic and geographic strengths of being close to the nation's capital and having a strong federal job presence, such as the Aerospace & Defense and Cybersecurity industries. These industries not only provide a strong synergy for all business involved, but also high paying jobs, giving Maryland a strong tax base and helping citizens to enjoy a high quality of life.

(9) *Is consistent with the Maryland State Plan for Postsecondary Education*

The Maryland State Plan for Postsecondary Education identifies six goals including access, affordability and completion and innovation. At Embry-Riddle Aeronautical University Worldwide and Online, students enjoy flexibility that allows them to pursue their career goals while developing new skills and expertise in an area of interest. U.S. News and World Report has named Embry-Riddle Aeronautical University – Worldwide one of the nation's top online educators for the fourth consecutive year.

The curriculum is designed to fit into busy lifestyles as ERAU Worldwide offers:

- 12 terms per calendar year for undergraduate classes
- 10 terms per calendar year for graduate courses
- 9 week semesters
- The option to accelerate your degree
- Flexibility to stagger courses

The campus operates a globally recognized learning system that leverages online and face-to-face instruction through a network of education facilities.
Highlights of our online and on-campus degrees include:

- Interactive, scheduled classes using EagleVision, our virtual classroom that combines web video conferencing and learning management system software, Canvas, to maximize the benefits of synchronous learning.
- Online classes that are delivered asynchronously and students can plan on spending between 8 and 10 hours per week on classwork.
- Campuses are located throughout the world, offering students mobility within their degree program.

Our Institution uses EagleVision which is a virtual classroom that combines web video conferencing and a learning management system to amplify the benefits of synchronous learning. EagleVision allows for real-time collaboration in a student-centered learning environment. With technology and keeping academic quality at the forefront, we are able to offer three course delivery modes — EagleVision Classroom (between classrooms), EagleVision Home (faculty and students at home), and a blend of Classroom or Home. EagleVision Classroom includes scheduled online times and real-time interaction with other students and professors. EagleVision Home offers all of the same benefits of EagleVision Classroom, but from the comfort of your home, office, or anywhere you have a computer and the internet.

By using EagleVision, Worldwide students have the opportunity to participate in classes utilizing live streaming that enables students and professors to interact from anywhere on the globe. Instructors broadcast lessons to campus from one of more than 130

locations across the world, with many campuses located on military bases, or straight to a student's home. Students choose various learning modalities that blend online and EagleVision interactive experiences from anywhere.

(10) ***Societal need***

N/A

(11) ***Occupational needs relative to meeting workforce requirements or upgrading vocational or technical skills***

N/A

(12) ***Market Demand Data***

According to the Bureau of Labor Statistics overall employment of airline and commercial pilots is projected to grow 4 percent from 2016 to 2026, slower than the average for all occupations. Most job opportunities will arise from the need to replace pilots who leave the workforce. Over the next 10 years, many pilots are expected to retire as they reach the required retirement age of 65.

Projected employment

Maryland	United States
260 **2014 Employment**	17,400 **2014 Employment**
260 **2024 Employment**	17,500 **2024 Employment**
-0% **Percent change**	0% **Percent change**
10 **Annual projected job openings**	310 **Annual projected job openings**

Embry-Riddle Aeronautical University

13B.02.01.06

(1) The degree to be awarded

Associate of Science

(2) The area of specialization

Aviation Business Administration

(3) The purpose or object of the program or course of study to be offered

Embry-Riddle Aeronautical University's Associate of Science in Aviation Business Administration is designed for students who want to start their education off by developing analytical and critical thinking skills, as well as real business acumen, to help solve and lead today's most complex aviation business challenges. Students graduating with this degree can advance their careers into the wide array of aviation management positions the industry is actively seeking today. Through this comprehensive program, students will learn how to think analytically, communicate clearly, and lead a team effectively. These valuable skills will prime graduates for professional success in any field. The Associate of Science in Aviation Business Administration explores all facets of business administration and management, including:

- Economics
- Management of Aeronautical Science
- Business Statistics & Accounting
- Business Marketing & Management
- Human Resources
- Finance

The AS in Aviation Business Administration is closely mapped to the needs and demands of the aviation/aerospace industry and provides the student with a solid foundation in Business Administration and offers students the opportunity to transfer all course credits toward a Bachelor of Science in Aviation Business Administration. Graduates of the ASABA program enables students to advance their personal and professional goals by enabling them to exhibit the knowledge and skills sought by aviation industry employers. Students may transfer all ASABA course credits toward a BSABA degree, and tailor their degree course selections specifically to their career interests and industry needs.

(4) Specific academic content of the program or course of study

General Education

Communication Theory and Skills		
ENGL 123	English Composition	3
Speech/English		6
Humanities		
HUMN 330	Values and Ethics	3
Humanities elective (lower or upper level)		3
Social Sciences		
ECON 210	Microeconomics	3
ECON 211	Macroeconomics	3
Physical and Life Science lower-level elective		
Physics/Biology/Meteorology/Chemistry, etc.		6
Mathematics		
MATH 111	College Mathematics for Aviation I	3
MATH 112	College Mathematics for Aviation II	3
or MATH 320	Decision Mathematics	
Computer Science		
CSCI 109	Introduction to Computers and Applications	3
Total Credits		**36**

Core/Major

Major

MGMT 201	Principles of Management	3
MGMT 203	Management for Aeronautical Science	3

MGMT 210	Financial Accounting	3
MGMT 221	Introduction to Management Information Systems	3
MGMT 311	Marketing	3
MGMT 314	Human Resource Management	3
MGMT 332	Corporate Finance I	3
MATH 211	Statistics with Aviation Applications	3
or MATH 222	Business Statistics	
Total Credits		**24**
Total Degree Requirements		**60**

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

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(6) The analysis of the market for the program

According to the Bureau of Labor Statistics Employment of business and financial operations occupations is projected to grow 9 percent from 2016 to 2026, about as fast as the average for all occupations, adding about 750,400 new jobs. Globalization, a growing economy, and a complex tax and regulatory environment are expected to continue to lead to strong demand for accountants and auditors. In addition, increasing usage of data and market research in order to understand customers and product demand, and to evaluate marketing strategies, will lead to growing demand for market research analysts.

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

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(8) Meets a critical and compelling regional or statewide need

Maryland's industry clusters are at the forefront of innovation and technology, fueling economic growth and opportunity. Certain industries complement Maryland's economic and geographic strengths of being close to the nation's capital and having a strong federal job presence. These industries not only provide a strong synergy for all business involved, but also high paying jobs, giving Maryland a strong tax base and helping citizens to enjoy a high quality of life.

(9) Is consistent with the Maryland State Plan for Postsecondary Education

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N/A

(11) ***Occupational needs relative to meeting workforce requirements or upgrading vocational or technical skills***

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Projected employment

Maryland	United States
6,930 **2014 Employment**	287,300 **2014 Employment**
8,370 **2024 Employment**	310,800 **2024 Employment**
21% **Percent change**	8% **Percent change**
260 **Annual projected job openings**	7,720 **Annual projected job openings**

Embry-Riddle Aeronautical University

13B.02.01.06

(1) The degree to be awarded

Associate of Science

(2) The area of specialization

Aviation Maintenance

(3) The purpose or object of the program or course of study to be offered

The Associate of Science in Aviation Maintenance (ASAvM) degree is focused on developing maintenance knowledge and critical-thinking skills that students will apply in the global aviation/aerospace maintenance environments.

The courses within these programs are aimed at developing an understanding of the strategic and global landscape of aviation maintenance with an emphasis on meeting current industry needs. Students choose from two specializations to gain the academic knowledge and develop the skills needed to succeed and lead in this dynamic industry:

- **Management:** Provides students an integrated understanding of the theories, concepts, and practical applications of logistics, procurement, production, life cycle analysis, and project management.
- **Safety:** Enables students to complement their practical experience with a study of aviation safety, focusing on the theories and concepts of human factors, mechanical and structural factors, system safety, and maintenance-related safety practices.

(4) Specific academic content of the program or course of study

General Education

Communication Theory and Skills		
ENGL 123	English Composition	3
Speech/English		6
Humanities		
HUMN 330	Values and Ethics	3

Humanities elective		3
Social Sciences		
ECON 210	Microeconomics	3
or ECON 211	Macroeconomics	
Social Science elective		3
Physical and Life Science		
PHYS 102	Explorations in Physics	3
Physical/Life Science elective		3
Mathematics		
MATH 111 & MATH 112	College Mathematics for Aviation I and College Mathematics for Aviation II	6
Computer Science		
CSCI 109	Introduction to Computers and Applications	3
Total Credits		**36**

Core/Major

Aviation Maintenance Core Courses

AMNT 240	General Aeronautics and Applications	3
AMNT 260	Aircraft Electrical Systems Theory	3
AMNT 270	Airframe Structures and Applications	3
AMNT 271	Airframe Systems and Applications	3
AMNT 280	Reciprocating Engine Theory and Applications	3
AMNT 281	Turbine Engine Theory and Applications	3
Total Credits		**18**

Program Support

ASCI 202	Introduction to Aeronautical Science	3
MATH 211	Statistics with Aviation Applications	3
Total Credits		**6**
Total Degree Requirements		**60**

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

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The curriculum is designed to fit into busy lifestyles as ERAU Worldwide offers:

- 12 terms per calendar year for undergraduate classes
- 10 terms per calendar year for graduate courses
- 9 week semesters
- The option to accelerate your degree
- Flexibility to stagger courses

The campus operates a globally recognized learning system that leverages online and face-to-face instruction through a network of education facilities.
Highlights of our online and on-campus degrees include:

- Interactive, scheduled classes using EagleVision, our virtual classroom that combines web video conferencing and learning management system software, Canvas, to maximize the benefits of synchronous learning.
- Online classes that are delivered asynchronously and students can plan on spending between 8 and 10 hours per week on classwork.
- Campuses are located throughout the world, offering students mobility within their degree program.

