



Washington Online
— Learning Institute —

Catalog

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THE WASHINGTON ONLINE LEARNING INSTITUTE CATALOG

Catalog Publication Date: July, 2017

Volume Number: 2017-3

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The Washington Online Learning Institute reserves the right to modify, upon approval of their accreditor and applicable regulatory agencies, the offering of programs, individual courses of study, tuition, hours of classes, the school calendar, and other materials listed in this publication or herein attached or inserted.

ADMINISTRATIVE AND CAMPUS OPERATIONS

Corporate Officers

Michael A. Koplen, Founder and President
Andrew Sears, Member, Board of Directors
Timothy Fisher, Member, Board of Directors

ACCREDITATIONS, LICENSES, AND APPROVALS

The Washington Online Learning Institute is accredited by the Middle States Association Commission on Secondary Schools (MSA-CSS). MSA-CSS is a regional accrediting agency recognized by the US Secretary of Education as a reliable authority as to the quality of education or training provided by the postsecondary vocational education and nurse education institutions it accredits.

Middle States Association - Commission on Secondary Schools

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Philadelphia, PA 19104
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The Washington Online Learning Institute is approved by the Delaware Department of Education as a private business and trade school.

Delaware Department of Education

Townsend Building
401 Federal Street Suite 2
Dover, Delaware 19901-3639
<http://www.doe.k12.de.us>

The Washington Online Learning Institute, Inc. is certified as a domestic nonprofit corporation in the State of Arizona.

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HISTORY OF THE WASHINGTON ONLINE LEARNING INSTITUTE

The Washington Online Learning Institute (WOLI) was founded in 1999 as the National Paralegal Institute of America, Inc. by Michael A. Koplen. The original mission of WOLI was solely to provide training to individuals who were interested in pursuing a career as a paralegal and to deliver that training via distance education. While paralegal studies still remain a curriculum offering today, WOLI has expanded the range of its programs to include other in-demand career areas designed to meet the needs of employers. WOLI's programs are fully online to accommodate the needs of students who increasingly demand mobile and flexible educational opportunities to fulfill their career-training needs.

MISSION STATEMENT AND CORE VALUES

The mission of The Washington Online Learning Institute is to prepare our students for a lifetime of achievement and career success as knowledgeable and well-trained professionals; as evidenced by above-average outcomes and student satisfaction.

The Core Values that support this mission include:

- Integrity of actions
- Mutual respect
- Institution-wide focus on efficient delivery for a meaningful student experience
- Acquisition of knowledge and career skills that require real-world application and professional insight.

CHANGES IN CATALOG INFORMATION

This is an official document publishing the policies, procedures, and regulations of WOLI. Each student is responsible for knowing and complying with the information contained in this publication. The catalog is available to current and prospective students as well as other interested parties at www.woli.edu.

ADMISSIONS

Admissions Process and Entrance Requirements for Programs.

Admission to WOLI requires that applicants provide proof of high school graduation or General Equivalency Diploma (GED) prior to enrollment. The Admissions staff at the Institute can answer any questions about what documents are acceptable for proof.

Applicants must be at least 16 years of age. Any applicant, who has not reached the age of 18 at the time they apply, must provide proof of a high school diploma or GED and have written permission from a parent or legal guardian.

Per Delaware Department of Education regulations, a college transcript is not acceptable as proof of high school graduation.

English Proficiency

WOLI does not provide English-as-a-second language instruction. Students are required to read, write and speak English in all classes.

Non-Discrimination

The school admits students without regard to race, gender, sexual orientation, religion, creed, color, national origin, ancestry, marital status, age, disability, or any other factor prohibited by law. WOLI reserves the right to deny admission to any person for any nondiscriminatory reason. Applicants are notified promptly of their admission status.

Admissions Procedures

Application for admission to Washington Online Learning Institute may be completed online at www.woli.edu. Admissions personnel may also be contacted by phone for any questions applicants may have about WOLI or the admissions process.

As part of the application and enrollment process, students will be provided the paperwork necessary to qualify for enrollment. Once all paperwork is submitted, including a signed Enrollment Agreement, the student must make financial arrangements for their classes and any required fees. If the student is a minor, the Enrollment Agreement must be signed by a parent or guardian.

Once the student has been accepted at WOLI and enrolled in his/her selected program of study, the student will be provided a secure login and instructions on how to set a secure password and log into classes.

DISTANCE EDUCATION

At WOLI all courses are taught via the Internet using an asynchronous online classroom environment. There are no mandatory scheduled class meetings, but the Institute requires that students keep pace with their courses. Online Courses are designed to be completed in a pre-determined timeframe (e.g., four weeks, six weeks, etc.) and students are actively encouraged to keep up with the material as scheduled in order not to fall behind. During the course students interact online with their classmates and instructor.

If students are unable to complete a course within the prescribed period, the Institute's policy is to be flexible and permit the student to complete the course at a later date. If a student is enrolled in a program consisting of multiple courses, all courses in the program must be successfully completed before a certificate is granted (this includes any cumulative examinations that may be scheduled after the courses have been completed.)

If it appears to the instructor that the student is not actively participating in a course, the instructor is expected to personally contact the student to encourage the student and to offer any additional assistance that might be needed.

Technology/Resource Requirements:

Students are required to have access to a computer and the Internet on a daily basis. Students must also possess the ability to use a computer, access e-mails, use a web browser (Internet Explorer, Firefox, Google Chrome, or Safari), and use the Moodle course management system.

Students must also have word processing software such as Microsoft Word or OpenOffice or a process that will allow use of APA format and to save documents to a PDF for submission to the instructor. In addition to textbooks, workbooks, lab manuals or other required materials, classes may utilize sources from the library. The instructor will provide specific information on resources that will be utilized/required in class to support content and aid in research.

Students enrolled in an online learning environment will be introduced to acceptable standards of behavior regarding dialogue postings, plagiarism, netiquette (online etiquette) and are provided a list of student expectations.

OPERATING CALENDAR

The Washington Online Learning Institute operates year-round. Because WOLI is a fully online institution, our students reside in many locations. All services are provided online and staff are available via email and chat. The main office of the Institute operates on Eastern Time and is open to students by appointment, except on the following holidays: New Year's Day, Memorial Day, Independence Day, Labor Day, Thanksgiving Day and Christmas Day.

Students have access to the online classroom 365 days of the year, 24 hours a day. Instructors are available via email at all times. Email messages from students will be answered within 24 hours of receipt or on the next business day.

TUITION AND ADDITIONAL COSTS

The total tuition that students pay to the Institute includes Base Tuition, Lab Fee, Registration Fee and Textbook Fee. Lab and Registration Fees are non-refundable.

Other Fees include:

Late Payment Fee	\$25
Schedule Revision Fee	\$100
Transcript Fee	\$10
Certificate Reprint Fee	\$75

REFUND POLICY

If a student withdraws from the Institute or is dismissed by the Institute after instruction has begun but before completing 50% of the potential units of instruction in the current time period, the student shall be entitled to a pro rata refund less any amounts owed by the student for the current time period, less any non-refundable fees.

If a student withdraws from a program or course, the student must notify the school in writing and mail the letter to the school. The postmark date of the letter will be the official date of withdrawal and will be used to calculate any pro rata refund. It is the student's responsibility to withdraw officially from the school. Failure to withdraw formally may result in failing grades and additional financial obligations.

No refund shall be awarded if the student withdraws or is dismissed after completing 50% of the potential units of instruction in the current time period unless the student withdraws due to mitigating circumstances, in which case refunds shall be computed based on the pro rata method above.

The 50% limitation does not apply in cases where the student cannot complete the program due to action taken by the Institute. Tuition refunds shall be made within 30 days after Washington Online Learning Institute has determined that the student has withdrawn from his/her classes.

FINANCIAL ASSISTANCE AND FINANCING OPTIONS

Prospective students applying to the programs are provided the opportunity to utilize a number of financing options to assist with tuition payments, including installment plans and participation in government programs.

EDUCATION

Acceptance of Transfer Credits into The Washington Online Learning Institute's Programs

A prospective student requesting credit for previous training must do so prior to starting school and must provide an official transcript for review. WOLI may request the student also provide detailed course descriptions. WOLI will then evaluate the documentation and make a decision regarding the appropriateness of the request. If prior credit is accepted, WOLI will make the appropriate adjustments to the program length and charges, within the guidelines of state and federal law. WOLI will consider credit that was earned three (3) years ago or less for core courses. The transfer credit must have been awarded by an institution accredited by an agency recognized by the U.S. Department of Education. The student must have passed the course to be transferred with a grade equivalent of "C" or better. Transfer courses must be relevant and comparable to WOLI offerings. Students generally may transfer in no more than 50% of a certificate program's semester credit hours.

Foreign Transcripts

Prospective students who wish to submit academic coursework completed outside of the U.S. for transfer consideration must have their transcripts evaluated by an educational credential evaluation service. Students must have official copies of evaluations sent directly to the WOLI office from the credential evaluation service.

Credit for Military Training and Experience

The Washington Online Learning Institute recognizes and uses the ACE Guide to the Evaluation of Educational Experiences in the Armed Services in evaluating and awarding academic credit for military training. To be officially accepted, newly enrolled students must remain continuously enrolled in school for the first 30 days of the program.

- a. **Army/ACE Registry Transcript System (AARTS)**. The AARTS is a computerized transcript system that produces transcripts for eligible Soldiers and Veterans upon request by combining a Soldier's/Veteran's military education, training and experience with descriptions and credit recommendations developed by the American Council on Education (ACE).
- b. **Sailor/Marine/ACE Registry Transcript (SMART)**. Marine Corps and Navy Personnel have an official document certifying military training and education for recommended college credit called the Sailor/Marine American Council on Education Registry Transcript (SMART). SMART is an official transcript endorsing and recommending college credit for military education and training and recognized by the American Council on Education (ACE). The Marine Corps and the Navy have developed SMART jointly.
- c. **Community College of the Air Force (CCAF)**. CCAF is a federally-chartered degree-granting institution that serves the United States Air Force's enlisted total force. All enlisted personnel are automatically enrolled in CCAF and credits earned through the military and through civilian education are added to their degree plan.

Transfer of Credits from one Program to another Program

Students transferring from one WOLI program into a new program can receive credit for classes completed in the original program if the completed classes match those listed in the new program curriculum.