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(10) Societal need

N/A

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

N/A

(12) Market Demand Data

According to the Bureau of Labor Statistics overall employment of aircraft and avionics equipment mechanics and technicians is projected to grow 5 percent from 2016 to 2026, about as fast as the average for all occupations. Job opportunities are expected to be good because there will be a need to replace those workers leaving the occupation.

Projected employment

Maryland	United States
2,330 **2014 Employment**	119,900 **2014 Employment**
2,740 **2024 Employment**	121,500 **2024 Employment**
18% **Percent change**	1% **Percent change**
100 **Annual projected job openings**	3,010 **Annual projected job openings**

Embry-Riddle Aeronautical University

13B.02.01.06

(1) The degree to be awarded

Associate of Science

(2) The area of specialization

Technical Management

(3) The purpose or object of the program or course of study to be offered

The Associate in Science in Technical Management (ASTM) is an academic degree focusing on specific skill set development for managers. This program is designed for professionals who are assuming management responsibilities within their organizations or wish to be promoted into management. The ASTM program emphasizes the leading-edge management skills and technical expertise that are the basis for success in modern organizations. Emphasis is placed on coordinating the efforts of people to accomplish goals and objectives by using available resources efficiently and effectively. Topics include planning, organizing, staffing, leading or directing, and controlling using data to drive decisions.

The landscape of management is always changing. Managers need to have strong analytical skills and be able to assess all aspects of an operational problem in order to generate solutions. This needs to be done while considering the high-tech, global, and diverse nature of today's marketplace.

(4) Specific academic content of the program or course of study

General Education

Communication Theory and Skills		
ENGL 123	English Composition	3
Speech/English		6
Humanities		
HUMN 330	Values and Ethics	3
Humanities elective (lower or upper level)		3

Social Sciences		
ECON 210	Microeconomics	3
ECON 211	Macroeconomics	3
Physical and Life Science lower-level elective		
Physics/Biology/Meteorology/Chemistry, etc.		6
Mathematics		
MATH 111	College Mathematics for Aviation I	3
MATH 112	College Mathematics for Aviation II	3
or MATH 320	Decision Mathematics	
Computer Science		
CSCI 109	Introduction to Computers and Applications	3
Total Credits		**36**

Core/Major

ASTM Core		
MGMT 201	Principles of Management	3
MGMT 203	Management for Aeronautical Science	3
MGMT 210	Financial Accounting	3
MGMT 221	Introduction to Management Information Systems	3
Total Credits		**12**

Electives/Minor

Technical Transfer Credit or COB Minor or MGMT Electives	**9**
If technical transfer credit is not applicable, the 9 hours can ONLY be used toward College of Business (COB) minors. If no minor is chosen, then MGMT electives have to be courses at the 200-300-400 level.	
Open Electives (Lower or Upper Level)	**3**
May be used for Minors in other Departments	

May be used for College of Business or non College of Business Minors.

Total Degree Requirements	**60**

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

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(6) The analysis of the market for the program

According to the Bureau of Labor Statistics Employment of management occupations is projected to grow 9 percent from 2016 to 2026, about as fast as the average for all occupations, which will result in about 878,300 new jobs. Employment growth is expected to be driven by the formation of new organizations and expansion of existing ones, which should require more workers to manage these operations.

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

In compliance with federal laws and regulations, Embry-Riddle Aeronautical University does not discriminate on the basis of race, color, gender, creed, national, and ethnic origin, age, or disability in any of its policies, procedures, or practices. An Equal Opportunity institution, the University does not discriminate in the recruitment and admission of students, in the recruitment and employment of faculty and staff, or in the operations of any programs and activities.

(8) Meets a critical and compelling regional or statewide need

Maryland's industry clusters are at the forefront of innovation and technology, fueling economic growth and opportunity. Certain industries complement Maryland's economic and geographic strengths of being close to the nation's capital and having a strong federal job presence. These industries not only provide a strong synergy for all business involved, but also high paying jobs, giving Maryland a strong tax base and helping citizens to enjoy a high quality of life.

(9) Is consistent with the Maryland State Plan for Postsecondary Education

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locations across the world, with many campuses located on military bases, or straight to a student's home. Students choose various learning modalities that blend online and EagleVision interactive experiences from anywhere.

(10) *Societal need*

N/A

(11) *Occupational needs relative to meeting workforce requirements or upgrading vocational or technical skills*

N/A

(12) *Market Demand Data*

According to the Bureau of Labor Statistics Employment of management occupations is projected to grow 9 percent from 2016 to 2026, about as fast as the average for all occupations, which will result in about 878,300 new jobs. Employment growth is expected to be driven by the formation of new organizations and expansion of existing ones, which should require more workers to manage these operations.

Projected employment

Maryland	United States
6,930 **2014 Employment**	287,300 **2014 Employment**
8,370 **2024 Employment**	310,800 **2024 Employment**
21% **Percent change**	8% **Percent change**
260 **Annual projected job openings**	7,720 **Annual projected job openings**

Embry-Riddle Aeronautical University

13B.02.01.06

(1) The degree to be awarded

Bachelor of Science

(2) The area of specialization

Aeronautics

(3) The purpose or object of the program or course of study to be offered

The Bachelor of Science in Aeronautics curriculum is closely mapped to the needs and demands of the aviation/aerospace industry and to general education guidelines. The BSA is a multidisciplinary program with courses of study in human factors, security, aviation safety, occupational safety and health, air traffic control, aircraft maintenance, and aeronautical science. Within that broad base, electives and minors allows students to tailor their degree to their particular interests and career goals. The Bachelor of Science in Aeronautics is accredited by the Aviation Accreditation Board International (AABI).

The program's objectives are to:

- Strengthen a student's aviation knowledge in line with the student's specific area of interest.
- Give students the option to broaden their credentials by pursuing the Aviation Area of Concentration.
- Help students craft a program of study that will make them highly competitive and marketable in the aviation industry.

(4) Specific academic content of the program or course of study

General Education

Communication Theory and Skills		
ENGL 123	English Composition	3
Speech/English		6
Humanities*		
HUMN 330	Values and Ethics	3
Humanities elective		3

Social Sciences		
ECON 210	Microeconomics	3
or ECON 211	Macroeconomics	
Social Science elective		3
Physical and Life Science		
PHYS 102	Explorations in Physics	3
WEAX 201	Meteorology I	3
Mathematics		
MATH 111	College Mathematics for Aviation I	3
MATH 112	College Mathematics for Aviation II	3
Computer Science		
CSCI 109	Introduction to Computers and Applications	3
Total Hours		**36**

Core/Major

Aviation Area of Concentration		**18**
Make up shortages with non-duplicating courses from the following disciplines: Aeronautical Science, Aviation Maintenance, and related aviation/aerospace coursework in Transportation, Safety, Security, History, Engineering, and Unmanned Systems..		
Program Support		**24**
ASCI 202	Introduction to Aeronautical Science	3
ASCI 254	Aviation Legislation	3
ASCI 404	Applications in Aviation/Aerospace Law	3
MATH 211	Statistics with Aviation Applications	3
MGMT 201	Principles of Management	3
MGMT 210	Financial Accounting	3

MGMT 221	Introduction to Management Information Systems	3
RSCH 202	Introduction to Research Methods	3
Professional Development Core		**12**
ASCI 309	Aerodynamics	3
ASCI 490	Aeronautical Science Capstone Course	3
MGMT 420	Management of Production and Operations	3
SFTY 409	Aviation Safety	3

Electives

Professional Development Electives (Upper-Level)	**21**
Select from courses in available Minor Courses of Study or as accepted in these related disciplines, and Technology.	
Open Electives (Upper or Lower-Level)	**9**
Total Degree Requirements	**120**

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

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(6) *The analysis of the market for the program*

Boeing recently reported that the aviation market will need 558,000 new commercial airline pilots and 609,000 new commercial airline maintenance technicians between 2015 and 2034. Production of new commercial aircraft alone is forecasted by Boeing, Airbus and other experts to reach 35,500 over the next 20 years with approximately 60% of the aircraft produced required to meet commercial air travel industry growth. The new aircraft will be more complex in not only in composition but technologically. In recent years, as airlines and manufacturers realize record revenues the obligation to move the industry forward is not merely a good idea but a vital factor for sustainable growth of the industry.

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

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(8) Meets a critical and compelling regional or statewide need

Maryland's industry clusters are at the forefront of innovation and technology, fueling economic growth and opportunity. Certain industries complement Maryland's economic and geographic strengths of being close to the nation's capital and having a strong federal job presence, such as the Aerospace & Defense and Cybersecurity industries. These industries not only provide a strong synergy for all business involved, but also high paying jobs, giving Maryland a strong tax base and helping citizens to enjoy a high quality of life.

(9) Is consistent with the Maryland State Plan for Postsecondary Education

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(10) Societal need

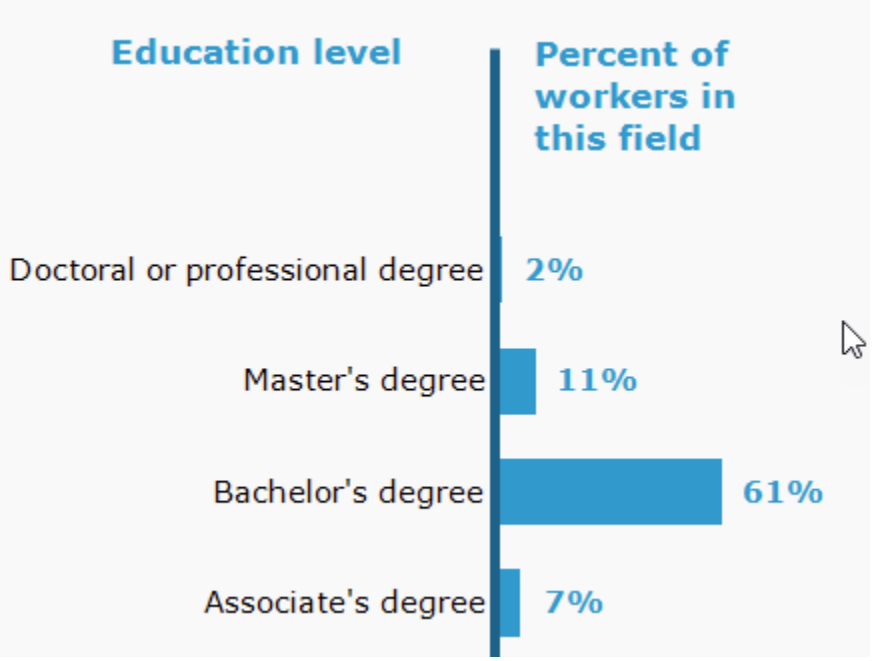
N/A

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

N/A

(12) Market Demand Data

According to the Bureau of Labor Statistics overall employment of airline and commercial pilots is projected to grow 4 percent from 2016 to 2026, slower than the average for all occupations. Most job opportunities will arise from the need to replace pilots who leave the workforce. Over the next 10 years, many pilots are expected to retire as they reach the required retirement age of 65.



Embry-Riddle Aeronautical University

13B.02.01.06

(1) The degree to be awarded

Bachelor of Science

(2) The area of specialization

Aviation Business Administration

(3) The purpose or object of the program or course of study to be offered

The Bachelor of Science in Aviation Business Administration (BSABA) degree program is designed for students seeking to lead and manage in the world of aviation. Balancing key aviation concepts with advanced business strategy, the curriculum provides students with a solid foundation of industry expertise while developing the sharp business acumen demanded at the highest levels of an organization. The program explores all facets of business administration, including accounting, economics, finance, marketing, management, and global business strategies. The program allows students to enter the program with a limited understanding of industry fields open to them, and direct their program courses as they explore their interests. The career exploration and flexibility to adjust their program as they progress is unique.

(4) Specific academic content of the program or course of study

General Education

Communication Theory and Skills		
ENGL 123	English Composition	3
Speech/English-(ENGL 221 or ENGL 222)		6
Humanities*		
HUMN 330	Values and Ethics	3
Humanities elective (lower or upper level)		3
Social Sciences		
ECON 210	Microeconomics	3

ECON 211	Macroeconomics	3
Physical and Life Science lower-level elective		
Physics/Biology/Meteorology/Chemistry, etc.		6
Mathematics		
MATH 111	College Mathematics for Aviation I	3
MATH 112	College Mathematics for Aviation II	3
or MATH 320	Decision Mathematics	
Computer Science		
CSCI 109	Introduction to Computers and Applications	3
Total Credits		**36**

Core/Major

Common Business Core

MATH 211	Statistics with Aviation Applications	3
or MATH 222	Business Statistics	
MGMT 201	Principles of Management	3
MGMT 221	Introduction to Management Information Systems	3
MGMT 311	Marketing	3
MGMT 312	Managerial Accounting	3
MGMT 314	Human Resource Management	3
MGMT 332	Corporate Finance I	3
MGMT 371	Leadership	3
MGMT 390	Business Law	3
MGMT 436	Strategic Management	3
RSCH 202	Introduction to Research Methods	3

Total Credits		**33**
Aviation Management Core		
MGMT 210	Financial Accounting *	3
ECON 315	Managerial Economics	3
or ECON 420	Economics of Air Transportation	
or TRAN 321	Air Transportation Systems	
BSAB 410	Management of Air Cargo	3
or MGMT 419	Aviation Maintenance Management	
BSAB 415	Airline Management	3
or BSAB 418	Airport Administration & Finance	
SFTY 350	Aircraft Crash and Emergency Management	3
BSAB 450	Airline/Airport Marketing	3
MGMT 494	Aviation Information Systems	3
or SFTY 345	Aviation Safety Program Management	
MGMT 408	Airport Management	3
or BSAB 412	Airport Planning and Design	
or BSAB 425	Trends and Current Problems in Air Transportation	
MGMT 411	Logistics Management for Aviation/Aerospace	3
or MGMT 391	Introduction to Project Management	
BSAB 426	International Aviation Management *	3
*Recommended to be taken prior to MGMT 436 Stategic Management		
Total Credits		**30**

Electives

Open Electives	**1 2**
BSABA Open Electives (Transfer credit or specified electives from approved list below)	
Specified Electives	**9**
Specified BSABA Electives (see approved list below)	
ASCI 254, BSAB 410**, BSAB 412**, BSAB 415**, BSAB 418**, BSAB 425**, BSAB 416 **, COMD 322, ECON 312, ECON 315**, ECON 411, ECON 420**, MGMT 314**, MGMT 317, MGMT 321, MGMT 322, MGMT 324, MGMT 331, MGMT 391**, MGMT 392, MGMT 394, MGMT 408**, MGMT 411**. MGMT 419**, MGMT 420, MGMT 421, MGMT 422, MGMT 424, MGMT 427, MGMT 440, MGMT 461, MGMT 462, MGMT 492, MGMT 494**, SCTY 400, SCTY 420, SCTY 430, SFTY 345**, SFTY 350**, SFTY 320, SFTY 330, SFTY 409, Any course listed in the Aviation Safety Minor, TRAN 321.	
** If course taken as core requirement, the course cannot also be counted as an elective.	
Total Credits	**2 1**

Minor option

Students have the option to structure electives such that a Minor in the following areas may be earned.

- Minor in Airport Management
- Minor in Aviation Safety
- Minor in Economics
- Minor in Human Resources
- Minor in Logistics Management
- Minor in Management Information Systems
- Minor in Project Management
- Minor in Technical Management

Total Degree Requirements **120**

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

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(6) The analysis of the market for the program

According to the Bureau of Labor Statistics Employment of business and financial operations occupations is projected to grow 9 percent from 2016 to 2026, about as fast as the average for all occupations, adding about 750,400 new jobs. Globalization, a growing economy, and a complex tax and regulatory environment are expected to continue to lead to strong demand for accountants and auditors. In addition, increasing usage of data and market research in order to understand customers and product demand, and to evaluate marketing strategies, will lead to growing demand for market research analysts.

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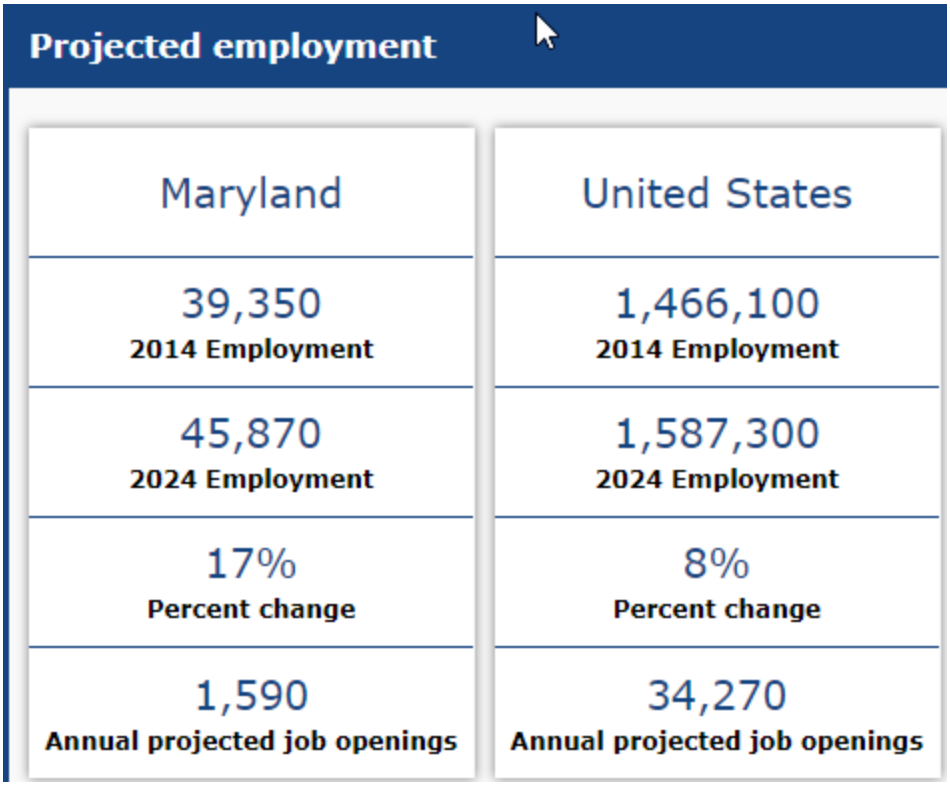
(10) ***Societal need***

N/A

(11) ***Occupational needs relative to meeting workforce requirements or upgrading vocational or technical skills***

N/A

(12) ***Market Demand Data***



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Embry-Riddle Aeronautical University

13B.02.01.06

(1) *The degree to be awarded*

Bachelor of Science

(2) *The area of specialization*

Aviation Security

(3) *The purpose or object of the program or course of study to be offered*

The Bachelor of Science in Aviation Security degree (BSAS) encompasses all aviation security related disciplines in public and private security to include airport security, airline security, airport police, Transportation Security Administration and the intelligence community. The BSAS degree provides students with the theoretical foundations for leadership and administration of aviation and private security organizations. The curriculum includes the principles, theory, and practices associated with today's public safety, aviation security and intelligence professionals.