Transferability of the Washington Online Learning Institute's Credits to another School

WOLI is an accredited institution that offers programs designed to provide the student with vocational career training and is not designed to prepare the student for transfer to other institutions. Acceptance of credits earned at WOLI is determined solely by the receiving institution. Students wishing to transfer credits should first consult with the Registrar at the receiving institution concerning acceptance. Accreditation alone does not guarantee credit transfer. **WOLI cannot and does not guarantee credit transfer.**

Articulation Agreement

WOLI holds an articulation agreement with the University of Phoenix which may allow students to transfer courses from WOLI as assessed by the University of Phoenix's Office of Admissions & Evaluation (OAE). For more information about transferring credits, please contact your Student Affairs Coordinator at 1-800-371-5581, or visit the University of Phoenix website. You may also contact the University of Phoenix toll-free at 866-766-0766 or visit www.phoenix.edu/admissions/transfer_information.

Attendance

Class work includes extensive textbook reading, additional reading, participation on the asynchronous Discussion Boards, optional live chats, and online assessments. Depending on the course, additional assignments may be required. Students may access the online classroom 24 hours a day, and are expected to participate in the online classroom by posting messages on the Discussion Boards and by completing written assignments. Instructors and students are also able to schedule live "chat" sessions in the Virtual Classroom, though attendance is not mandatory.

Reentries

Any student who has dropped out of the program or who has been inactive for a period of six months or longer may be readmitted by completing an interview with the Institute's admissions staff and paying all fees due at the time of readmission. Fees may include application fee, registration fee, textbook replacement and any increase in tuition since the student's initial enrollment.

Leave of Absence

If a student does not complete the coursework within the specified timeframe of the course, the student may receive a grade of Incomplete. All incomplete coursework should be resolved within eight (8) weeks of the end of the course. Students who require a longer time are required to apply for a leave of absence.

Academic Advising

Students' educational progress, including grades, attendance, and conduct are reviewed on a regular basis. The education department notifies students if their attendance, academic standing or conduct is unacceptable. Failure to improve may result in further action up to and including withdrawal. The school provides tutorial sessions and academic advising for students who are experiencing academic difficulties. Students are encouraged to seek academic assistance through their instructor or the education department.

Outside Hours

Hours listed in course descriptions and on syllabi represent the scheduled time required for delivery of course content and practice of learned skills. The accumulation of these hours is listed under "Total Contact Hours" and is utilized in determining credits awarded in each course. In addition to the contact hours in a course, students are expected to spend time outside of class in reading/preparing for class, completing assigned homework, studying for exams/quizzes, researching or completing project assignments, and/or preparing for practical exercises.

Student Evaluation and Assignment of Grades

At least one quiz is administered in each course. Each quiz consists of a combination of true/false, multiple-choice and/or essay or short answer questions.

Cumulative examinations are offered at the end of some certificate programs. These exams are administered only after the student has completed all courses in the curriculum. Final examinations are comprehensive and consist of true/false, multiple-choice and/or essay or short answer questions.

In some courses, students are required to draft documents, legal memoranda, or perform online research. Discussion Boards are provided in every course. Students are required to participate on the Discussion Boards by replying to discussion questions posed by the teacher and engaging in dialogue with each other in matters of legal interest or course subject matter interest.

Students may receive a certificate only when they have achieved satisfactory scores on all coursework and, if applicable, a cumulative final examination; and they have fulfilled all tuition obligations to the Institute.

Grading Scale

The progress and quality of students' work is measured numerically. The meaning of each grade is listed below:

Letter Grade	Numerical Grade	Quality Points (per credit)	Calculates in GPA	Counts in Maximum Timeframe
A	95-100	4	Yes	Yes
B	88-94.9	3	Yes	Yes
C	80-87.9	2	Yes	Yes
D	70-79.9	1	Yes	Yes
F	Below 70	0	Yes	Yes
T	Transfer Credit	---	No	Yes
INC	Incomplete	---	No	Yes
W	Withdrawal	---	No	Yes

The course grade is calculated as a combination of the student's scores on the quizzes, required written assignments and class participation. Extra credit may also be awarded at the instructor's discretion. The minimum satisfactory passing grade is 70. In certificate programs that consist of a series of courses, a student must score 70 or above in every course before they are permitted to take a cumulative final exam. Grades are recorded as numerical values on student transcripts. Transcripts also record the performance on cumulative final examinations.

Incomplete Grades

An instructor may assign a grade of incomplete if a student has extenuating circumstances that prevent the student from being able to finish all coursework on time. The student must complete and submit all assignments/work within two calendar weeks from the regularly scheduled end date of the class.

Withdrawals

A student must notify the Director, or designee, in writing of intent to withdraw to be considered officially withdrawn. Withdrawal from a single class will be assigned a grade of W, recorded as credits attempted in the MTF, but will not be included in the calculation of GPA. When a withdrawn student reenters, he/she will be charged the tuition rate in effect at the time of reentry.

SATISFACTORY ACADEMIC PROGRESS

Satisfactory Academic Progress (SAP)

All enrolled students, regardless of whether or not they participate in any financial aid or financial assistance program, must be making Satisfactory Academic Progress (SAP) in order to remain enrolled at WOLI. For students receiving federal financial aid assistance this is also necessary to maintain eligibility to continue to receive that aid. WOLI determines whether a student is meeting Satisfactory Academic Progress requirements by reviewing two academic components – a qualitative measurement and a quantitative measurement – at specific evaluation points. The student must also complete the program within the Maximum Time Frame (MTF) designated for the program. SAP does not apply to students enrolled in single subjects who are not pursuing a program credential.

Evaluation of SAP

WOLI evaluates each student to determine if he/she is making SAP at the end of each payment period. Each of WOLI's payment periods generally corresponds to a 16-week semester for federal financial aid purposes. Thus, the end of each payment period is a SAP evaluation point.

SAP Factors (Qualitative and Quantitative)

The first SAP component, referred to as the qualitative factor, is measured by the student's cumulative grade point average (CGPA). The second, referred to as the quantitative factor, is the student's rate of academic progress (ROP) toward successful completion of the credit hours they have attempted (i.e., the ratio of credit hours earned to credit hours attempted). A student must meet both the qualitative factor (CGPA) and the quantitative factor (ROP) to be considered by WOLI to be meeting SAP requirements and to be eligible to graduate from the program. Each factor is discussed in more detail below.

CGPA Requirement (Qualitative Factor):

When WOLI reviews the student's academic record at each evaluation point, that student must be maintaining a minimum CGPA of 2.0 in order to meet this factor and be considered in good academic standing. Grades are calculated according to the general academic policies of WOLI. A student may appeal a grade assigned by an instructor/faculty member as provided for in this catalog in the "Grade Challenges" section.

The grade-point average (GPA) is computed by multiplying the quality point equivalent for each grade by the semester credit hours given for that course, adding the products, and then dividing the sum by the credit hours attempted during the term. Note the following example of determining a grade-point average:

Course	Credit Hours Attempted	Grade	Quality Points	Product
Legal Terminology	2	A x	4	= 8
Criminal Law	2	B x	3	= 6
Ethics	<u>2</u>	A x	4	= <u>8</u>
Family Law	<u>2</u>	C x	2	= <u>4</u>
SUM OF PRODUCT	8			26

$$\text{Grade Point Average (GPA)} = \frac{26.00}{8} = 3.25 \text{ GPA}$$

Rate of Academic Progress (Quantitative Factor):

When reviewing SAP, WOLI also checks to determine if the student has successfully completed a minimum of 66.67% of the credit hours attempted. The formula used to complete the evaluation is:

$$\frac{\text{Total Credit Hours Earned}}{\text{Total Credit Hours Attempted}}$$

Total Credit Hours Earned are defined as those credit hours the student attempted (including transfer credits accepted by WOLI towards completion of the student's current program) minus those credit hours for which the student received a non-passing grade, a grade of incomplete, or a withdrawal. Total Credit Hours Attempted are defined as those credit hours that are contained in the student's academic history at WOLI, including, as may be applicable, transfer credits. Please refer to the Grading Scale section of this catalog for an explanation of how non-punitive grades and repeated coursework impact SAP.

Maximum Time Frame

Students must also complete their programs within the maximum timeframe (MTF) allowed. MTF is defined as 1.5 times the normal time frame required to complete the program. Official leaves of absence and other official interruptions of educational training are not computed as part of the student's progress for the purpose of MTF calculation. For example, if the normal timeframe within which students complete a program is 30 credits and 60 weeks, the MTF for that program is 45 credits (1.5 x 30 credits) and 90 weeks (1.5 x 60 weeks). If at any point the school determines that the student cannot complete the program in the Maximum Time Frame allowed, the student becomes ineligible for financial aid at that point. The student may choose to appeal the loss of aid based on extenuating circumstances. See the section on Appeal of Loss of Aid Due to Maximum Time Frame in this catalog.

Failure to Make SAP

When it is determined that a student satisfies both the qualitative and quantitative factors at an evaluation point, WOLI considers that student to have met SAP. If a student does not meet **either** the qualitative or quantitative factors when SAP is reviewed at an evaluation point, WOLI considers that student to have failed to make SAP. WOLI will notify a student in writing that he/she has failed to make SAP, including any resulting consequences as detailed below.

Financial Aid Warning

A student who has not achieved a satisfactory cumulative grade point average (CGPA) or rate of progress (ROP) at the end of a grading period may be placed on Financial Aid Warning (FAW). When a student is placed on FAW, the student will be advised, and the terms of FAW will be documented and maintained in the student's file. A student is only placed on FAW if it is determined that the student can mathematically reach the required standards by the next evaluation point. If the student fails to meet the terms of FAW, the student may be placed on Financial Aid Probation or may be dismissed.

Financial Aid Probation

If it is determined that a student is unable to meet SAP by the next evaluation point, that student is placed on Financial Aid Probation (FAP.) Students on FAP are advised of their status and are provided an academic plan for how to meet SAP within the timeframe defined on the plan. A student on an academic plan remains eligible for FA as long as the terms of the plan are met. A student may remain in school and receive federal financial aid for the term following the FAP period only if, as of the following evaluation point, the student is meeting SAP or has met the requirements of the WOLI academic plan. Failure to meet SAP or the terms of the academic plan at the next evaluation point while on Financial Aid Probation will result in the student's dismissal from WOLI.

SAP Appeals

Any student who is academically dismissed for failure to meet SAP standards is not eligible to apply to return to school until one evaluation period has passed. In order to file a SAP Appeal, a student must complete the SAP Appeal Form in writing. The SAP Appeal Form is available from WOLI's Academic or Financial Aid Departments.