Coursework incorporates the following:

- Analytical approaches to aviation security and intelligence
- Aviation and airport security organization and management
- Security and intelligence analysis and investigation
- Disaster planning including dealing with critical incidents
- Aviation security laws and international regulations
- The threats to aviation to include terrorism, organized crime and traditional crime as well as cyber crime

(4) Specific academic content of the program or course of study

General Education

Communication Theory & Skills		
ENGL 123	English Composition	3
Speech/English		6
Humanities*		
HUMN 330	Values and Ethics	3
Humanities elective (lower or upper level)		3
Social Sciences		
ECON 210	Microeconomics	3
or ECON 211	Macroeconomics	
Social Science elective		3
Physical and Life Sciences		
PHYS 102	Explorations in Physics	3
Physical/Life Science elective		3
Mathematics		
MATH 111 & MATH 112	College Mathematics for Aviation I and College Mathematics for Aviation II	6
Computer Science		
CSCI 109	Introduction to Computers and Applications	3
Total Credits		**36**

Core/Major

Program Support		**21**
ASCI 202	Introduction to Aeronautical Science	3

ASCI 254	Aviation Legislation	3
RSCH 202	Introduction to Research Methods	3
MATH 211	Statistics with Aviation Applications	3
MGMT 201	Principles of Management	3
MGMT 210	Financial Accounting	3
MGMT 221	Introduction to Management Information Systems	3
Aviation Security Core		**42**
ASCI 412	Corporate and Business Aviation	3
ASCI 406	Airborne Law Enforcement	3
MGMT 408	Airport Management	3
BSAB 415	Airline Management	3
SCTY 310	Introduction to Security	3
SCTY 312	Global Crime and Criminal Justice Systems	3
SCTY 385	Intelligence Collection and Analysis	3
SCTY 400	Airport Security	3
SCTY 485	Corporate Security	3
SCTY 488	National Security Issues and Terrorism	3
SCTY 410	Physical Security	3
SCTY 420	General Aviation Security	3
SCTY 430	Counterterrorism for Aviation	3
SCTY 490	Aviation Security Capstone Course	3
Aviation Security Area of Concentration		**21**
ASCI 315	Unmanned Aerial Systems and Operations	
SFTY 311	Fundamentals of Occupational Safety and Health	

SCTY 315	Studies in Intelligence I	
SCTY 415	Studies in Intelligence II	
SFTY 345	Aviation Safety Program Management	
SFTY 409	Aviation Safety	
TRAN 421	Transportation Safety and Security	
Total Degree Requirements		**120**

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

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(6) The analysis of the market for the program

Boeing recently reported that the aviation market will need 558,000 new commercial airline pilots and 609,000 new commercial airline maintenance technicians between 2015 and 2034. Production of new commercial aircraft alone is forecasted by Boeing, Airbus and other experts to reach 35,500 over the next 20 years with approximately 60% of the aircraft produced required to meet commercial air travel industry growth. The new aircraft will be more complex in not only in composition but technologically. In recent years, as airlines and manufacturers realize record revenues the obligation to move the industry forward is not merely a good idea but a vital factor for sustainable growth of the industry.

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

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(8) *Meets a critical and compelling regional or statewide need*

Maryland's industry clusters are at the forefront of innovation and technology, fueling economic growth and opportunity. Certain industries complement Maryland's economic and geographic strengths of being close to the nation's capital and having a strong federal job presence, such as the Aerospace & Defense and Cybersecurity industries. These industries not only provide a strong synergy for all business involved, but also high paying jobs, giving Maryland a strong tax base and helping citizens to enjoy a high quality of life.

(9) *Is consistent with the Maryland State Plan for Postsecondary Education*

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The curriculum is designed to fit into busy lifestyles as ERAU Worldwide offers:

- 12 terms per calendar year for undergraduate classes
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- 9 week semesters
- The option to accelerate your degree
- Flexibility to stagger courses

The campus operates a globally recognized learning system that leverages online and face-to-face instruction through a network of education facilities.
Highlights of our online and on-campus degrees include:

- Interactive, scheduled classes using EagleVision, our virtual classroom that combines web video conferencing and learning management system software, Canvas, to maximize the benefits of synchronous learning.
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(10) Societal need

N/A

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

N/A

(12) Market Demand Data

The Bureau of Labor Statistics Occupational Outlook Handbook projects slower than average job growth for TSA screeners through 2022. Currently, though, there are more than 45,000 screeners employed in the industry. This means there remains a high potential for attrition and thus lots of employment opportunities.

Embry-Riddle Aeronautical University

13B.02.01.06

(1) The degree to be awarded

Bachelor of Science

(2) The area of specialization

Aviation Maintenance

(3) The purpose or object of the program or course of study to be offered

The Bachelor of Science in Aviation Maintenance (BSAvM) degree is focused on developing maintenance knowledge and critical-thinking skills that students will apply in the global aviation/aerospace maintenance environments. The courses within these programs are aimed at developing an understanding of the strategic and global landscape of aviation maintenance with an emphasis on meeting current industry needs. Students choose from two specializations to gain the academic knowledge and develop the skills needed to succeed and lead in this dynamic industry:

- **Management:** Provides students an integrated understanding of the theories, concepts, and practical applications of logistics, procurement, production, life cycle analysis, and project management.
- **Safety:** Enables students to complement their practical experience with a study of aviation safety, focusing on the theories and concepts of human factors, mechanical and structural factors, system safety, and maintenance-related safety practices.

(4) Specific academic content of the program or course of study

General Education

Communication Theory and Skills		
ENGL 123	English Composition	3
Speech/English		6
Humanities*		
HUMN 330	Values and Ethics	3
Humanities elective		3

Social Sciences		
ECON 210	Microeconomics	3
or ECON 211	Macroeconomics	
Social Science elective		3
Physical and Life Science		
PHYS 102	Explorations in Physics	3
Physical/Life Science elective		3
Mathematics		
MATH 111 & MATH 112	College Mathematics for Aviation I and College Mathematics for Aviation II	6
Computer Science		
CSCI 109	Introduction to Computers and Applications	3
Total Credits		**36**

Core/Major

Aviation Maintenance Courses

AMNT 240	General Aeronautics and Applications	3
AMNT 260	Aircraft Electrical Systems Theory	3
AMNT 270	Airframe Structures and Applications	3
AMNT 271	Airframe Systems and Applications	3
AMNT 280	Reciprocating Engine Theory and Applications	3
AMNT 281	Turbine Engine Theory and Applications	3
Total Credits		**18**

Program Support

ASCI 202	Introduction to Aeronautical Science	3

MGMT 201	Principles of Management	3
MATH 211	Statistics with Aviation Applications	3
RSCH 202	Introduction to Research Methods	3
Total Credits		**12**
Program Core		
ASCI 327	Aviation Work Force Management in a Global Environment	3
ASCI 404	Applications in Aviation/Aerospace Law	3
ASCI 416	Aviation Maintenance Management: A Global Perspective	3
MGMT 210	Financial Accounting	3
MGMT 221	Introduction to Management Information Systems	3
MGMT 317	Organizational Behavior	3
MGMT 325	Social Responsibility and Ethics in Management	3
AMNT 490	Aviation Maintenance Capstone Course	3
Total Credits		**24**
Program Specialization		**18**
Choose one specialization		

Electives

Aviation Maintenance Electives	**12**
Aviation Maintenance, Aeronautical Science, Management, Computer Science, and Engineering Technology.	
Total Degree Requirements	**120**

* Minnesota student residents refer to State of Minnesota Course Requirement statement for Humanities requirements.

Specializations:

Management

In aviation maintenance, there is a continual need for the comprehensive management of maintenance programs. The Management specialization provides students of Aviation Maintenance an integrated understanding of the theories, concepts, and practical applications of logistics, procurement, production, life cycle analysis, and project management.

ASCI 315	Unmanned Aerial Systems and Operations	3
ASCI 322	Aircraft Inspection and Scheduled Maintenance Programs	3
ASCI 424	Maintenance Repair and Overhaul in Aviation	3
ASCI 433	Aviation Logistics and Supply Chain Management	3
MGMT 391	Introduction to Project Management	3
Upper-Level Management Electives		3
Total Credits		**18**

-OR-

Safety

In aviation maintenance, there is a recognized need for safety professionals. The Safety specialization provides students of Aviation Maintenance an opportunity to complement their practical experience with a study of aviation safety, focusing on the theories and concepts of human factors, mechanical and structural factors, system safety, and maintenance-related safety practices.

SFTY 320	Human Factors in Aviation Safety	3
SFTY 335	Mechanical and Structural Factors in Aviation Safety	3
SFTY 341	Occupational Safety and Health Program Management	3
SFTY 409	Aviation Safety	3
SFTY 440	System Safety Management	3
Upper-Level Safety Electives		3
Total Credits		**18**

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

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(10) Societal need

N/A

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

N/A

(12) ***Market Demand Data***

According to the Bureau of Labor Statistics overall employment of aircraft and avionics equipment mechanics and technicians is projected to grow 5 percent from 2016 to 2026, about as fast as the average for all occupations. Job opportunities are expected to be good because there will be a need to replace those workers leaving the occupation.

Projected employment

Maryland	United States
2,330 **2014 Employment**	119,900 **2014 Employment**
2,740 **2024 Employment**	121,500 **2024 Employment**
18% **Percent change**	1% **Percent change**
100 **Annual projected job openings**	3,010 **Annual projected job openings**

Embry-Riddle Aeronautical University

13B.02.01.06

(1) The degree to be awarded

Bachelor of Science

(2) The area of specialization

Engineering Technology

(3) The purpose or object of the program or course of study to be offered

The BS in Engineering Technology (BSET) is a broad degree and prepares students to work in a wide range of industries. Students learn the necessary skills to apply general engineering principles and technologies to real-world problems.

The core curriculum starts with fundamental engineering principles such as statics, dynamics, fluid mechanics, solid mechanics, programming, and computer aided design. Advanced courses develop the students' skills in digital and analog circuits, material science, thermodynamics, and control systems. Finally, the students apply their new skills in a capstone project.

Through the use of cutting-edge virtual labs and simulation methods, students will develop the skills to design, refine, and apply engineering technologies across a range of industries.

(4) Specific academic content of the program or course of study

General Education

Communication Theory and Skills		
ENGL 123	English Composition	3
English/Speech electives		6
Mathematics		
MATH 241	Calculus and Analytic Geometry I	4
MATH 242	Calculus and Analytic Geometry II	4
Computer Science / Information		
ENGR 115	Introduction to Computing for Engineers	3

Physical and Life Sciences		
CHEM 139	General Chemistry I	3
CHEM 141	General Chemistry I Laboratory	1
PHYS 150	Physics I for Engineers	3
PHYS 160	Physics II for Engineers	3
Humanities		
HUMN 330	Values and Ethics	3
Humanities lower level elective		3
Social Sciences		
ECON 210	Microeconomics	3
ECON 211	Macroeconomics	3
General Electives		
General Open Electives		9
Total Credits		**51**

Core/Major

Business		
MATH 222	Business Statistics	3
Total Credits		**3**
Leadership and Management		
MGMT 201	Principles of Management	3
MGMT 203	Management for Aeronautical Science	3
Total Credits		**6**
Technical Core		
ENGR 101	Introduction to Engineering	3

ENGR 120	Graphical Communications	3
ESCI 201	Statics	3
CESC 220	Digital Circuit Design	3
CESC 222	Digital Circuit Design Laboratory	1
ESCI 204	Dynamics	3
ESCI 202	Solid Mechanics	3
ESCI 206	Fluid Mechanics	3
RSCH 202	Introduction to Research Methods	3
ETEC 310	Material Science for Engineering Technology	3
ETEC 315	Circuit Analysis	3
ETEC 410	Thermodynamics for Engineering Technology	3
ETEC 415	Control Systems	3
ETEC 420	Applications of Engineering Technology	3
ETEC 485	Professional Seminar	1
ETEC 490	Engineering Technology Capstone	3
Total Credits		**44**

Electives/Concentration

Concentrations	**18**
Following concentration areas are available to BSET students. Students may choose at least 3 courses each from two concentration areas.	
Total Degree Requirements	**122**

Concentrations:

Aeronautical Science

Aeronautical Science Concentration

ASCI 309	Aerodynamics	3

ASCI 429	Advanced Technologies in Design and Production of Aircraft Structures & Systems	3
ETEC 409	Applied Aeronautics	3

Aviation Safety

Aviation Safety Concentration

SFTY 320	Human Factors in Aviation Safety	3
SFTY 330	Aircraft Accident Investigation	3
SFTY 409	Aviation Safety	3

Facilities and Construction Management

Facilities and Construction Management Concentration

MGMT 453	Construction Scheduling & Control	3
MGMT 455	Construction Systems	3
MGMT 456	Economics for Facilities & Construction Managers	3

Helicopter Operations and Safety

Helicopter Operations and Safety Concentration

ASCI 317	Rotorcraft	3
ASCI 378	Helicopter Flight Environments	3
ASCI 388	Helicopter Flight Planning	3

Unmanned Aerial Systems

Unmanned Aerial Systems Concentration

ASCI 315	Unmanned Aerial Systems and Operations	3
ASCI 318	Unmanned Aerial Systems Robotics	3
ASCI 410	Unmanned Systems Sensing Technology	3

Transportation

Transportation Concentration

TRAN 274	Transportation Science	3
TRAN 351	Urban Transportation and City Planning	3

TRAN 401	Transportation and the Environment	3

Logistics Management

Logistics Management Concentration

MGMT 331	Transportation Principles	3
BSAB 410	Management of Air Cargo	3
MGMT 411	Logistics Management for Aviation/Aerospace	3

Management Information Systems

Management Information Systems Concentration

MGMT 221	Introduction to Management Information Systems	3
MGMT 392	Database Management	3
MGMT 494	Aviation Information Systems	3

Occupational Safety & Health

Occupational Safety & Health Concentration

SFTY 311	Fundamentals of Occupational Safety and Health	3
SFTY 321	Ergonomics	3
SFTY 355	Industrial Hygiene and Toxicology	3

Project Management

Project Management Concentration

MGMT 391	Introduction to Project Management	3
MGMT 424	Project Management in Aviation Operations	3
MGMT 461	Global Project Management	3

Security and Intelligence

Security and Intelligence Concentration

SCTY 315	Studies in Intelligence I	3
SCTY 385	Intelligence Collection and Analysis	3
SCTY 488	National Security Issues and Terrorism	3

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

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(6) *The analysis of the market for the program*

According to the Bureau of Labor Statistics Employment of aerospace engineers is projected to grow 6 percent from 2016 to 2026, about as fast as the average for all occupations. Aircraft are being redesigned to cause less noise pollution and have better fuel efficiency, which will help sustain demand for research and development. In addition, as international governments refocus their space exploration efforts, new companies are emerging to provide access to space beyond the access afforded by standard governmental space agencies.

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(8) *Meets a critical and compelling regional or statewide need*

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(9) *Is consistent with the Maryland State Plan for Postsecondary Education*

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Worldwide and Online, students enjoy flexibility that allows them to pursue their career goals while developing new skills and expertise in an area of interest. U.S. News and World Report has named Embry-Riddle Aeronautical University – Worldwide one of the nation's top online educators for the fourth consecutive year.

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a student's home. Students choose various learning modalities that blend online and EagleVision interactive experiences from anywhere.

(10) *Societal need*

N/A

(11) *Occupational needs relative to meeting workforce requirements or upgrading vocational or technical skills*

N/A

(12) *Market Demand Data*

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Projected employment

Maryland	United States
430 **2014 Employment**	11,400 **2014 Employment**
510 **2024 Employment**	11,800 **2024 Employment**
18% **Percent change**	4% **Percent change**
20 **Annual projected job openings**	320 **Annual projected job openings**

Embry-Riddle Aeronautical University

13B.02.01.06

(1) The degree to be awarded

Bachelor of Science

(2) The area of specialization

Technical Management

(3) The purpose or object of the program or course of study to be offered

The Bachelor of Science in Technical Management (BSTM) is an academic degree focusing on specific skill set development for managers. This program is designed for professionals who are assuming greater management responsibilities within their organizations or wish to promote into management. he BSTM program emphasizes the leading-edge management skills and technical expertise that are the basis for success in modern organizations. Emphasis is placed on coordinating the efforts of people to accomplish goals and objectives by using available resources efficiently and effectively. Topics include planning, organizing, staffing, leading or directing, and controlling using data to drive decisions.

The landscape of management is always changing. Managers need to have strong analytical skills and be able to assess all aspects of an operational problem in order to generate solutions. This needs to be done while considering the high-tech, global, and diverse nature of today's marketplace.