Students who were academically dismissed and are allowed to return to school based on a written appeal will be placed on Financial Aid Probation (FAP) and will be provided an academic plan for how to meet SAP within the timeframe defined on the plan. A student on an academic plan remains eligible for financial aid as long as the terms of the plan are met.

Appeal of Loss of Aid Due to Maximum Time Frame

When it is determined that a student cannot complete the program in the Maximum Time Frame (MTF) allowed, the student loses financial aid eligibility. Any student who wishes to appeal the loss of aid should follow the SAP appeal process as defined in this catalog. If the appeal is upheld the student will be placed on an academic plan that will specify the requirements for completing the program. If the student fails to meet the academic plan, the student will become ineligible for aid without being able to further appeal.

Evaluating a SAP Appeal

Upon submission of a SAP Appeal, WOLI's Academic Review Committee will review the student's SAP Appeal to determine if it is complete and supports approval of the appeal. If the SAP Appeal is denied, the student will be dismissed from WOLI. If the SAP Appeal is accepted, WOLI will place the student on Financial Aid Probation and provide an academic plan for the student to ensure that a satisfactory status can be met. This includes the assessment of the student's academic file to determine if it is mathematically possible for the student to meet SAP within the defined timeframe and complete all remaining coursework within the maximum time frame. If at any measurement point the student has failed to meet the terms of the academic plan, the student will be dismissed from WOLI.

SCHEDULE CHANGES

If necessary, students may request changes to their schedule up to one time free of charge. Subsequent student-initiated changes to the schedule will result in a fee.

WITHDRAWAL FROM SCHOOL

If a student withdraws from a program or course, the student must notify the school in writing and mail or email the letter to the school. The postmark date of the letter will be the official date of withdrawal and will be used to calculate any pro rata refund. It is the student's responsibility to withdraw officially from the school. Failure to withdraw formally may result in failing grades and additional financial obligations.

STUDENT RECORDS

All student evaluations and grades are maintained by the Institute for a period of five years. Student transcripts are kept on file permanently and are protected from fire, theft and other perils.

POLICY ON STUDENT CONDUCT AND DISMISSAL

There are typically very few problems with student misconduct in an online classroom. The instructor and administration do have the ability to delete offensive messages from the Discussion Board. The Institute also reserves the right to expel students for failure to observe acceptable online and Internet etiquette including, but not limited to, inappropriate behavior such as repeated posting of obscene or offensive messages. The Institute reserves the right to revoke a student's password to the Online Classroom environment in order to prevent such behavior.

Academic Misconduct Policy

Students may be disciplined for acts of academic misconduct. These include, but are not limited to **cheating and plagiarism**.

Cheating is defined as obtaining or attempting to obtain a better assessment or grade by any dishonest or deceptive means. It also includes aiding another to obtain credit for work or a better assessment or grade by any dishonest or deceptive means. Cheating includes, but is not limited to: copying another's work, test or examination; allowing another to copy one's work, test or examination; use of an assignment submitted in another class without the knowledge/permission of the current class instructor; discussion of answers or questions on an examination or test, unless such discussion is specifically authorized by the instructor; taking or receiving copies of an exam without the permission of the instructor; using or displaying notes, "cheat sheets", or other information devices without the consent of the instructor; allowing another individual to provide work or answers on any assignment.

Plagiarism is a form of cheating and is defined as presenting someone else's work, including the work of other students, as one's own. Any ideas or materials taken from another source for either written or oral use must be fully acknowledged, unless the information is common knowledge. What is considered "common knowledge" may differ from course to course. A student must not adopt or reproduce ideas, opinions, words, theories, formulas, graphics, or pictures produced by another person without acknowledgment. A student must give credit to the originality of others and acknowledge whenever:

- Directly quoting another person's actual words, whether oral or written;
- Using another person's ideas, opinions, or theories;
- Paraphrasing the words, ideas, opinions, or theories of others, whether oral or written;
- Borrowing facts, statistics, or illustrative material; or
- Offering materials assembled or collected by others in the form of projects or collections.

In the event that the Institute dismisses a student, a tuition refund will be calculated and issued to the student, if applicable.

STUDENT COMPLAINT/APPEAL PROCESS

Grade Challenges

Students who disagree with a grade they have received should contact the instructor to discuss their concern within 5 business days following the end of the course. If the student is unable to resolve the dispute with the instructor, he or she should write a letter of appeal no later than 15 calendar days from the end of the course explaining the reasons for the dispute. The Director of Education will issue a final decision to the student within 5 business days of the receipt of the written appeal.

Informal Conflict Resolution Procedure

When a student believes that he/she has been treated unfairly by a Washington Online Learning Institute faculty or staff member, the student shall communicate with the individual in a good faith effort to resolve the dispute promptly and fairly. Such communication shall be conducted via correspondence, email or phone communication at the option of the student. This is an informal process that promotes constructive dialogue and understanding, requiring no paperwork or forms. Prior to pursuing the formal conflict resolution procedure, the student must use the following informal procedure:

The student shall discuss the issue informally with the Washington Online Learning Institute faculty or staff member. Both parties should openly discuss the matter in an attempt to understand varying perspectives, explore alternatives, and attempt to arrive at a satisfactory resolution to the issue within fifteen (15) instructional days from the date the student first makes the issue known.

In the event of an absence from the Institute by the faculty or staff member for reasons such as vacation or termination of employment, the student shall contact the faculty or staff member's supervisor for advice on how to proceed with the process. If the student feels that s/he cannot communicate directly with the faculty or staff member, s/he may contact the faculty or staff member's supervisor directly. The faculty or staff member's supervisor may act as a mediator to resolve the conflict in a prompt and fair manner.

Formal Conflict Resolution Procedure:

1. In the event resolution is not achieved through the informal procedure, the student may initiate the formal procedure by writing a letter to the appropriate administrator or designee of the faculty or staff member. The letter must be submitted within ten (10) days of the conclusion of the unresolved informal process. The letter must include the following:
 - A detailed description of the issue, including dates and time
 - A summary of the actions taken by the student to resolve the issue
 - A proposed solution
2. The appropriate administrator designee shall determine if the issue has merit. An issue without merit will be dismissed without further review and the student will be notified in writing of this determination.
3. If the issue is found to have merit, the administrator or designee shall attempt to resolve the issue by the following:
 - a. Serving as an intermediary between the student and the faculty or staff member
 - b. Considering all facts of the situation and talking with all parties involved
 - c. Determining how to resolve the issue promptly and fairly
4. The administrator or designee handling the case will notify all parties in writing of the decision.
5. The student may appeal the decision to the Director.
6. The decision of the Director shall be final.

In the event a student has proceeded through the formal complaint process at WOLI and is unable to reach a resolution with the Institution, the student may file a complaint with the department of education or designated agency in the state in which the student resides. The list of web addresses may be found on the WOLI website under Consumer Information or in the State Agency listing in this catalog. If the complaint is not resolved following the state resolution process, the student may contact Middle States Association at www.msa-cess.org or by calling MSA at 267-284-5000.

REASONABLE ACCOMMODATIONS POLICY – INDIVIDUALS WITH DISABILITIES

WOLI does not discriminate against individuals on the basis of physical or mental disability and is fully committed to providing reasonable accommodations to qualified individuals with a disability, unless providing such accommodations would result in an undue burden on the institution or fundamentally alter the nature of the relevant program, benefit, or service provided by WOLI. Students may request an accommodation by contacting the school. Individuals requesting an accommodation will need to complete a Request for Accommodation at least three weeks before the first day of classes, or as soon as feasible. Disagreements regarding an appropriate accommodation or alleged violations of this policy may be addressed pursuant to WOLI's grievance procedures.

NOTIFICATION OF RIGHTS UNDER FERPA WITH RESPECT TO STUDENT RECORDS

The Family Educational Rights and Privacy Act (FERPA) afford eligible students certain rights with respect to their education records. An "eligible student" under FERPA is a student who is 18 years of age or older or one who attends a postsecondary institution. These rights include:

1. The right to inspect and review the student's education records within 45 days after the day WOLI receives a request for access. A student should obtain a Request to Inspect and Review Education Records form from the portal and submit to the Director, a written request that identifies the record(s) the student wishes to inspect. The school official will make arrangements for access and notify the student of the time and place where the records may be inspected. Students are not entitled to inspect and review financial records of their parents. If the records are not maintained by the school official to whom the request was submitted, that official shall advise the student of the correct official to whom the request should be addressed.
2. The right to request an amendment of the student's education records that the student believes is inaccurate, misleading, or otherwise in violation of the student's privacy rights under FERPA.

A student who wishes to ask the school to amend a record should write to the Director, clearly identify the part of the record the student wants changed, and specify why it should be changed.

If the school decides not to amend the record as requested, the school will notify the student in writing of the decision and the student's right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the student when notified of the right to a hearing.

3. The right to provide written consent before WOLI discloses personally identifiable information from the student's education records, except to the extent that FERPA authorizes disclosure without consent.

The school discloses education records without a student's prior written consent under the FERPA exception for disclosure to school officials with legitimate educational interests. A school official is a person employed by the institution in an administrative, supervisory, academic, research, or support staff position (including law enforcement unit personnel and health staff); a person serving on the board of directors; or a student serving on an official committee, such as a disciplinary or grievance committee. A school official also may include a volunteer or contractor outside of WOLI who performs an institutional service of function for which the school would otherwise use its own employees and who is under the direct control of the school with respect to the use and maintenance of the education records, such as an attorney, auditor, collection agent, or a student volunteering to assist another school official in performing his or her tasks. A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibilities for the institution.

Parental access to a student's record will be allowed by WOLI without prior consent if: (a) the student has violated a law or the institution's rules or policies governing alcohol or substance abuse, if the student is under 21 years old; or (b) the information is needed to protect the health or safety of the student or other individuals in an emergency.