The goal of this degree program is to provide a well-rounded knowledge base for today's high-tech, global workforce. In addition to the core curriculum of BSTM studies, students choose to focus on one of these majors:

- Human Resources Management
- Technical Management
- Aviation Management
- Management of Information Systems
- Information Security
- Engineering Sciences
- Occupational Safety and Health
- Facilities and Construction Management
- Project Management

(4) Specific academic content of the program or course of study

General Education

Communication Theory and Skills		
ENGL 123	English Composition	3
Speech/English		6
Humanities**		
HUMN 330	Values and Ethics	3
Humanities elective (lower or upper level)		3
Social Sciences		
ECON 210	Microeconomics	3
ECON 211	Macroeconomics	3
Physical and Life Science lower-level elective		
Physics/Biology/Meteorology/Chemistry, etc.		6
Mathematics		
MATH 111	College Mathematics for Aviation I	3
MATH 112	College Mathematics for Aviation II	3
or MATH 320	Decision Mathematics	
Computer Science		
CSCI 109	Introduction to Computers and Applications	3
Total Credits		**36**

Core/Major

Common Business Core

MATH 211	Statistics with Aviation Applications	3
or MATH 222	Business Statistics	

MGMT 201	Principles of Management	3
MGMT 221	Introduction to Management Information Systems	3
MGMT 311	Marketing	3
MGMT 312	Managerial Accounting	3
MGMT 314	Human Resource Management	3
MGMT 332	Corporate Finance I	3
MGMT 371	Leadership	3
MGMT 390	Business Law	3
MGMT 436	Strategic Management	3
RSCH 202	Introduction to Research Methods	3
Total Credits		**33**
Choose Major:		**21**
Technical Management Major		
Aviation Management Major		
Project Management Major		
Management of Information Systems Major		
Information Security Major		
Occupational Safety and Health Major		
Engineering Sciences Major		
Facilities and Construction Management Major		
Human Resources Management Major		

Electives

Transfer Credit -or- COB Minor-or- MGMT Electives	**12**
If technical transfer credit is not applicable, the 12 hours can ONLY be used toward College of Business (COB) minors. If no minor is chosen, then MGMT electives 200-300-400 level courses.	

*Not applicable to Engineering Sciences Major

Open Electives (Lower or Upper Level) may be used for Minors in other departments.	**18**

*(15 credits of Open Electives, all upper level, are required for the Engineering Sciences Major).

Available Minors

Students have the option to structure electives such that a Minor may be earned.

Total Degree Requirements	**120**

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(6) The analysis of the market for the program

According to the Bureau of Labor Statistics Employment of management occupations is projected to grow 9 percent from 2016 to 2026, about as fast as the average for all occupations, which will result in about 878,300 new jobs. Employment growth is expected to be driven by the formation of new organizations and expansion of existing ones, which should require more workers to manage these operations.

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(10) Societal need

N/A

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

N/A

(12) Market Demand Data

According to the Bureau of Labor Statistics Employment of management occupations is projected to grow 9 percent from 2016 to 2026, about as fast as the average for all occupations, which will result in about 878,300 new jobs. Employment growth is expected to be driven by the formation of new organizations and expansion of existing ones, which should require more workers to manage these operations.

Projected employment

Maryland	United States
6,930 **2014 Employment**	287,300 **2014 Employment**
8,370 **2024 Employment**	310,800 **2024 Employment**
21% **Percent change**	8% **Percent change**
260 **Annual projected job openings**	7,720 **Annual projected job openings**

Embry-Riddle Aeronautical University

13B.02.01.06

(1) The degree to be awarded

Certificate

(2) The area of specialization

Aviation Maintenance Technology Part 65

(3) The purpose or object of the program or course of study to be offered

The Aviation Maintenance Technology Part 65 Certificate may be completed while pursuing a degree program. For students who already satisfy experience requirements established by the FAA to qualify for license testing, the Certificate in Aviation Maintenance Technology will help to strengthen skills for the written, oral, and practical examination for the Airframe and Powerplant License.

The Aviation Maintenance Technology Certificate provides broad knowledge of general aeronautics, airframe systems, and powerplant systems. The curriculum consists of six courses taken in-residence or online.

Courses taken in this Certificate of Completion can be used to prepare for the A&P testing process. For those individuals who meet the experience requirements established by the FAA, these courses help prepare the applicant for the written, oral, and practical examinations. Experience requirements can be found in Part 65 of the Federal Aviation Regulations.

(4) Specific academic content of the program or course of study

Certificate of Completion

AMNT 240	General Aeronautics and Applications	3
AMNT 260	Aircraft Electrical Systems Theory	3
AMNT 270	Airframe Structures and Applications	3
AMNT 271	Airframe Systems and Applications	3
AMNT 280	Reciprocating Engine Theory and Applications	3
AMNT 281	Turbine Engine Theory and Applications	3
Total Credits		**18**

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

All courses at Embry-Riddle Aeronautical University are based on the systematically designed online courses which ensure learning outcomes are met and are consistent amongst educational modalities. Our Institution's three academic colleges, Aeronautics, Arts and Sciences and Business, use a mix of artifacts from all modalities for program assessment. All online courses are benchmarked against courses taught throughout the Institution as well as those taught through external entities. Our Instructional Design and Development department has been awarded 19 Blackboard Course Design Awards which identify and disseminates best practices for designing high quality courses. Our Institution also participated in a review from Quality Matters, a nonprofit that works with Institutions to help measure and guarantee the quality of online courses.

(6) The analysis of the market for the program

Boeing recently reported that the aviation market will need 558,000 new commercial airline pilots and 609,000 new commercial airline maintenance technicians between 2015 and 2034. Production of new commercial aircraft alone is forecasted by Boeing, Airbus and other experts to reach 35,500 over the next 20 years with approximately 60% of the aircraft produced required to meet commercial air travel industry growth. The new aircraft will be more complex in not only in composition but technologically. In recent years, as airlines and manufacturers realize record revenues the obligation to move the industry forward is not merely a good idea but a vital factor for sustainable growth of the industry.

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

In compliance with federal laws and regulations, Embry-Riddle Aeronautical University does not discriminate on the basis of race, color, gender, creed, national, and ethnic origin, age, or disability in any of its policies, procedures, or practices. An Equal Opportunity institution, the University does not discriminate in the recruitment and admission of students, in the recruitment and employment of faculty and staff, or in the operations of any programs and activities.

(8) Meets a critical and compelling regional or statewide need

Maryland's industry clusters are at the forefront of innovation and technology, fueling economic growth and opportunity. Certain industries complement Maryland's economic and geographic strengths of being close to the nation's capital and having a strong federal job presence, such as the Aerospace & Defense and Cybersecurity industries. These industries not only provide a strong synergy for all business involved, but also high

paying jobs, giving Maryland a strong tax base and helping citizens to enjoy a high quality of life.

(9) *Is consistent with the Maryland State Plan for Postsecondary Education*

The Maryland State Plan for Postsecondary Education identifies six goals including access, affordability and completion and innovation. At Embry-Riddle Aeronautical University Worldwide and Online, students enjoy flexibility that allows them to pursue their career goals while developing new skills and expertise in an area of interest. U.S. News and World Report has named Embry-Riddle Aeronautical University – Worldwide one of the nation's top online educators for the fourth consecutive year.

The curriculum is designed to fit into busy lifestyles as ERAU Worldwide offers:

- 12 terms per calendar year for undergraduate classes
- 10 terms per calendar year for graduate courses
- 9 week semesters
- The option to accelerate your degree
- Flexibility to stagger courses

The campus operates a globally recognized learning system that leverages online and face-to-face instruction through a network of education facilities.
Highlights of our online and on-campus degrees include:

- Interactive, scheduled classes using EagleVision, our virtual classroom that combines web video conferencing and learning management system software, Canvas, to maximize the benefits of synchronous learning.
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(10) Societal need

N/A

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

N/A

(12) Market Demand Data

According to the Bureau of Labor Statistics Overall employment of aircraft and avionics equipment mechanics and technicians is projected to grow 5 percent from 2016 to 2026, about as fast as the average for all occupations. Job opportunities are expected to be good because there will be a need to replace those workers leaving the occupation.

Projected employment

Maryland	United States
260 **2014 Employment**	17,400 **2014 Employment**
260 **2024 Employment**	17,500 **2024 Employment**
-0% **Percent change**	0% **Percent change**
10 **Annual projected job openings**	310 **Annual projected job openings**

Embry-Riddle Aeronautical University

13B.02.01.06

(1) ***The degree to be awarded***

Master

(2) ***The area of specialization***

Business Administration in Aviation

(3) ***The purpose or object of the program or course of study to be offered***

The Master of Business Administration in Aviation (MBAA) program builds on the traditional MBA program to provide a unique focus on the aviation industry. The MBA in Aviation provides students with a core working knowledge of accounting, marketing, finance, research, economics, and international business. Students have the opportunity to specialize in seven functional areas: accounting, finance, leadership, information technology, marketing, international business, and public administration.

Both the core and the specialization courses are focused on the aviation aspects of business topics. The degree is directly applicable to those who aspire to a career in aviation management because it provides a competitive edge in this specialized field. Students benefit from case studies, problem sets, and other learning in the classroom that are all based on aviation examples.

(4) ***Specific academic content of the program or course of study***

Core/Major

Business Core

MBAA 514	Strategic Marketing Management in Aviation	3
MBAA 517	Managerial Accounting for Decision Making	3
MBAA 518	Managerial Finance	3
MBAA 522	Business Research Methods	3
MBAA 523	Advanced Aviation Economics	3
MBAA 604	International Business Administration	3
MBAA 635	Business Capstone Course	3

Total Credits	**21**

Electives/Specialization

Electives or Specialization Option	**12**
Electives Option: Complete a total of 12 credit hours from any College of Business, unduplicated courses. No specialization will be earned for this option.	
Specialization Option: Choose any specialization. Students wishing to complete multiple specializations usually will be required to take an additional 12 semester hours (4 courses) for the second specialization. However, in some instances that may not be the case. For example, the MBAA Finance Specialization requires 4 finance courses and the Marketing Specialization requires 3 marketing courses and 1 unduplicated elective. Students seeking both specializations would only have to take 7 courses (21 semester hours) and not 8 courses (24 semester hours). The reason is that any of the finance specialization courses can also count as the Marketing Specialization unduplicated elective.	
Total Degree Requirements	**33**

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

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(6) The analysis of the market for the program

According to the Bureau of Labor Statistics Employment of business and financial operations occupations is projected to grow 9 percent from 2016 to 2026, about as fast as the average for all occupations, adding about 750,400 new jobs. Globalization, a growing economy, and a complex tax and regulatory environment are expected to continue to lead to strong demand for accountants and auditors. In addition, increasing usage of data and market research in order to understand customers and product demand, and to evaluate marketing strategies, will lead to growing demand for market research analysts.

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

In compliance with federal laws and regulations, Embry-Riddle Aeronautical University does not discriminate on the basis of race, color, gender, creed, national, and ethnic

origin, age, or disability in any of its policies, procedures, or practices. An Equal Opportunity institution, the University does not discriminate in the recruitment and admission of students, in the recruitment and employment of faculty and staff, or in the operations of any programs and activities.

(8) Meets a critical and compelling regional or statewide need

Maryland's industry clusters are at the forefront of innovation and technology, fueling economic growth and opportunity. Certain industries complement Maryland's economic and geographic strengths of being close to the nation's capital and having a strong federal job presence. These industries not only provide a strong synergy for all business involved, but also high paying jobs, giving Maryland a strong tax base and helping citizens to enjoy a high quality of life.

(9) Is consistent with the Maryland State Plan for Postsecondary Education

The Maryland State Plan for Postsecondary Education identifies six goals including access, affordability and completion and innovation. At Embry-Riddle Aeronautical University Worldwide and Online, students enjoy flexibility that allows them to pursue their career goals while developing new skills and expertise in an area of interest. U.S. News and World Report has named Embry-Riddle Aeronautical University – Worldwide one of the nation’s top online educators for the fourth consecutive year.

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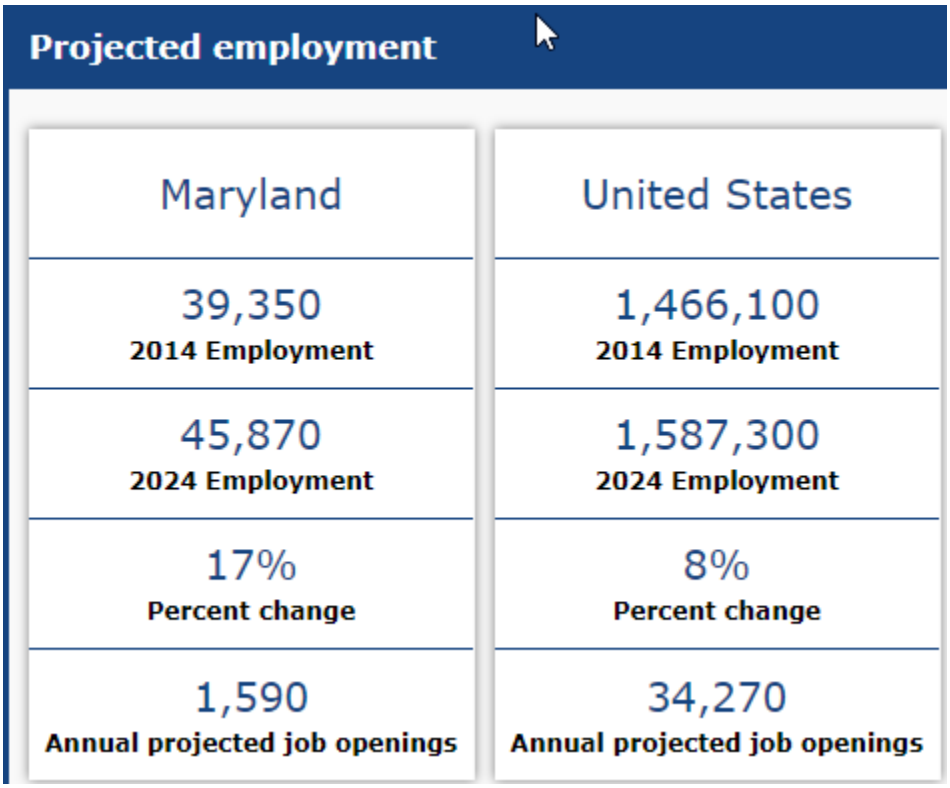
(10) *Societal need*

N/A

(11) *Occupational needs relative to meeting workforce requirements or upgrading vocational or technical skills*

N/A

(12) ***Market Demand Data***



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Embry-Riddle Aeronautical University

13B.02.01.06

(1) ***The degree to be awarded***

Master of Science

(2) ***The area of specialization***

Aeronautics

(3) ***The purpose or object of the program or course of study to be offered***

The Master of Science in Aeronautics (MSA) offers a solid core of classes, partnered with a range of specialties that are tailored to individual interests. Students develop the tools and expertise needed in the development, manufacture, and operation of aircraft and spacecraft, and gain a comprehensive understanding of the infrastructure that supports industry. The structure of the degree provides additional academic opportunities for individuals in diverse fields related to aviation or aerospace. Students can focus their academic efforts on areas directly related to their current positions or to future opportunities.

The program's objectives are to:

- Strengthen a student's aviation knowledge in line with the student's specific area of interest.
- Give students the option to broaden their credentials by pursuing the Aviation Area of Concentration.
- Help students craft a program of study that will make them highly competitive and marketable in the aviation industry.

(4) ***Specific academic content of the program or course of study***

Major/Core - Capstone Option*

Core Credits

ASCI 602	The Air Transportation System	3
ASCI 604	Human Factors in the Aviation/Aerospace Industry	3
RSCH 665	Statistical Analysis	3
RSCH 670	Research Methods	3
ASCI 691	Graduate Capstone Course	3

Total Credits	**15**

Areas of Specialization

Choose at least one of the ten specializations. MSA students may complete courses leading to multiple specializations. Students wishing to complete multiple specializations must have unduplicated credits in each of the specializations. Students must submit an evaluation request form to declare the desired specializations.

Total Credits	**12**

Electives

Electives

College of Aeronautics Graduate Courses (500-600 level)	9

Students electing the Aviation/Aerospace Management Specialization may also use no more than two of the following courses as electives:

MBAA 514	Strategic Marketing Management in Aviation	
MBAA 520	Organizational Behavior, Theory, and Applications in Aviation	
MBAA 523	Advanced Aviation Economics	
MBAA 611	Airport Management	
MBAA 612	Air Carrier, Passenger, and Cargo Management	
Total Credits		**9**

Total Degree Requirements - Capstone Option	**36**

Major/Core - Thesis Option*

Core Credits

ASCI 602	The Air Transportation System	3
ASCI 604	Human Factors in the Aviation/Aerospace Industry	3
RSCH 665	Statistical Analysis	3
RSCH 670	Research Methods	3
ASCI 700A	Thesis I	3
ASCI 700B	Thesis II	3

Total Credits	**18**

Areas of Specialization

Choose at least one of the ten specializations. MSA students may complete courses leading to multiple specializations. Students wishing to complete multiple specializations must have unduplicated credits in each of the specializations. Students must submit an evaluation request form to declare the desired specializations.

Total Credits	**12**
Total Degree Requirements - Thesis Option	**30**

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(10) *Societal need*

N/A

(11) *Occupational needs relative to meeting workforce requirements or upgrading vocational or technical skills*

N/A

(12) ***Market Demand Data***

According to the Bureau of Labor Statistics overall employment of airline and commercial pilots is projected to grow 4 percent from 2016 to 2026, slower than the average for all occupations. Most job opportunities will arise from the need to replace pilots who leave the workforce. Over the next 10 years, many pilots are expected to retire as they reach the required retirement age of 65.

Projected employment

Maryland	United States
4,640 **2014 Employment**	199,700 **2014 Employment**
5,460 **2024 Employment**	205,600 **2024 Employment**
18% **Percent change**	3% **Percent change**
210 **Annual projected job openings**	6,990 **Annual projected job openings**

Accreditation

Southern Association of Colleges and Schools Commission on Colleges

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Research & Training
Substantive Changes
Links
Third Party Comments

Institution Details

Institution Name: Embry-Riddle Aeronautical University
CEO: Dr. P. Barry Butler
Title: President
Address 1: 600 S. Clyde Morris Boulevard
Address 2:
City: Daytona Beach **State:** FL **Zip:** 32114-3900
Country: United States
Institution Phone: (386) 226-6000
Level: VI
Status: Accredited
Public Sanctions: Warning
Candidate:
Accredited: 01/01/1968
Reaffirmed: 2012
Next Reaffirmation: 2022
Control: Private Not-for-Profit
Student Achievement Data
Program List

Search Again

Level refers to the highest degree offered by an institution.

- Level I - Associate Degree, Level II - Baccalaureate Degree,
- Level III - Master's Degree, Level IV - Master's Degree and Education Specialist Degree,
- Level V - 3 or fewer Doctoral Degrees, Level VI - 4 or more Doctoral Degrees.