4. The right to file a complaint with the U.S. Department of Education concerning alleged failures by WOLI to comply with the requirements of FERPA. The name and address of the Office that administers FERPA is:
Family Policy Compliance Office
U.S. Department of Education
400 Maryland Avenue, SW
Washington, DC 20202

Below is a listing of the disclosures that postsecondary institutions may make without consent:

FERPA permits the disclosure of education records, without consent of the student, if the disclosure meets certain conditions found in the FERPA regulations. Except for disclosures to school officials, disclosures related to some judicial orders or lawfully issued subpoenas, disclosures of directory information, and disclosures to the student, FERPA regulations requires the institution to record the disclosure. Eligible students have a right to inspect and review the record of disclosures. A postsecondary institution may disclose education records without obtaining prior written consent of the student in the following instances:

- To other school officials, including teachers, within WOLI whom the school has determined to have legitimate educational interests. This includes contractors, consultants, volunteers, or other parties to whom the school has outsourced institutional services or functions.
- To officials of another school where the student seeks or intends to enroll, or where the student is already enrolled if the disclosure is for purposes related to the student's enrollment or transfer.
- To authorized representatives of the U. S. Comptroller General, the U. S. Attorney General, the U.S. Secretary of Education, or State and local educational authorities, such as a State postsecondary authority that is responsible for supervising the institution's State-supported education programs. Disclosures under this provision may be made, in connection with an audit or evaluation of Federal- or State-supported education programs, or for the enforcement of or compliance with Federal legal requirements that relate to those programs. These entities may make further disclosures to outside entities that are designated by them as their authorized representatives to conduct any audit, evaluation, or enforcement or compliance activity on their behalf. In connection with financial aid for which the student has applied or which the student has received, if the information is necessary to determine eligibility for the aid, determine the amount of the aid, determine the conditions of the aid, or enforce the terms and conditions of the aid.
- To organizations conducting studies for, or on behalf of, the school, in order to: (a) develop, validate, or administer predictive tests; (b) administer student aid programs; or (c) improve instruction.
- To accrediting organizations to carry out their accrediting functions.
- To comply with a judicial order or lawfully issued subpoena.
- To appropriate officials in connection with a health or safety emergency.
- Information the school has designated as "directory information" may be released at the school's discretion. WOLI have defined directory information as the student's name, address (es), telephone number(s), e-mail address, birth date and place, program undertaken, dates of attendance, honors and awards, photographs and credential awarded. If a student does not want his or her directory information to be released to third parties without the student's consent, the student must present such a request in writing to the Director within 45 days of the student's enrollment or by such later date as the institution may specify. Under no circumstance may the student use the right to opt out to prevent the institution from disclosing that student's name, electronic identifier, or institutional e-mail address in a class in which the student is enrolled.
- To a victim of an alleged perpetrator of a crime of violence or a non-forcible sex offense. The disclosure may only include the final results of the disciplinary proceeding with respect to that alleged crime or offense, regardless of the finding.
- To the general public, the final results of a disciplinary proceeding if the school determines the student is an alleged perpetrator of a crime of violence or non-forcible sex offense and the student has committed a violation of the school's rules or policies with respect to the allegation made against him or her. To parents of a student regarding the student's violation of any Federal, State, or local law, or of any rule or policy of the school, governing the use or possession of alcohol or a controlled substance if the school determines the student committed a disciplinary violation and the student is under the age of twenty-one.

Unlawful Harassment Policy

WOLI is committed to the policy that all members of the school's community, including its faculty, students, and staff, have the right to be free from sexual harassment by any other member of the school's community. Should a student feel that he/she has been sexually harassed, the student should immediately inform the Director.

Sexual harassment refers to, among other things, sexual conduct that is unwelcome, offensive, or undesirable to the recipient, including unwanted sexual advances.

PROGRAMS OF STUDY

MASTER PARALEGAL CERTIFICATE PROGRAM

The Master Paralegal Certificate program is a comprehensive paralegal curriculum, designed to be completed in 15 months/60 weeks, that includes both basic and specialized paralegal courses. The program is designed for the student who wants a comprehensive paralegal education, and is designed to prepare graduates for work in a variety of legal fields as a paralegal or legal assistant.

Course No	Course Name	Contact Hours	Credits
WOL-101	Introduction to the World of Law	84	2
WOL-120	Legal Terminology	84	2
WOL-201	Legal Research and Writing	84	2
WOL-301	Bankruptcy	84	2
WOL-401	Criminal Law	84	2
WOL-501	Ethics	84	2
WOL-601	The Law of Real Estate	84	2
WOL-701	Civil Litigation	84	2
WOL-801	Personal Injury Law (Torts)	84	2
WOL-901	Business Organizations Law	84	2
WOL-902	Family Law	84	2
WOL-903	Wills, Trusts and Estates	84	2
WOL-P02	Investigation and Legal Reasoning	84	2
WOL-P05	Law Office Administration: Using Computers in the Law Office	84	2
TOTAL		1176	28

DATA ANALYTICS

The **Data Analytics** program is designed to equip students with a balance of both statistical and coding abilities to help them become well-rounded and capable problem solvers. This program is normally completed in 9 months/36 weeks. Graduates will be ready to pursue a career as a data analyst or a junior data scientist.

Course No	Course Name	Contact Hours	Credits
DAS101	Basic Statistics	60	3
DAS103	Databases	60	3
DAS105	Programming Foundations	60	3
DAS107	Statistical Programming	60	3
DAS109	Data Visualization	60	3
DAS111	Metrics and Data Processing	60	3
DAS113	Intermediate Statistics	60	3
DAS115	Introduction to Big Data	60	3
DAS117	Machine Learning Tech	60	3
DAS119	Modeling and Optimization	60	3
DAS121	Group Project	150	6
TOTAL		750	36

JAVA PROGRAMING

The Java Programing Program prepares graduates for employment as Full-Stack Web Developers. These entry-level professionals make important contributions across all areas of web application architecture. Students can obtain a broad knowledge of computer science principals and fundamental knowledge of the Java ecosystem. They will be prepared to work independently or as part of a software team. This program is normally completed in 9 months/36 weeks.

Course No	Course Name	Contact Hours	Credits
SWD100	Coding from Scratch Basic	60	3
SWD101	Front End Foundations	60	3
SWD102-J	Programming Foundation in Java	60	3
SWD103	Front End Frameworks	60	3
SWD104-J	Back End Services Spring	60	3
SWD105	Database	60	2.5
SWD106	Mobile Apps	60	3
SWD107-J	Agile Project Management Java	60	2.5
SWD108	Individual Project	80	3.25
SWD109	Group Project	190	7.5
TOTAL		750	33.75

JAVASCRIPT

The JavaScript program prepares graduates for employment as Full-Stack Web Developers. These entry-level professionals make contributions across all areas of web application architecture. Students can obtain a broad knowledge of computer science principals and fundamental knowledge of the JavaScript and Node ecosystems. They will be prepared to work independently or as part of a software team. This program is normally completed in 9 months/36 weeks.

Course No	Course Name	Contact Hours	Credits
SWD100	Coding from Scratch Basic	60	3
SWD101	Front End Foundations	60	3
SWD102-JS	Programming Foundation in JavaScript	60	3
SWD103	Front End Frameworks	60	3
SWD104-JS	Back End Services Spring JavaScript	60	3
SWD105	Database	60	2.5
SWD106	Mobile Apps	60	3
SWD107-JS	Agile Project Management JavaScript	60	2.5
SWD108	Individual Project	80	3.25
SWD109	Group Project	190	7.5
TOTAL		750	33.75

MICROSOFT.NET DEVELOPER

The **Microsoft.NET Developer** program prepares graduates to pursue a career as a Full-Stack Web Developers. These entry-level professionals make contributions across all areas of web application architecture. Students can obtain a broad knowledge of computer science principals and fundamental knowledge of the .NET ecosystem. They will be prepared to work independently or as part of a software team. This program is normally completed in 9 months/36 weeks.

Course No	Course Name	Contact Hours	Credits
SWD100	Coding from Scratch Basic	60	3
SWD101	Front End Foundations	60	3
SWD102-C	Programming Foundation in C#	60	3
SWD103	Front End Frameworks	60	3
SWD104-C	Back End Services Spring .net	60	3
SWD105	Database	60	2.5
SWD106	Mobile Apps	60	3
SWD107-C	Agile Project Management .net	60	2.5
SWD108	Individual Project	80	3.25
SWD109	Group Project	190	7.5
TOTAL		750	33.75

NETWORK ADMINISTRATION

The Network Administration program prepares graduates for a career providing technical assistance and support. Students will be trained on troubleshooting computer software and hardware problems. The program includes instruction in computer concepts, information systems, networking, operating systems, computer hardware, the Internet, software applications, help desk concepts and problem solving, and principles of customer service. This program is normally completed in 9 months/36 weeks.

COURSE NUMBER	COURSE TITLE	CONTACT HOURS	CREDITS
CIS100	Computing Essentials	40	2.25
CIS107	Productivity Software	40	1.5
CIS105	Communication, Sharing, and Support Software	40	1.5
CIS106	Command Line Interface (PowerShell)	40	1.5
CIS110	Operating Systems	50	1.5
CIS111	Computer Hardware	60	2
CIS114	Introduction to Databases	40	2.5
CIS115	Windows Desktop Operating Systems	40	1.5
CIS116	Enterprise Desktop Support	40	1.5
CIS118	Windows Server	40	2.25
CIS120	Networking	40	1.5
CIS130	Information Systems Configuration	40	1.5
CIS140	Network Security	40	2.25
CIS160	Utility Systems	40	2.25
CIS170	ITIL Foundations	40	2.5
CIS180	Help Desk Support-Troubleshooting	40	2.25
CSV103	Customer Service	40	2.5
JOB103	Career Readiness	40	1.5
TOTALS		750	34.25

PHP PROGRAMMING

The PHP Programming program prepares graduates for employment as Full-Stack Web Developers. These entry-level professionals make important contributions across all areas of web application architecture. Students can obtain a broad knowledge of computer science principals and fundamental knowledge of the PHP ecosystem. They will be prepared to work independently or as part of a software team. This program is normally completed in 9 months/36 weeks.

Course No	Course Name	Contact Hours	Credits
SWD100	Coding from Scratch Basic	60	3
SWD101	Front End Foundations	60	3
SWD102-PHP	Programming Foundations in PHP	60	3
SWD103	Front End Frameworks	60	3
SWD104-PHP	Back End Services Spring PHP	60	3
SWD105	Database	60	2.5
SWD106	Mobile Apps	60	3
SWD107-PHP	Agile Project Management PHP	60	2.5
SWD108	Individual Project	80	3.25
SWD109	Group Project	190	7.5
TOTAL		750	33.75

PYTHON PROGRAMMING

The Python Programming program prepares graduates for employment as Full-Stack Web Developers. These entry-level professionals make important contributions across all areas of web application architecture. Students can obtain a broad knowledge of computer science principals and fundamental knowledge of the Python ecosystem. They will be prepared to work independently or as part of a software team. This program is normally completed in 9 months/36 weeks.