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Southern Association of Colleges and Schools
Commission on Colleges (SACSCOC)
http://www.sacscoc.org
Disclosure Statement Regarding the Status of

EMBRY-RIDDLE AERONAUTICAL UNIVERSITY
Daytona Beach, Florida
Issued June 13, 2019, by SACSCOC

The following publicly available information is provided by the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) concerning the accreditation of Embry Riddle Aeronautical University. Information presented below is in accord with the SACSCOC disclosure policy; staff of SACSCOC cannot comment further on questions specifically related to Embry Riddle Aeronautical University. The institution has reviewed this statement prior to its public posting.

Action by the SACSCOC Board of Trustees took place on June 13, 2019, and the institution's next review is December 2019.

What is the accreditation status of Embry Riddle Aeronautical University? Embry Riddle Aeronautical University is accredited by the Southern Association of Colleges and Schools Commission on Colleges; however, the institution was placed on Warning for six (6) months after review of the institution's Referral Report following submission of the institution's Fifth-Year Interim Report in June 2018. SACSCOC accreditation includes all components of the institution—all programs, branch campuses, off-campus sites, and distance learning programs as reported to SACSCOC; thus, the Warning status applies to the entire institution.

What does Warning mean? Warning is a public sanction imposed by the SACSCOC Board of Trustees following determination of significant non-compliance with the Core Requirements or Standards of SACSCOC's *Principles of Accreditation*; failure to make timely and significant progress toward correcting the deficiencies that led to the finding of non-compliance; or failure to comply with SACSCOC policies and procedures. The maximum total time during one monitoring period that an institution may be on Warning is two years. In December 2019, Embry Riddle Aeronautical University will have been on Warning for six (6) months. For additional information about sanctions, see SACSCOC's policy entitled "Sanctions, Denial of Reaffirmation, and Removal from Membership."

Why was Embry Riddle Aeronautical University placed on Warning? Embry Riddle Aeronautical University was placed on Warning because the SACSCOC Board of Trustees determined that the institution had failed to demonstrate compliance with Core Requirement 9.2 (*Program length*). For this Core Requirement, an institution is expected to offer one or more degree programs based on at least 60 semester credit hours or the equivalent at the associate level; at least 120 semester credit hours or the equivalent at the baccalaureate level; or at least 30 semester credit hours or the equivalent at the post-baccalaureate, graduate, or professional level. Further, this standard expects an institution to provide an explanation of equivalencies when using units other than semester credit hours and provide an appropriate justification for all degree programs and combined degree programs that include fewer than the required number of semester credit hours or its equivalent unit. (To read the full statement for the standards cited above, access the *Principles of Accreditation: Foundation for Quality Enhancement.)*

What will happen in December 2019? The SACSCOC Board of Trustees will consider the accreditation status of Embry Riddle Aeronautical University following review of a Monitoring Report addressing the standard cited above for non-compliance. The Board will have the following options: (1) remove the institution from Warning without an additional report; (2) continue on Warning, request a monitoring report, with or without authorizing a Special Committee visit; (3) place the institution on Probation, request a monitoring report, and authorize a Special Committee visit; or (4) remove the institution from membership for failure to comply with the standards. Commission staff will not speculate on what decision might be made by the SACSCOC Board of Trustees in December 2019.

For additional information regarding SACSCOC's accreditation process, access the *Principles of Accreditation: Foundation for Quality Enhancement*.

To students, parents, faculty, staff, alumni and constituents of Embry-Riddle Aeronautical University:

The university was recently notified by the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) of an apparent non-compliance issue with a recently redefined Core Requirement, 9.2 Program Length. The notification from SACSCOC relates specifically to our accelerated undergraduate-to-graduate degree programs.

Please be assured that Embry-Riddle remains fully accredited, as noted in the SACSCOC Disclosure Statement.

In keeping with our mission to prepare students to become leaders in industry, academia and government, we, like many higher education institutions, have for years offered accelerated undergraduate-to-graduate degree programs to exceptional students.

Recently, the SACSCOC redefined its Core Requirement 9.2. Embry-Riddle, along with many institutions, has been working closely with SACSCOC to provide a full and rigorous response to SACSCOC's concerns about our accelerated undergraduate-to-graduate degree programs.

Embry-Riddle is taking the notification very seriously, and we are working diligently with SACSCOC to ensure compliance with the SACSCOC Core Requirement. Once that has been achieved, the SACSCOC "warning" status can be removed by the next meeting of the SACSCOC Board of Trustees, in the first week of December, 2019.

If you have accreditation-related questions, please feel free to contact Embry-Riddle's office of Academic Assessment and Accreditation at (386) 226-7373 or (386) 226-7612.

Recent Approval Letter

MHEC
Creating a state of achievement

Larry Hogan
Governor

Boyd K. Rutherford
Lt. Governor

Anwer Hasan
Chairperson

James D. Fielder, Jr., Ph. D.
Secretary

December 11, 2017

Dr. P. Barry Butler
President
Embry Riddle Aeronautical University
600 South Clyde Morris Blvd.
Daytona Beach, FL 32114

Dear President Butler:

The Maryland Higher Education Commission (the "Commission") previously granted approval to Embry Riddle Aeronautical University (ERAU) to operate and offer 33 programs at the NAS Patuxent River (under extended approval through August 31, 2019). ERAU had a long-standing memorandum of understanding with Naval Air Station (NAS) Patuxent River to offer these programs. The Commission understands that the agreement was terminated by the NAS, and as a result ERAU has relocated its instructional site to 21795 B North Shangri-La Dr. in Lexington Park, MD (Lexington Park). The Commission had also previously granted approval to ERAU to offer the same 33 programs at Joint Base Andrews (under extended approval through August 31, 2019). ERAU also maintains an office at the Lexington Park location.

In order to ensure a smooth transition for students as ERAU completes the renewal process for the relocation to the Lexington Park site, the Commission is granting Embry-Riddle Aeronautical University (ERAU) conditional approval to continue and expand operations at the Lexington Park site, located at 21795 B North Shangri-La Dr., Lexington Park, MD 20653. Conditional operations at Lexington Park exclude any new programs not submitted to this Commission for review.

The Commission is also granting conditional approval to offer the programs listed below at Lexington Park. The following 33 programs were previously approved for the Patuxent River location, and those programs that will be offered at the Lexington Park site are in need of approval in order for ERAU to be in compliance with Maryland regulations.

Program Name	Previously Approved for NAS Patuxent	Offered at Lexington Park	Discontinued Program*
1. Associate of Science in Aeronautics	X	X	
2. Associate of Science in Aviation Maintenance	X	X	
3. Associate of Science in Aviation Business Administration	X	X	

4. Associate of Science in Technical Management	X	X	
5. Bachelor of Science in Aeronautics	X	X	
6. Bachelor of Science in Aviation Maintenance	X	X	
7. Bachelor of Science in Technical Management	X	X	
8. Bachelor of Science in Aviation Security	X	X	
9. Bachelor of Science in Aviation Business Administration	X	X	
10. Bachelor of Science in Emergency Services	X	X	
11. Bachelor of Science in Engineering Technology	X	X	
12. Bachelor of Science in Transportation	X		X
13. Master of Aeronautical Science	X	X	
14. Master of Business Administration in Aviation	X	X	
15. Master of Science in Aviation Finance	X		X
16. Master of Science in Engineering Management	X	X	
17. Master of Science in Information Security and Assurance	X	X	
18. Master of Science in Leadership	X	X	
19. Master of Science in Logistics and Supply Chain Management	X	X	
20. Master of Science in Management	X	X	
21. Master of Science in Management Information Systems	X	X	
22. Master of Science in Occupational Safety Management	X	X	
23. Master of Science in Project Management	X	X	
24. Master of Science in Unmanned Systems	X	X	
25. Master of Systems Engineering	X	X	
26. Undergraduate Certificate in Aviation Maintenance Technology Part 65	X	X	
27. Undergraduate Certificate in Aviation Safety	X		X

28. Undergraduate Certificate in Supply Chain Management	X		X
29. Undergraduate Certificate in Logistics	X		X
30. Undergraduate Certificate in Occupational Safety and Health	X		X
31. Undergraduate Certificate in Pre-Engineering Studies	X		X
32. Undergraduate Certificate in Aviation/Aerospace Safety	X		X
33. Undergraduate Certificate in Information Assurance (National Security Agency)	X		X

*ERAU has confirmed that the programs are no longer active; no students are being enrolled and enrolled students completed their respective program prior to discontinuation.

Both conditional approvals are contingent upon compliance with Code of Maryland Regulations (COMAR) 13B.02.01.02(C) and 13B.02.01.08(I)(1). The Commission is in receipt of ERAU's renewal application (as required under COMAR 13B.02.01.08I(1) and 13B.02.01.06) to offer all programs at Lexington Park. This conditional approval remains in effect until such time that the Commission renders a decision on ERAU's application for renewal at the Lexington Park site.

We appreciate your attention to this matter. Should you have any questions, please do not hesitate to contact Karen King-Sheridan, Associate Director of Collegiate Affairs.

Sincerely,

Dr. James D. Fielder
Secretary

JDF:EAAD:MK:KKS:jmc

C: Ms. Brienne Stansberry, Associate Director, State Authorization, ERAU Worldwide
Dr. Emily A. A. Dow, Assistant Secretary, MHEC
Dr. Michael Kiphart, Director, Academic Affairs, MHEC
Karen King-Sheridan, Associate Director of Collegiate Affairs, MHEC
Trish Gordon-McCown, Associate Director of Veterans Affairs, MHEC
ERAU File