Course No	Course Name	Contact Hours	Credits
SWD100	Coding from Scratch Basic	60	3
SWD101	Front End Foundations	60	3
SWD102-P	Programming Foundations in Python	60	3
SWD103	Front End Frameworks	60	3
SWD104-P	Back End Services Spring Python	60	3
SWD105	Database	60	2.5
SWD106	Mobile Apps	60	3
SWD107-P	Agile Project Management Python	60	2.5
SWD108	Individual Project	80	3.25
SWD109	Group Project	190	7.5
TOTAL		750	33.75

RUBY PROGRAMMING

The Ruby Programming program prepares graduates for employment as Full-Stack Web Developers. These entry-level professionals make important contributions across all areas of web application architecture. Students can obtain a broad knowledge of computer science principals and fundamental knowledge of the Ruby ecosystem. They will be prepared to work independently or as part of a software team. This program is normally completed in 9 months/36 weeks.

Course No	Course Name	Contact Hours	Credits
SWD100	Coding from Scratch Basic	60	3
SWD101	Front End Foundations	60	3
SWD102-R	Programming Foundations in Ruby	60	3
SWD103	Front End Frameworks	60	3
SWD104-R	Back End Services Spring Ruby	60	3
SWD105	Database	60	2.5
SWD106	Mobile Apps	60	3
SWD107-R	Agile Project Management Ruby	60	2.5
SWD108	Individual Project	80	3.25
SWD109	Group Project	190	7.5
TOTAL		750	33.75

PROGRAMS APPROVED BY THE STATE OF DELAWARE
SCHEDULED FOR IMPLEMENTATION IN 2018

Advanced MVC: Building Web Applications Using ASP.Net Web API with C#
Advanced MVC: Building Web Applications Using ASP.Net Web API with Visual Basic.Net
Advanced.NET Framework Programming Using Visual Basic.Net
Android Application Development
ASP.Net 4.5 MVC Programming for Experienced C# Programmers
ASP.Net 4.5 MVC Programming for Experienced Visual Basic.Net Programmers
ASP.Net 4.5 Web Forms Programming for Experienced C# Programmers
ASP.Net 4.5 Web Forms Programming for Experienced Visual Basic.Net Programmers
ASP.Net 4.5 Web Forms Programming Using C#
ASP.Net 4.5 Web Forms Programming Using Visual Basic.Net
C Programming
C# - Advanced NET Framework Programming
C# - Windows Forms 4.5 Programming
C++ - Programming for Non-C Programmers
Cyber Security
Designing and Implementing Windows Server 2012 Network Infrastructure & Security
Developing Rich Internet Applications Using HTMLs, CSS3 and jQuery
Developing Web Applications Using Angular JS
Development Mobile Websites with Responsive Web Design & jQuery Mobile
Exchange Server 2013 System Administration
FullStack.Net
Intro to Spring 4, Spring MVC, Sprint REST
IOS Programming for iPhone & iPad Applications Using Objective C
Java – Effectively Using Packages and Features
Java - Master Developer
Java – Test Driven Development (TDD) and Refactoring Legacy Code
Linux – System Administration
Linux - System Administrator
Master System Administrator
Microsoft SQL Server 2014 Administration
Microsoft Transact – SQL Programming
Mobile Application Developer
Perl Scripting
SharePoint 2013 Customization & Administration
SharePoint Deployment Specialist
SQL - Master Server Developer
SQL - Programming
SQL - Server Administrator
SQL - Server Business Intelligence Developer
SQL Server 2014 Business Intelligence: Integration Services & Analysis Service

SQL Server 2014 Reporting Services
Swift Programming for iPhone & iPad
UML - Object Oriented Analysis & Design
UNIX – Software Developer
UNIX/Linux Fundamentals
WCF Programming for Experienced C# Programmers
WCF Programming for Experienced Visual Basic.Net Programmers
Web Application Development Using JEE, Frameworks, Web Services & AJAX
Web Developer
Windows Forms 4.5 Programming Using Visual Basic.Net
Windows Presentation Foundation Programming for Experienced C# Programmers
Windows Presentation Foundation Programming for Experienced Visual Basic.Net Programmers
Windows Server 2012 R2 Systems Administration
Windows System Administrator

The following courses may be taken as part of a program listed in this catalog.

COURSE DESCRIPTIONS

CIS100 Computing Essentials

Hours: Theory 30 / Laboratory 10 / Total 40 / Semester Credits 2.25/ Prerequisites: None

This course provides instruction on the use of computers and the internet in a business environment. Students will be introduced to terminology, physical components of a computer system, application and system software, information sharing, security, and communication. The use of computers as a business tool will be emphasized.

CIS105 Communication, Sharing, and Support Software

Hours: Theory 10 / Laboratory 30 / Total 40 / Semester Credits 1.5/ Prerequisites: CIS100

This course provides instruction in the software utilized to support remote access, computer interface, instant communication (chat), and internet based productivity software for support, communication, backup, and sharing.

CIS106 Command Line Interface (PowerShell)

Hours: Theory 20 / Laboratory 20 / Total 40 / Semester Credits 1.5/ Prerequisites: CIS100

This course provides instruction on access and use of scripting language to execute tasks and commands on local and remote systems. Additionally, students will be provided with instruction on commands necessary to diagnose, resolve issues, gather information, and identify users among other commands in order to provide support to end users.

CIS107 Productivity Software

Hours: Theory 10 / Laboratory 30 / Total 40 / Semester Credits 1.5/ Prerequisites: None

This course focuses on the basic techniques of electronic word processing, spreadsheet, and presentation software. Through utilization of application software, students will study the functionality of the programs in creating work products.

CIS110 Operating Systems

Hours: Theory 10 / Laboratory 40 / Total 50 / Semester Credits 1.5/ Prerequisites: CIS100

This course will provide instruction on computer operating systems. Instruction relative to basic commands or actions involved in file management, directory organization, system setup, software installation, and data security is included. (Preparation for A+ Software Exam)

CIS111 Computer Hardware

Hours: Theory 10 / Laboratory 50 / Total 60 / Semester Credits 2/ Prerequisites: CIS100

This course will provide instruction on computer hardware as a component of a computer system. This course will include instruction in PC components, functionality, servicing microcomputer hardware, support peripherals, and computer construction. (Preparation for A+ hardware exam)

CIS114 Introduction to Databases

Hours: Theory 40 / Laboratory 0 / Total 40 / Semester Credits 2.5/ Prerequisites: None

This course provides instruction in database construction, management, and use. The course will include information on manipulation, maintenance, collection, and security of computerized information collected and stored in a database structure.

CIS115 Windows Desktop Operating Systems

Hours: Theory 20/ Laboratory 20 / Total 40 / Semester Credits 1.5/ Prerequisites: CIS100

This course instructs students to implement, administer and troubleshoot a Microsoft® client OS as a desktop operating system in any network environment. This class helps prepares the student for Microsoft certification.

CIS116 Enterprise Desktop Support

Hours: Theory 20/ Laboratory 20 / Total 40 / Semester Credits 1.5/ Prerequisites: CIS100

This course will provide instruction on identification and execution of troubleshooting tasks that students will encounter as a desktop support technician. This course will prepare students for Microsoft certification.

CIS118 Windows Server

Hours: Theory 30/ Laboratory 10 / Total 40 / Semester Credits 2.25/ Prerequisites: CIS110

This course teaches students through lecture, discussion, demonstration, and laboratory exercises the skills and knowledge necessary to administer and support a Microsoft Server. This class helps prepare students for Microsoft certification.

CIS120 Networking

Hours: Theory 20 / Laboratory 20 / Total 40 / Semester Credits 1.5/ Prerequisites: CIS110

The course will provide instruction in technical skills required in network administration and support. This course will include information on media, topologies, protocols and standards, network support, and the knowledge and skills to sit for network certification. (Preparation for CompTIA Net+ cert)

CIS130 Information Systems Configuration

Hours: Theory 20 / Laboratory 20 / Total 40 / Semester Credits 1.5/ Prerequisites: CIS110

This course provides instruction in the structure, access, and maintenance of computer peripherals. Topics include network cabling, wiring, access ports, printers, and scanners.

CIS140 Network Security

Hours: Theory 30 / Laboratory 10 / Total 40 / Semester Credits 2.25/ Prerequisites: CIS110

This course provides instruction in network security. Topics include security concepts, risk identification, intrusion detection, implementing and maintaining a secure network, cryptography basics, methods, and standards, security policies, procedures and management. (** preparation for CompTIA Security+ cert)

CIS160 Utility Systems

Hours: Theory 30 / Laboratory 10 / Total 40 / Semester Credits 2.25/ Prerequisites: None

This course provides instruction in installing, maintenance, and use of computer software designed to protect, backup/restore, monitor, and control. Topics will include malware, viruses, spam, blocking and hacking of computer information.

CIS170 ITIL Foundations

Hours: Theory 40 / Laboratory 0 / Total 40 / Semester Credits 2.5/ Prerequisites: CIS110

This course provides instruction in IT service management and ITIL service strategy. The course covers service design and development, service management, building, testing, authorizing, documenting, and implementing new and changed services into operation. Topics such as creating and maintaining value as well as monitoring and improving services, processes, and technology will be covered.

CIS180 Help Desk Support – Troubleshooting

Hours: Theory 30 / Laboratory 10 / Total 40 / Semester Credits 2.25/ Prerequisites: CIS110

This course provides an overview of skills required to support end user clients in local and remote help desk support. The course will provide instruction, practice, and skills building exercises to assist students in certification preparation.

CSV103 Customer Service

Hours: Theory 40 / Laboratory 0 / Total 40 / Semester Credits 2.5/ Prerequisites: None

The role of customer service is studied focusing on skills needed to work effectively with individuals or groups. Problem solving and critical thinking skills will be incorporated in exploring varying aspects of interaction with internal and external customers.

DAS101 Basic Statistics

Hours: Theory 30/Laboratory 30/Total 60/Semester Credits 3/Prerequisites: None

This course will help students gain a fundamental understanding of statistical concepts that will be used throughout the Data Analytics program. Topics covered include probability, data types, common distributions, common descriptive statistics, and statistical inference.

DAS103 Databases

Hours: Theory 30/Laboratory 30/Total 60/Semester Credits 3/Prerequisites: None

This course is intended to be an introduction to working with, and designing databases. Students will develop a foundational knowledge of database concepts, theory, and an overview of the various implementations and architectures.

DAS105 Programming Foundations

Hours: Theory 30/Laboratory 30/Total 60/Semester Credits 3/Prerequisites: None

This course is designed to give students a foundation in primary data analytic software tools. This will give students a strong foundation upon which to build not only through the rest of the program, but also throughout a career in data analytics.

DAS107 Statistical Programming

Hours: Theory 30/Laboratory 30/Total 60/Semester Credits 3/Prerequisites: None

This course teaches students how to load R and R Studio onto their PC. Students will then learn basic scripting commands, and will be introduced to a vast library of functions to perform various statistical analyses.

DAS109 Data Visualization

Hours: Theory 30/Laboratory 30/Total 60/Semester Credits 3/Prerequisites: None

This course is designed to help students understand that the majority of work in any analysis happens before the analytical procedure starts. It exposes the students to the process of changing the structure and format of raw data until the data are compatible with sometimes rigid requirements for analysis, and includes a check of data quality. This also gives students an understanding and appreciation of the power in representing data graphically.

DAS111 Metrics and Data Processing

Hours: Theory 30/Laboratory 30/Total 60/Semester Credits 3/Prerequisites: None

This course will prepare students to be able to create new metrics that directly answer or monitor business questions. It also teaches the theory and practice of statistical process control. Students will be equipped to help businesses monitor their processes and know when a process is out-of-control and needs to be fixed. The Pandas package in Python will be introduced and used.

DAS113 Intermediate Statistics

Hours: Theory 30/Laboratory 30/Total 60/Semester Credits 3/Prerequisites: None

This course is designed to teach students about hypothesis testing under multiple scenarios. At the end of the course, a student will be able to determine which hypothesis test is best for a given situation and perform that test. Students will also learn to identify and verify the data requirements for each hypothesis test.

DAS115 Introduction to Big Data

Hours: Theory 30/Laboratory 30/Total 60/Semester Credits 3/Prerequisites: None

This course introduces students to Big Data on a conceptual level, and gives students exposure and practice with several skills and tools currently in use. These skills will be taught at a manageable level, and then scale-up methods will be used to help students grasp the meaning and popularity of analyzing huge amounts of data. Upon completion of this course, students will be well positioned to move from Big Data basics to more business-specific needs and requirements.

DAS117 Machine Learning Techniques

Hours: Theory 30/Laboratory 30/Total 60/Semester Credits 3/Prerequisites: None

This course is designed to introduce students to several commonly used machine learning methods. Students will learn how to determine the best methods for a given set of data, and how to use common software tools to utilize these methods.

DAS119 Modeling and Optimization

Hours: Theory 30/Laboratory 30/Total 60/Semester Credits 3/Prerequisites: None

This course introduces students to several commonly used methods of model creation. It also covers the components of optimization and Monte Carlo Simulation studies. Upon completion of the course, students will be able to create models for use in predicting behavior and improving business decision making.

DAS121 Group Project

Hours: Theory 30/Laboratory 120/Total 150/ Semester Credits 6/Final Course

The group project is a capstone project which will give students an opportunity to develop a scientific study and then do a complete analysis on the resulting data. The group project is intended to be a portfolio project which can be used to showcase the students' abilities to future employers.

JOB103 Career Readiness

Hours: Theory 20 / Laboratory 20 / Total 40 / Semester Credits 1.5/ Prerequisites: None

This course introduces the skills needed for career success. Students will have the opportunity to learn about setting personal and professional goals, job search techniques and portfolio development. Final resume, cover letter and mock interviews are key aspects of this course. Students may also learn about different career paths.

SWD100 Coding from Scratch Basic

Hours: Theory 40 / Laboratory 20 / Total 60 / Semester Credits 3/Prerequisites: None

This course will cover the basics of web development. Students will learn how a website is composed of HTML, CSS, and JavaScript and how to use each one.

SWD101 Front End Foundations

Hours: Theory 40 / Laboratory 20 / Total 60 / Semester Credits 3/Prerequisites: SWD100

This course will cover the basics of computer programming. Students will learn conditional logic, loops, control structures, and data structures. The class will also start to learn how to use external libraries to develop their code using the resources created by other developers, as well as how to collaborate with others using source control.

SWD102-C# Programming Foundations in C#

Hours: Theory 40 / Laboratory 20 / Total 60 / Semester Credits 3/Prerequisites: SWD100

This course covers advancements in the C# language. Students will learn about program architecture, control flow, and data binding.

SWD102-J Programming Foundations in Java

Hours: Theory 40 / Laboratory 20 / Total 60 / Semester Credits 3/Prerequisites: SWD100

This course covers advancements in the Java language using Angular.js. Students will learn about program architecture, control flow, and data binding.

SWD102-JS Programming Foundations in JavaScript

Hours: Theory 40 / Laboratory 20 / Total 60 / Semester Credits 3/Prerequisites: SWD100

This course covers advancements in the JavaScript language using Angular.js. Students will learn about program architecture, control flow, and data binding. The class will also begin to learn about TypeScript.

SWD102-P Programming Foundations in Python

Hours: Theory 40 / Laboratory 20 / Total 60 / Semester Credits 3/Prerequisites: SWD100

This course covers advancements in the Python language. Students will learn about program architecture, control flow, and data binding.

SWD102-PHP Programming Foundations in PHP

Hours: Theory 40 / Laboratory 20 / Total 60 / Semester Credits 3/Prerequisites: SWD100

This course covers advancements in the PHP language. Students will learn about program architecture, control flow, and data binding.

SWD102-R Programming Foundations in Ruby

Hours: Theory 40 / Laboratory 20 / Total 60 / Semester Credits 3/Prerequisites: SWD100

This course covers advancements in the Ruby language. Students will learn about program architecture, control flow, and data binding.

SWD103 Front End Frameworks

Hours: Theory 40 / Laboratory 20 / Total 60 / Semester Credits 3/Prerequisites: SWD100

This course covers several libraries for front-end web development, including jQuery, Angular.js, bootstrap, and material.

SWD104-C Back End Services Spring .NET

Hours: Theory 40 / Laboratory 20 / Total 60 / Semester Credits 3/Prerequisites: SWD102

This course covers the concepts of server-side software development. Students will learn about relational and non-relational databases, web servers, and software platforms.

SWD104-J Back End Services Spring Java

Hours: Theory 40 / Laboratory 20 / Total 60 / Semester Credits 3/Prerequisites: SWD102

This course covers the concepts of server-side software development. Students will learn about relational and non-relational databases, web servers, and software platforms.

SWD104-JS Back End Services Spring JavaScript

Hours: Theory 40 / Laboratory 20 / Total 60 / Semester Credits 3/Prerequisites: SWD102

This course covers the concepts of server-side software development. Students will learn about relational and non-relational databases, web servers, and software platforms.

SWD104-P Back End Services Spring Python

Hours: Theory 40 / Laboratory 20 / Total 60 / Semester Credits 3/Prerequisites: SWD102

This course covers the concepts of server-side software development. Students will learn about relational and non-relational databases, web servers, and software platforms.

SWD104-PHP Back End Services Spring PHP

Hours: Theory 40 / Laboratory 20 / Total 60 / Semester Credits 3/Prerequisites: SWD102

This course covers the concepts of server-side software development. Students will learn about relational and non-relational databases, web servers, and software platforms.

SWD104-R Back End Services Spring Ruby

Hours: Theory 40 / Laboratory 20 / Total 60 / Semester Credits 3/Prerequisites: SWD102

This course covers the concepts of server-side software development. Students will learn about relational and non-relational databases, web servers, and software platforms.

SWD105 Database

Hours: Theory 20 / Laboratory 40 / Total 60 / Semester Credits 2.5/Prerequisites: SWD102

This course covers practical server-side software development. Students will learn how to use package managers and how to configure and maintain an application server, how to create an api, and how to manage

and use a datastore (database). The class will also cover security considerations and some specific software packages to secure a full stack application.

SWD106 Mobile Apps

Hours: Theory 30 / Laboratory 30 / Total 60 / Semester Credits 3/Prerequisites: SWD103, SWD104, SWD 105

This course covers mobile application development. Students will learn how to use cross-compilation tools to develop native mobile apps using a non-native language and/or native languages. The class will also cover software testing, application hosting, and system build.

SWD107-C Agile Project Management .NET

Hours: Theory 20 / Laboratory 40 / Total 60 / Semester Credits 2.5/Prerequisites: SWD103, SWD104, SWD 105

This course covers the Agile software development methodology in use in many teams in the software industry today. Students will learn the different roles on an Agile team and how to be a successful part of one. The class will cover scrum, sprints, task estimation and bidding, and other parts of an Agile project.

SWD107-J Agile Project Management Java

Hours: Theory 20 / Laboratory 40 / Total 60 / Semester Credits 2.5/Prerequisites: SWD103, SWD104, SWD 105

This course covers the Agile software development methodology in use in many teams in the software industry today. Students will learn the different roles on an Agile team and how to be a successful part of one. The class will cover scrum, sprints, task estimation and bidding, and other parts of an Agile project.

SWD107-JS Agile Project Management JavaScript

Hours: Theory 20 / Laboratory 40 / Total 60 / Semester Credits 2.5/Prerequisites: SWD103, SWD104, SWD 105

This course covers the Agile software development methodology in use in many teams in the software industry today. Students will learn the different roles on an Agile team and how to be a successful part of one. The class will cover scrum, sprints, task estimation and bidding, and other parts of an Agile project.

SWD107-P Agile Project Management Python

Hours: Theory 20 / Laboratory 40 / Total 60 / Semester Credits 2.5/Prerequisites: SWD103, SWD104, SWD 105

This course covers the Agile software development methodology in use in many teams in the software industry today. Students will learn the different roles on an Agile team and how to be a successful part of one. The class will cover scrum, sprints, task estimation and bidding, and other parts of an Agile project.

SWD107-PHP Agile Project Management PHP

Hours: Theory 20 / Laboratory 40 / Total 60 / Semester Credits 2.5/Prerequisites: SWD103, SWD104, SWD 105

This course covers the Agile software development methodology in use in many teams in the software industry today. Students will learn the different roles on an Agile team and how to be a successful part of one. The class will cover scrum, sprints, task estimation and bidding, and other parts of an Agile project.

SWD107-R Agile Project Management Ruby

Hours: Theory 20 / Laboratory 40 / Total 60 / Semester Credits 2.5/Prerequisites: SWD103, SWD104, SWD 105

This course covers the Agile software development methodology in use in many teams in the software industry today. Students will learn the different roles on an Agile team and how to be a successful part of one. The class will cover scrum, sprints, task estimation and bidding, and other parts of an Agile project.

SWD108 Individual Project

Hours: Theory 20 / Laboratory 60 / Total 80 / Semester Credits 3.25/Prerequisites: SWD106, 107

This course combines many parts of software development to create a full-stack app. Student will work on an individual project with a front end interface and a back end server with a data store.

SWD109 Group Project

Hours: Theory 50 / Laboratory 140 / Total 190 / Semester Credits 7.5/Prerequisites: SWD108

This course combines many parts of software development to develop one or more applications as part of a Project Team. Each student will participate in several roles, including making contributions to the code base. The team will have daily scrum meetings to cover tasks and will work separately to complete them. The group project is intended to be a portfolio project which can be used to showcase the students' abilities to future employers.

WOL-101: Introduction to the World of Law (4 weeks)

Hours: 84/Semester Credits 2

This introductory paralegal course is designed to acquaint the new student with the basic realities of law practice. Areas explored include: different types of paralegal employment, regulation of paralegals, basic ethics, introduction to the legal system, legal analysis, interviewing, investigation, use of computers in a law office, and law office management.

WOL-120: Legal Terminology (4 weeks)

Hours: 84/Semester Credits 2

The legal profession uses a vocabulary that is specific to the profession. This course is designed to help the student become familiar with the basic terminology of the legal profession. The course is divided into courses, each of which is dedicated to a specific area of the law.

WOL-201: Legal Research and Writing (4 weeks)

Hours: 84/Semester Credits 2

This workshop-style course is designed to hone the student's writing and thinking skills by concentrating on basic principles of legal writing and analysis. Students learn to use powerful research tools, including online facilities from Westlaw® and traditional book-based methods. Students learn how to research and brief a legal issue.

WOL-301: Bankruptcy (4 weeks)

Hours: 84/Semester Credits 2

This course acquaints the student with the three most common forms of bankruptcy: Chapters 7, 11, and 13. The student learns the law of bankruptcy and develops practical experience becoming familiar with documents commonly used in bankruptcy practice. Students also learn about the valuable role of paralegal professionals in a successful bankruptcy practice.

WOL-401: Criminal Law (4 weeks)

Hours: 84/Semester Credits 2

The student is introduced to the basic concepts of criminal law, and is presented with some thought-provoking examples from the annals of the criminal justice system. Crimes against the person, crimes against property, legal defenses (such as the insanity defense), as well as the theory and history of criminal justice are presented together with a practical skills exploration of the criminal justice process.

WOL-501: Ethics (4 weeks)

Hours: 84/Semester Credits 2

This course covers the basic principles governing the ethical practice of law for both lawyers and paralegals. Subjects explored include the unauthorized practice of law, conflicts of interest, confidentiality, paralegal-client relations, disciplinary procedures, fee splitting, billing, advertising, and misconduct in the law office.

WOL-601: The Law of Real Estate (4 weeks)

Hours: 84/Semester Credits 2

This course explores the theory and history of real estate transactions. Students gain a working knowledge of contracts, deeds, mortgages and title reports. The student has the opportunity to handle a theoretical real estate transaction from beginning to end. This course is also valuable for brokers, agents, managers and other real estate professionals.

WOL-701: Civil Litigation (4 weeks)

Hours: 84/Semester Credits 2

The student gains a thorough understanding of the major aspects of civil litigation, managing a case from beginning to end; from client interview, through the drafting of a summons and complaint, motions, briefs, and trial preparation. The instructor takes the role of judge. Students also learn about the history and structure of the major court systems.

WOL-801: Personal Injury Law (Torts) (4 weeks)

Hours: 84/Semester Credits 2

In this course, the law of torts and negligence is examined in detail. The student is educated to understand the basic theory of tort law and the process by which negligence cases are developed in preparation for settlement or trial. Subjects covered include evaluating liability, injuries and damages.

WOL-901: Business Organizations Law (4 weeks)

Hours: 84/Semester Credits 2

This course provides the student with a basic understanding of business organizations. Corporations, partnerships, sole proprietorships, as well as LLP's and LLC's, are compared and contrasted. Students form a theoretical corporation, and prepare a number of documents including Articles of Incorporation, Partnership Agreement, By-laws, Minutes, and Shareholder's Agreements.

WOL-902: Family Law (4 weeks)

Hours: 84/Semester Credits 2

This course acquaints the student with the basic areas of a family law practice: marriage, divorce, property rights, custody of children, separation agreements, and maintenance. A hands-on approach is used to provide students with practical application of concepts.

WOL-903: Wills, Trusts and Estates (4 weeks)

Hours: 84/Semester Credits 2

This course provides a theoretical and practical understanding of the laws of inheritance and estate planning. Students prepare a will and trust, and learn the procedure for probate. Estate planning, the role of the probate courts, and basic inheritance issues are explored and discussed.

WOL-P02: Investigation and Legal Reasoning (4 weeks)

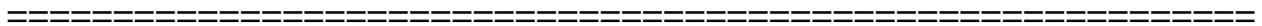
Hours: 84/Semester Credits 2

This course is dedicated to developing the skills a paralegal needs in order to work with clients in an office setting. It includes how to professionally investigate and analyze their situations.

WOL-P05: Law Office Administration; Using Computers in the Law Office (4 weeks)

Hours: 84/Semester Credits 2

This course provides a basic background in law office administration. Students learn how law is practiced in the private sector, the role of the legal administrator and legal assistant manager, how a law office manages its expenses, timekeeping, and how a lawyer sets and collects fees. Topics include: billing, client trust accounts, administrative reports, client file management, and the use of computers in a law office.



The following courses may be taken individually as single subjects that do not lead to a program certificate.

BUS-101: Business Principles and Management (10 weeks)

Hours: 210/Semester Credits 5

Business Principles and Management focuses on the basics of finance, marketing, operations, and management. The theme of career planning permeates the subject matter. The student will explore many career fields and will be encouraged to think about and plan success as a business professional in one of the many career opportunities presented in the course. The course examines business in real life situations. The student is encouraged to think about the ethics of business practice, including the goal of improving society through business, and the global impact of business operations, as well as the fundamentals of earning a profit and managing a successful enterprise. Marketing, financial management, business and technology, consumer credit, banking, savings and investment strategies, production and risk management are just some of the topics covered in this basic course.

BUS-102: Marketing (10 weeks)

Hours: 210/Semester Credits 5

Marketing is critical to any business venture. Marketing is an exciting and dynamic subject. This course approaches marketing as an integrated set of tasks and functions, built on a solid set of foundations. Marketing skills are not presented as independent functions, but as a set of proficiencies and knowledge combined with economics, finance and career planning. Students learn how to create strategic plans and how the different skill sets of marketing interface with each other. This is marketing in the real world: integrated, strategic and always changing. Specific topics covered include: marketing basics, e-marketing, the impact of marketing on society, marketing economics, marketing research, product development, advertising, price-setting, communication, risk-management, customer relations and competition among many others. An essential course for an aspiring business professional.

BUS-103: Economics (10 weeks)

Hours: 210/Semester Credits 5

This ten-week course explores basic economic principles and their relation to the world around us. The student explores in depth the principles of supply and demand, capital and labor, and the relationship of government and business. Other subjects include basic economic theory, the private and public sectors, the demand curve, market forces, market structure, market institutions, business organization, and the financial markets. Students also review the role of public policy, the national economy, fiscal policy, money and the banking system. There are many opportunities for assessment of facts learned and many interesting and thought-provoking questions presented which shed light on the day-to-day impact of economics on business operations and career planning.

BUS-104: Business Law (10 weeks)

Hours: 210/Semester Credits 5

Business law is a fascinating course which students will appreciate for the many practical insights it provides into the world of business law and its impact on business and the individual. The major areas of business law are examined from a practical viewpoint: laws and their ethical foundations, constitutional rights, criminal law and procedure, the court system, contracts, including sales contracts, agency and employment law, the law of business organization, property law, money borrowing and much more. This class is taught by experienced attorneys who know how to make the subject matter exciting and relevant. This class provides critical and valuable information for any business person.

CJ-100: The American Criminal Justice System (10 weeks)

Hours: 210/Semester Credits 5

This course covers the complex subject of criminal justice in America. The student is exposed to an analysis of such varied subjects as societal problems, determinants of individuals' behavior, government processes, and conceptions of morality and justice. It draws from an interdisciplinary foundation of research, with contributions from criminology, law, history, sociology, psychology, and political science. Examples of subjects covered

include: Victimization and Criminal Behavior, Criminal Justice System, the Rule of Law, Police and Law Enforcement Operations, Courts and Pretrial Processes, Prosecution and Defense, Incarceration, Corrections, Juvenile Justice and other vital contemporary issues that define Criminal Justice in 21st Century America.

CJ-200: Terrorism and Homeland Security (8 weeks)

Hours: 168/Semester Credits 4

This course is a comprehensive introduction to the complex issues surrounding terrorism and homeland security. Students will learn to think critically about the causes of terrorism, both domestic and international. Students are encouraged to contemplate and understand the various religious, ideological, nationalistic and ethnic terrorist movements taking place around the world, their origins, their outlook, their aims. Subjects examined include: suicide bombings, the specter of nuclear, biological and chemical terrorism, cyber-terrorism, Jihadism, the new economy of terrorism, and the organization, function and bureaucracy of homeland security which is continuously evolving to counter the increasing threat of terrorism.

CJ-300: Criminology (10 weeks)

Hours: 210/Semester Credits 5

The first part of this course provides a framework for studying criminology, including crime and crime theory, and various forms of criminal behavior. The course then moves from basic subjects and ranges into topics including eco-terrorism, globalization, the international sex trade, cyber-crime, cultural diversity issues, and inmate re-entry into society. The course covers a spectrum of literally hundreds of intriguing topics, and no single point of view is advocated.

CJ-400: Effective Communication for Criminal Justice Professionals (4 weeks)

Hours: 84/Semester Credits 2

This course is designed to impart communication skills specifically geared toward the criminal justice professional. It provides both a theoretical and practical study of the role of communication as it relates to law enforcement. Subjects include: thinking before speaking, oral and written communications, purposes of speech, public speaking including extemporaneous style speaking, non-verbal communication, grammar, making reports on the job, departmental records and record keeping, proper communication in the courtroom, interviewing and interrogating witnesses and suspects, communication technology, communicating with ethnic groups, and much more.

CJ-500: Ethical Dilemmas and Decisions in Criminal Justice (8 weeks)

Hours: 168/Semester Credits 4

This course examines the major ethical dilemmas that confront criminal justice professionals throughout their careers. Students are exposed to the philosophical principles of ethical decision-making and also examine issues-based, practical approaches to ethical issues found in all three branches of the criminal justice system—police, courts, and corrections. Policy issues are reviewed and students are encouraged to engage in discussions of key topics in professional ethics and the delicate balance between law and justice. Students will discuss the impact and importance of ethical decision making as they explore such topics as: medical marijuana, police response to Hurricane Katrina, police subculture, systematic discrimination, racial profiling, terrorism and homeland security, and the question of immoral laws.

CJ-600: Substantive and Procedural Criminal Law (4 weeks)

Hours: 84/Semester Credits 2

This overview course reviews the basic concepts of both substantive and procedural criminal law. The course is based on leading criminal law courses taught at major law schools, but condensed into a four-week session designed for the criminal justice professional. In addition to an overview of the critical concepts, the student is presented with thought-provoking examples from the annals of the criminal justice system. Crimes against the person, crimes against property, legal defenses (such as the insanity defense), as well as the theory and history of criminal justice are presented together with a practical skills exploration of the criminal justice process.

LNC-101: Legal Nurse Consulting Foundation (16 weeks)**Hours: 336/Semester Credits 8**

This curriculum is designed for nurses who are engaged in, or who are considering, the challenging career of Legal Nurse Consulting. This first course in the series prepares the student to make the transition from a medical career to a career as part of a legal team resolving medical-legal claims. Some of the subjects covered in this comprehensive course include: The American Legal System, Crossing the Bridge to Employment, Legal Reasoning, Legal Writing, Sources of Law, and practice tips with special emphases on Personal Injury Law, Medical-Legal Writing, and Ethics.

LNC-201: Legal Research for Legal Nurse Consultants (4 weeks)**Hours: 84/Semester Credits 2**

This course provides a solid foundation in legal research and the formal structure of the law and legal authorities, while focusing on cases involving personal injury and medical malpractice.

MED-C201: Anatomy & Physiology (4 weeks)**Hours: 84/Semester Credits 2**

The Anatomy and Physiology section of this course will provide students with a general overview of the human body, including its structure, the functions of its different parts and systems, and an introduction to diseases. Students will learn how to apply this information while performing insurance billing and coding functions.

MED-C202: Medical Terminology (4 weeks)**Hours: 84/Semester Credits 2**

The Medical Terminology section of this course is designed to familiarize students with medical words, phrases, and medical abbreviations related to the systems of the human body and disease processes. Students will learn definitions and pronunciation of the different words and phrases. Students will gain experience with "real-life" examples from medical charts.

MED-B601: Health Insurance & Reimbursement (8 weeks)**Hours: 168/Semester Credits 4**

This course is designed to teach students about major insurance programs, federal health care legislation and programs, and claims. In addition, you will learn the process of completing claims forms efficiently, effectively, and in compliance with payor guidelines and regulations.

MED-BCC: Medical Billing & Coding (16 weeks)**Hours: 336/Semester Credits 8**

Accurate coding is crucial to the successful operation of any health care facility or providers office because reported codes determine the amount of reimbursement received. The annual revision of coding guidelines and payer requirements serve to challenge coders. Those responsible for assigning and reporting codes in any health care setting require thorough instruction in the use of the ICD-10, CPT, and HCPCS Level II coding systems.

WOL-122: Contracts (4 weeks)**Hours: 84/Semester Credits 2**

This course presents a comprehensive, functional approach to the law of contracts. The students learns to analyze agreements and how to determine whether or not a contract has been formed, what law applies, whether the contract is enforceable, whether or not a party has breached, and, if so, what remedies are available to the aggrieved party.

WOL-550: Paralegal Pathway Certificate (6 weeks)**Hours: 126/Semester Credits 2**

This is a fast-paced program consisting of intensive concentration in legal research using Westlaw® (and other techniques), legal interviewing, legal investigation and litigation assistantship. The course also explores the use of computers in a law office and basic law office administration.

STATE AGENCY LISTING

- Alabama Commission on Higher Education - <http://www.ache.state.al.us/>
- Alaska Commission on Postsecondary Education –
http://acpe.alaska.gov/ABOUT_US/Consumer_Protection
- Arizona State Board for Private Postsecondary Education - <https://ppse.az.gov/complaint>
- Arkansas Department of Higher Education - <http://www.adhe.edu/>
- California Bureau for Private Postsecondary Education –
<http://www.bppe.ca.gov/enforcement/complaint.shtml>
- Colorado Department of Higher Education, Commission on Higher Education –
<http://highered.colorado.gov/academics/complaints/>
- Connecticut Office of Higher Education - <https://www.ctohe.org/StudentComplaints.shtml>
- Delaware Department of Education - <https://delaware.gov/topics/complaintsreports>
- Government of the District of Columbia, Education Licensure Commission –
<https://osse.dc.gov/service/higher-education-licensure-commission-helc-public-complaints>
- Florida Commission for Independent Education - <http://www.fldoe.org/policy/cie/file-a-complaint.stml>
- Georgia Nonpublic Postsecondary Education Commission –
<https://gnpec.org/gnpec-authorized-school-complainant-form/>
- State of Hawaii, Department of Commerce & Consumer Affairs –
<http://cca.hawaii.gov/consumer-complaints/>
- Idaho State Board of Education - <https://boardofed.idaho.gov/higher-education-private/private-colleges-degree-granting/student-complaint-procedures/>
- Illinois Board of Higher Education - <http://complaints.ibhe.org/>
- Indiana Board for Proprietary Education - <https://www.in.gov/che/2744.htm>
- Iowa College Student Aid Commission - <https://www.iowacollegeaid.gov/sdrf-start>
- Kansas Board of Regents –
https://www.kansasregents.org/students/university_student_complaints
- Kentucky Council on Postsecondary Education –
http://cpe.ky.gov/campuses/consumer_complaint.html
- State of Louisiana Board of Regents - <http://www.regents.la.gov/page/StudentComplaints>
- Maine Department of Education –
<http://www.maine.gov/doe/specialed/support/dispute/procedures/complaintinvestigation.html>
- Maryland Higher Education Commission –
http://mhec.maryland.gov/institutions_training/Pages/career/pccs/complaint.aspx
- Commonwealth of Massachusetts Board of Higher Education –
<http://www.mass.edu/forstufam/complaints/complaints.asp>
- State of Michigan Department of Education, Postsecondary Services
- Minnesota Office of Higher Education –
<https://www.ohe.state.mn.us/mPg.cfm?pageID=1078>
- Mississippi Commission on College Accreditation –
<http://www.mississippi.edu/mcca/downloads/studentcomplaintform.pdf>
- State of Missouri Coordinating Board of Higher Education –
<https://dhe.mo.gov/contactus.php>
- Montana Board of Regents - <https://mus.edu/MUS-Statement-of-Complaint-Process.asp>
- Nebraska Coordinating Commission for Postsecondary Education –

- <https://ccpe.nebraska.gov/student-complaints-against-postsecondary-institutions>
- Nevada State Commission on Postsecondary Education –
http://www.doe.nv.gov/home/FAQs/Higher_Education_FAQ/
- New Hampshire Department of Education –
<https://www.education.nh.gov/highered/compliance-allegation.htm>
- New Jersey Secretary of Higher Education –
<http://www.state.nj.us/highereducation/OSHEComplaintInstructions.shtml>
- New Mexico Higher Education Department –
<http://www.hed.state.nm.us/institutions/complaints.aspx>
- New York Bureau of Proprietary School Supervision –
<http://www.acces.nysed.gov/common/acces/files/bpss/ComplaintForm.pdf>
- North Carolina Community College System –
<http://www.ncccommunitycolleges.edu/complaint-procedures-and-forms>
- North Dakota Department of Career and Technical Education –
<https://www.nd.gov/cte/private-post-inst/>
- Ohio Board of Regents - <https://www.ohiohighered.org/students/complaints>
- Oklahoma State Regents for Higher Education –
www.okhighered.org/current-college-students/complaints.shtml
- Oregon Office of Degree Authorization –
<http://www.oregon.gov/highered/institutions-programs/private/Pages/private-postsecondary-complaints.aspx>
- Pennsylvania Department of Education - <http://www.education.pa.gov/Postsecondary-Adult/College%20and%20Career%20Education/Pages/Students-Complaints.aspx>
- Consejo de Educación de Puerto Rico/Puerto Rico Education Council - <http://www.ce.pr.gov>
- Rhode Island Office of the Postsecondary Commission –
<https://www.riopc.edu/form/ri-student-complaint/>
- South Carolina Commission on Higher Education –
http://www.che.sc.gov/CHE_Docs/AcademicAffairs/License/Complaint_procedures_and_form.pdf
- South Dakota Department of Education - <http://doe.sd.gov/octe/postsecondary.aspx>
- Tennessee Higher Education Commission –
<https://www.tn.gov/thec/topic/transcript-requests-and-institution-complaints>
- Texas Workforce Commission –
<http://www.twc.state.tx.us/files/jobseekers/csc-401a-student-complaint-form-twc.pdf>
- Utah Division of Consumer Protection –
<https://consumerprotection.utah.gov/complaints/index.html>
- Vermont Agency of Education –
<http://education.vermont.gov/sites/aoe/files/documents/edu-postsecondary-program-complaint-resolution.pdf>
- The State Council of Higher Education for Virginia –
<http://www.schev.edu/index/students-and-parents/resources/student-complaints/student-complaint-form>
- State of Washington Higher Education Coordinating Board –
<http://www.wsac.wa.gov/student-complaints>
- West Virginia Higher Education Policy Commission –
<http://www.wvhepc.edu/wp-content/uploads/2014/06/Student-Complaint-Process-revised-3.pdf>

- State of Wisconsin Educational Approval Board –
<http://eab.state.wi.us/resources/complaint.asp>
- Wyoming Department of Education –
<https://edu.wyoming.gov/downloads/schools/student-complaint-process.pdf>